



**The 71<sup>ST</sup> TEFLIN**

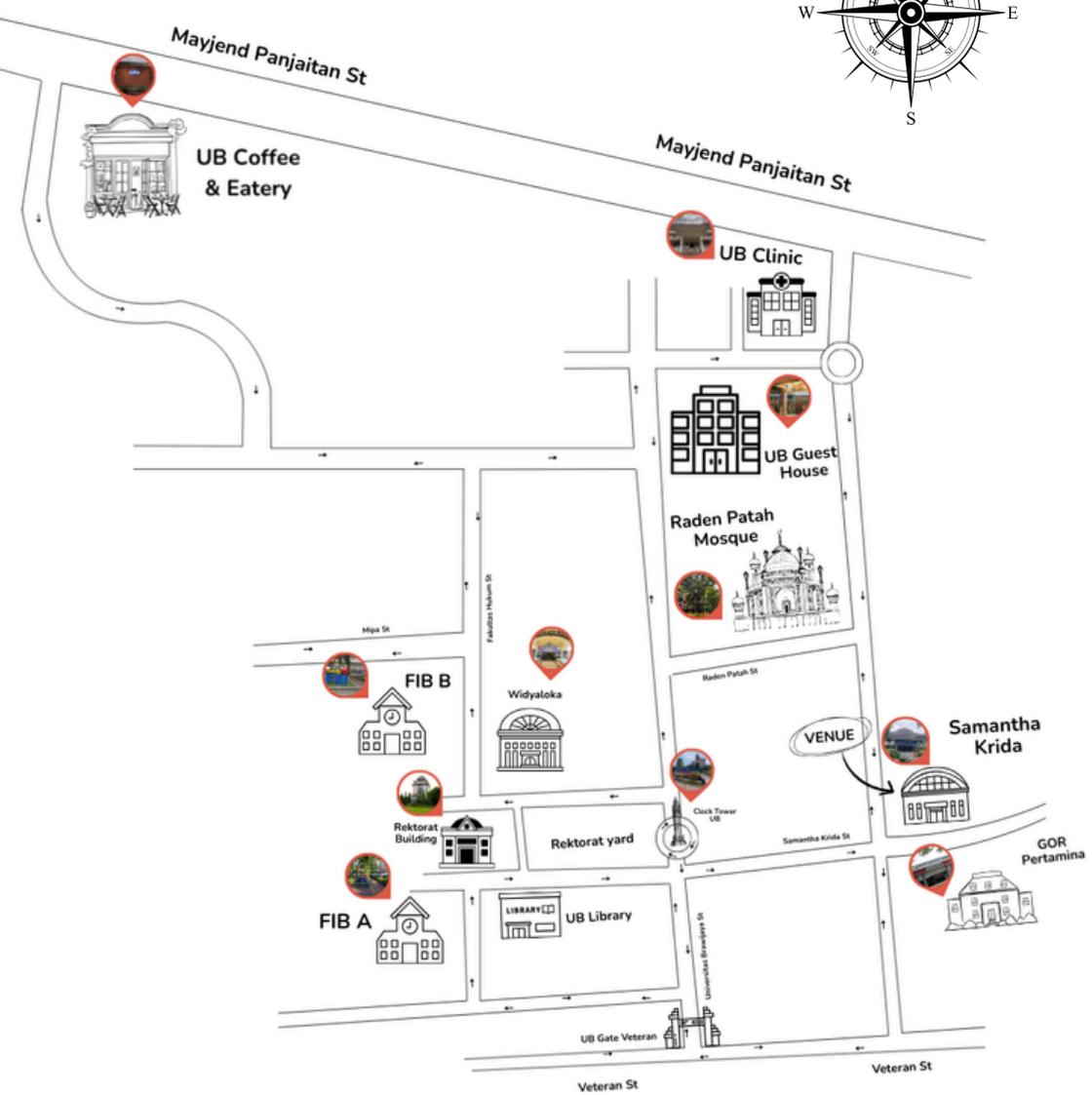
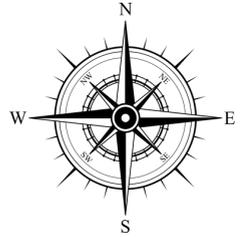
**International Conference**

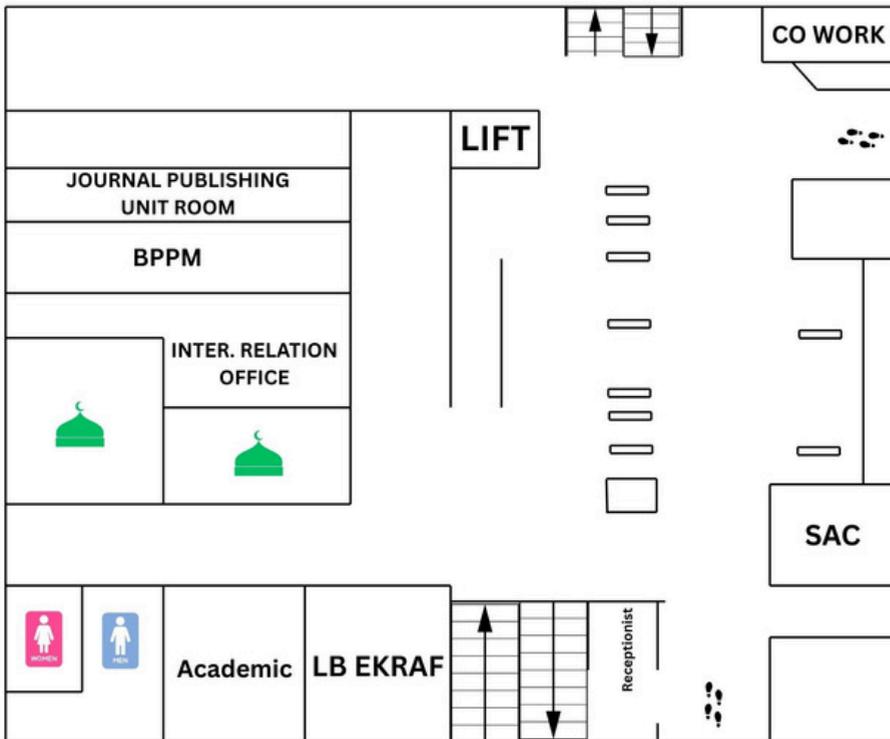
**PROGRAM BOOK**



**71<sup>ST</sup> TEFLIN**  
International Conference

# UB MAP

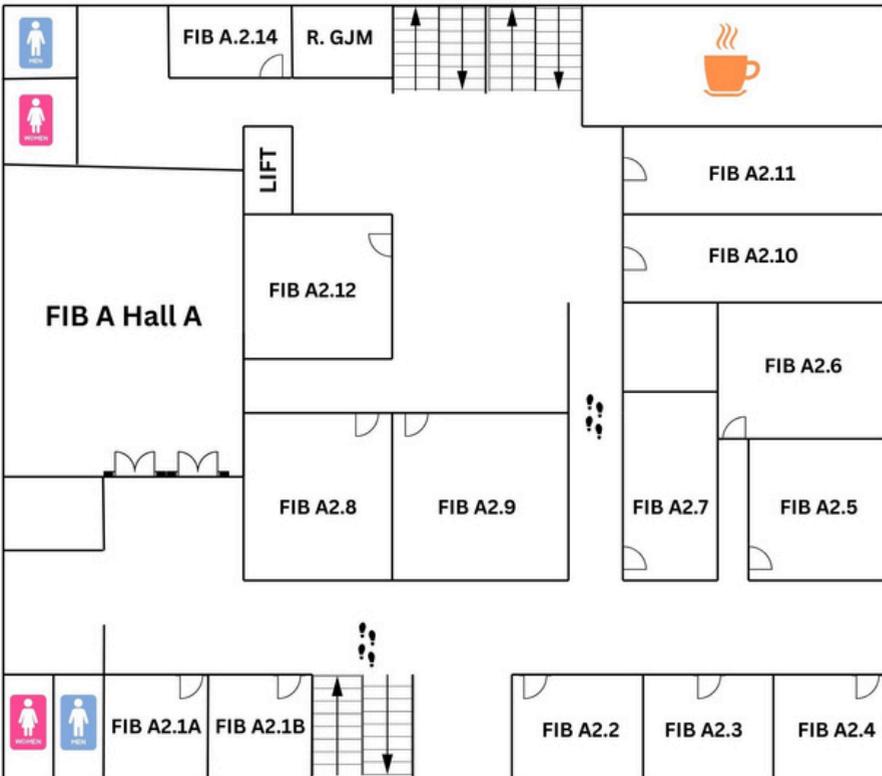




**Map**  
**FIB A**  
**1<sup>st</sup> Floor**

**LEGENDS:**

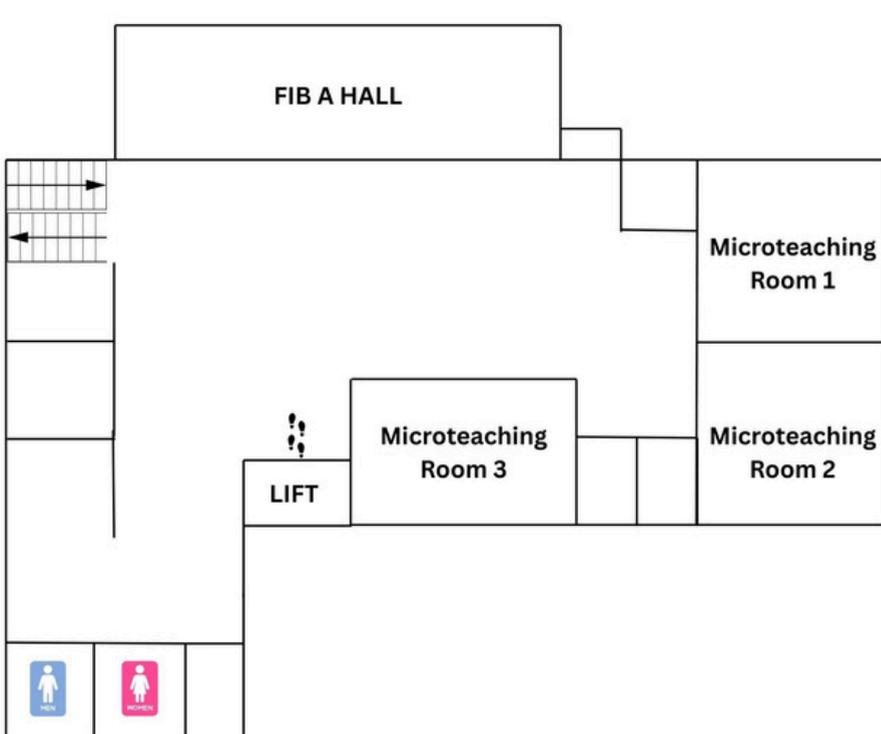
-  Gents Toilet
-  Ladies Toilet
-  Unisex Toilet
-  Mushola
-  Entrance



# Map FIB A 2<sup>nd</sup> floor

## LEGENDS:

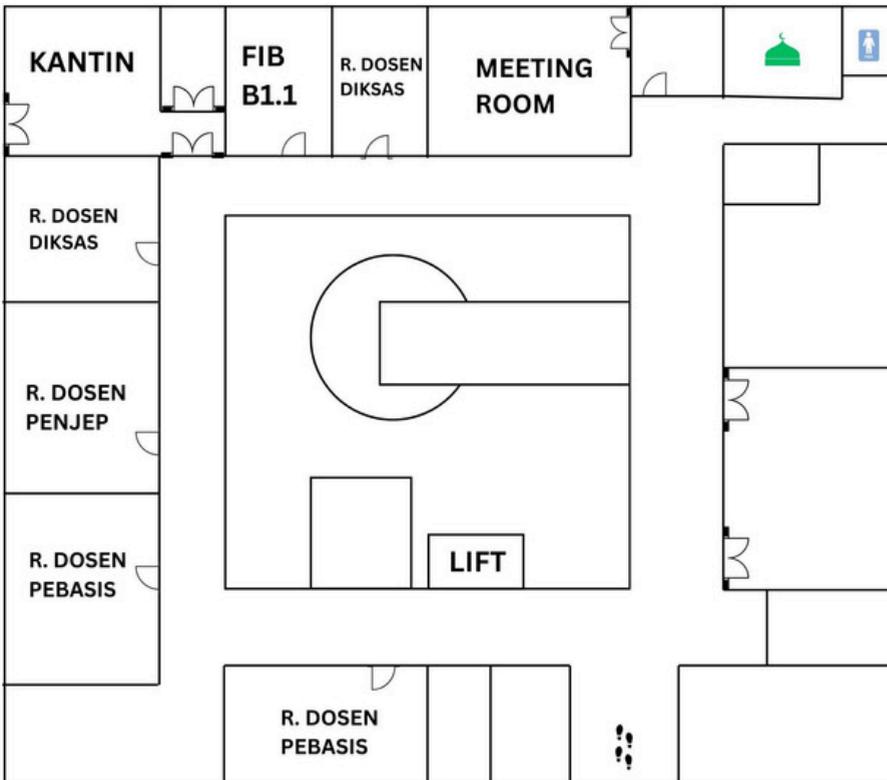
-  Gents Toilet
-  Ladies Toilet
-  Unisex Toilet
-  Mushola
-  Entrance
-  Cafe



# Map FIB A 7<sup>th</sup> Floor

## LEGENDS:

-  Gents Toilet
-  Ladies Toilet
-  Unisex Toilet
-  Mushola
-  Entrance



## Map FIB B 1<sup>st</sup> Floor

### LEGENDS:

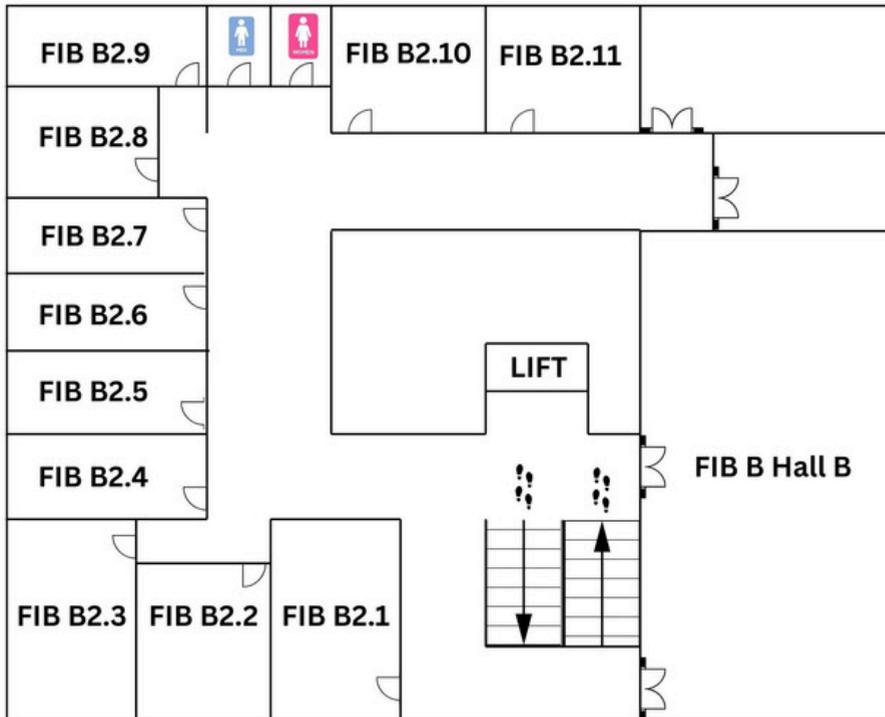
-  Gents Toilet
-  Ladies Toilet
-  Unisex Toilet
-  Mushola
-  Entrance



# Map FIB B 2<sup>nd</sup> Floor

## LEGENDS:

-  Gents Toilet
-  Ladies Toilet
-  Unisex Toilet
-  Mushola
-  Entrance





THE 71<sup>ST</sup> TEFLIN  
International Conference

# CHAIR OF THE 71ST TEFLIN CONFERENCE



His Excellency Professor Abdul Mu'ti, Minister of Primary and Secondary Education of the Republic of Indonesia,  
The Honorable Rector of Universitas Brawijaya,  
The Honorable President of TEFLIN, the President of ALTI, and distinguished members of the TEFLIN and ALTI Boards,  
Distinguished Keynote and Plenary Speakers, Esteemed Guests, Colleagues, and Participants,

It is my great honor, on behalf of Universitas Brawijaya and the organizing committee, to warmly welcome you to the 71st TEFLIN International Conference, held here in Malang from 8th to 10<sup>th</sup> October, 2025.

This year's conference is held in conjunction with The 5th ICEL, The 5th ICOLLEC, and The 2nd ISIALING, which makes this gathering a unique and interdisciplinary platform where scholars, educators, and practitioners from across the globe can come together to share ideas and innovations.

Our theme, "Reimagining English Language Education in the Age of AI and Digital Transformation: Integrating Inclusive Education and Cultural Diversity", is both timely and essential. As artificial intelligence transforms our classrooms and societies, it is our responsibility as educators to ensure that these technologies foster inclusivity, respect cultural diversity, and support the development of learners in meaningful ways.



We are privileged to host the outstanding keynote speakers: His Excellency Professor Abdul Mu'ti, Professor Gary Barkhuizen from the University of Auckland, and Professor Ju Seong Lee from the Education University of Hong Kong. Alongside them, our plenary speakers—Associate Professor Hamamah, Professor Young-Joo Jeon, Professor Kyria Rebecca Finardi, and Associate Professor Dennis Alonzo—will enrich our conference with insights from Indonesia, South Korea, Brazil, and Australia.

Over the next three days, more than 600 presenters and participants will engage in stimulating discussions on topics such as AI-mediated language learning, digital storytelling, intercultural competence, indigenous cultures in EFL, and the ethical implications of AI in education. These sub-themes not only reflect our academic priorities but also address global issues and challenges in education today.

I would like to take this opportunity to express my deepest gratitude to our partners, TEFLIN as the biggest organization for English teachers in Indonesia who has trusted us to be the host of the 71<sup>st</sup> TEFLIN International Conference, and ALTI who has joined this process since the beginning. We'd also like to thank to our supporters, including RELO, the British Council, ITC, NEAS, and many others who I cannot mention one by one, as well as to the dedicated steering and organizing committee members, whose commitment and hard work have made this event possible.

Ladies and gentlemen, thank you for joining us. May this conference provide us with inspiration, collaboration, and a renewed commitment to inclusive and innovative English language education.

With great respect, I would now like to invite The Rector of Universitas Brawijaya, Professor Widodo, to officially open the 71<sup>st</sup> TEFLIN International Conference.

Thank you.

Prof. Zuliati Rohmah



THE 71<sup>ST</sup> TEFLIN  
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# RECTOR



His Excellency Professor Abdul Mu'ti, Minister of Primary and Secondary Education of the Republic of Indonesia,  
The Honorable President of TEFLIN, the President of ALTI, and respected members of their Boards,  
Distinguished Keynote and Plenary Speakers, Esteemed Guests, Colleagues, and Participants,

It is a great honor for Universitas Brawijaya to host the 71st TEFLIN International Conference, in conjunction with The 5th ICEL, The 5th ICOLLEC, and The 2nd ISIALING. On behalf of the university, I extend my warmest welcome to all of you who have come from near and far to join us here in Malang.

The theme of this year's conference, "Reimagining English Language Education in the Age of AI and Digital Transformation: Integrating Inclusive Education and Cultural Diversity", reflects our shared concern around the future of education. At a time when artificial intelligence is reshaping many aspects of our lives, we are reminded that education must remain human-centered, inclusive, and culturally grounded. This conference provides us with an excellent opportunity to critically examine how AI and digital technologies can be harnessed to enrich, rather than diminish, the teaching and learning of English.

We are particularly honored by the presence of our distinguished keynote and plenary speakers, whose expertise and insights will guide our discussions. The diversity of their backgrounds—from Indonesia, New Zealand, Hong Kong, South Korea, Brazil, and Australia—reflects the global character of this gathering and underlines the importance of international collaboration in addressing educational challenges.



For Universitas Brawijaya, hosting this conference is both a privilege and a responsibility. As one of Indonesia's leading universities, we are committed to advancing scholarship and innovation, while at the same time promoting inclusivity and respect for cultural diversity. We hope that your time here will not only be intellectually enriching but also allow you to experience the hospitality, culture, and beauty of Malang.

Finally, allow me to express my deepest appreciation to TEFLIN, ALTI, our partner organizations, and the organizing committee for their dedication and hard work in preparing this event.

With these words, and with great optimism for the fruitful exchanges that will take place, I am pleased to officially declare the 71st TEFLIN International Conference open.

Thank you, and I wish you a productive and inspiring conference.

Prof. Widodo



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# PRESIDENT OF TEFLIN



His Excellency Prof. Abdul Mu'ti, Minister of Primary and Secondary Education of the Republic of Indonesia,  
The Honorable Rector of Universitas Brawijaya,  
The Honorable President of ALTI and distinguished Board Members of TEFLIN and ALTI,  
Distinguished Keynote and Plenary Speakers, Esteemed Guests, Colleagues, and Participants,

It is with great pleasure and pride that I welcome you to the 71st TEFLIN International Conference, held here in Malang, in collaboration with the 5th ICEL, the 5th ICOLLEC, and the 2nd ISIALING. This conference continues the long tradition of TEFLIN as a professional organization dedicated to advancing the field of English language teaching in Indonesia and strengthening connections with colleagues across the world.

This year the conference's theme, "Reimagining English Language Education in the Age of AI and Digital Transformation: Integrating Inclusive Education and Cultural Diversity", reflects not only the challenges we face but also the opportunities that await us. As AI and digital technologies increasingly enter our classrooms, TEFLIN is committed to ensuring that innovation goes hand in hand with inclusivity, ethics, and cultural sensitivity. We believe that English language education must always serve learners, communities, and societies—helping them to connect globally while remaining rooted in local values.

We are deeply grateful to our distinguished keynote speakers (Prof. Abdul Mu'ti, Prof. Gary Barkhuizen, Prof. Ju Seong Lee) and plenary speakers (Assoc. Prof. Hamamah, Prof. Young Yoo Jeon, Prof. Kyria Rebeca Finardi, Assoc. Prof. Dennis Alonzo) who bring expertise from Indonesia, New Zealand, Hong Kong, South Korea, Brazil, and Australia.



We would also like to extend our gratitude to our featured speakers: Dr. Kevin McCaughey and Dr. Melanie Gobert (RELO), Buyung Sudrajat, M.Phil., Davide Guarini Gilmartin, and Colm Peter Downes (British Council), Dr. Denchai Prabjandee (Thai TESOL), Dr. Greg Rouault (JALT), Dr. Marie Alina Yeo (SEAMEO RELC), Dr. Yasuhiro Fujiwara (JACET), Prof. Dr. Sivabala Naidu (MELTA), Adam Kilburn (NEAS), Dr. Rob Waring (ERF), Nizamuddin Sadiq, Ph.D. (GEPRIN), Dr. Itje Chodidjah, MA (ITC), and Evynurul Laily Zen, Ph.D. (TEFLIN). Their presence underscores the global relevance of our discussions and the need for international collaboration to reimagine English education for the future.

Furthermore, I would like to express sincere appreciation to Universitas Brawijaya for hosting this conference, and to the dedicated organizing committee who have worked tirelessly to make this event possible. Special thanks are also due to our partners and supporters, including the British Council and RELO, whose support strengthens our mission.

As we embark on this three-day intellectual journey, let us take this opportunity to share, to collaborate, and to learn from one another. May this conference not only advance research and practice in English language education but also inspire us to create more inclusive, culturally responsive, and technologically innovative classrooms.

Before I close this speech, I would like to inform you that this conference also serves as a grand professional development event following the TEFLIN Deep Learning Training and Workshop (DLTW) series held from April to August 2025. As TEFLIN's community service program to empower English teachers in Indonesia, the program successfully trained 1,205 secondary school teachers from Aceh to Papua with the tremendous support from TEFLIN Chapters, Teacher Professional Development, and Non-Formal Education Institution Development. Following this speech, a short video documenting the TEFLIN DLTW will be played as a token of appreciation for everyone involved in this program and a recap that we would like to share with all of you.

On behalf of TEFLIN, I wish you all a productive, enriching, and memorable conference.

Thank you.

Prof. Utami Widiati



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2. AGENG PRIATMODJO, S.S.



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# KEYNOTE SPEAKERS



Name:	Professor Gary Barkhuizen
Title of Presentation:	Stories for understanding and development: Identity and practice in the AI era
Qualification:	MA, Doctor of Education
Affiliation:	University of Auckland
Phone:	+64 0272161548
E-mail:	<a href="mailto:g.barkhuizen@auckland.ac.nz">g.barkhuizen@auckland.ac.nz</a>

Gary Barkhuizen is professor of applied linguistics at the University of Auckland, New Zealand. His teaching and research interests are in the areas of language teacher education, teacher and learner identity, study abroad, and narrative inquiry, and these are reflected in his many publications, conference presentations, and books, which include *Narrative Research in Applied Linguistics* (2013) (Cambridge), *Reflections on Language Teacher Identity Research* (2017) (Routledge), *Language Teacher Educator Identity* (2021) (Cambridge), and *Narrative Inquiry in Language Teaching and Learning Research* (2nd Ed) (2025) (Routledge). In 2017 he won the TESOL International Association's award for Distinguished Research.

### **Getting started with narrative inquiry in language teaching and learning: Five key aspects**

**Gary Patrick Barkhuizen**

#### **Abstract**

**In the past couple decades there has been an explosion of research activity and publications using narrative data and methodologies in the field of language teaching and learning. Despite this accelerated research activity, there still exists some uncertainty about what narrative is, and what narrative inquiry does. In this presentation, I present a basic framework for narrative inquiry that gets to the basics of what the methodology is and how it works. I highlight narrative concepts and cover various approaches to narrative data collection and analysis especially relevant to teachers and teacher educators. In order to do so I will briefly introduce five key aspects of the approach – those that set the scene for further narrative exploration.**



Name: Dr Ju Seong Lee

Title of Presentation: Enhancing speaking skills in access-limited communities via IDLE

Qualification: Acting Head & Associate Professor

Affiliation: Education University of Hong Kong

Phone: +852 2948 7391

E-mail: [jslee@eduhk.hk](mailto:jslee@eduhk.hk)

Ju Seong LEE is Acting Head and Associate Professor in the Department of English Language Education at the Education University of Hong Kong. His work focuses on informal digital learning of English (IDLE) and its social impact. In 2024, Stanford University recognized him among the world's top 1% scientists in Languages and Linguistics.

### **Enhancing speaking skills in access-limited communities via IDLE**

**Ju Seong Lee**

#### **Abstract**

**In many under-resourced Indonesian communities, English learners rarely get the chance to practice speaking, limiting their confidence and communication skills. While Informal Digital Learning of English (IDLE)—like watching videos or chatting online—offers some exposure, our research highlights a persistent challenge: the lack of conversation partners. To address this gap, our multi-stakeholder team launched a train-the-trainer program, empowering 25 teachers across 22 schools to integrate IDLE into their classrooms and reach 2,820 students. The results were impressive—students more than doubled their English exposure and speaking practice, and reported greater enjoyment, confidence, and communication skills. This talk will share our journey, lessons learned, and practical strategies for digital language inclusion.**



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# PLENARY SPEAKERS



Name: Associate Professor Dennis Alonzo

Title of Presentation: Technological Progress and Social Resistance: A Prelude to Reimagining Assessment in Language Education in the Age of AI

Qualification: PhD

Affiliation: University of New South Wales Sydney

Phone: +61(2)9065 1761

E-mail: d.alonzo@unsw.edu.au

Dennis uses mixed methods in his research on the intersections of curriculum, assessment, equity, evaluation of educational programs, and teacher education and development. He works with educational systems and schools nationally and internationally to lead their assessment reforms focused on articulating policies, developing assessment resources, implementing professional development, and changing teachers' beliefs and practices. He also supports schools by co-designing and evaluating long-term educational programs. He established the Asia-Pacific Assessment and Curriculum Studies (APACS), a research program and network aimed at engaging in critical enquiries to address various ideological, theoretical, conceptual, organisational, and practical issues in assessment and curriculum across school and higher education settings.

**Technological Progress and Social Resistance: A Prelude to Reimagining Assessment in Language Education in the Age of AI**

**Dennis Alonzo**

**Abstract**

The historical development of technological tools has been marked not only by innovation and progress but also by resistance and scepticism. From ancient to modern times, new technologies have often been met with fear, criticism, or outright rejection. However, upon acceptance, these new technologies have reshaped societal structures, labour processes, and human interactions.

In this talk, I will trace the historical development of technologies, focusing on how people perceived them negatively due to their social, moral, and psychological consequences. I will use this historical perspective to highlight how the academic community are polarised regarding the use of artificial intelligence (AI) in learning, teaching, and assessment. Next, I will argue that AI represents a transformative force whose impact is unfolding in real-time. Unlike prior tools that extended human physical or cognitive capacity, AI possesses adaptive capabilities that challenge long-standing notions of expertise, creativity, decision-making, pedagogy, assessment, and teacher and student roles. These tensions are especially pronounced in language education, where communication, culture, inclusion, and cognition intersect.

I will conclude by offering a set of provocations designed to stimulate critical reflection, further enquiry, and practical exploration of AI's role in language assessment. These provocations are shaped by the fact that as AI tools begin to generate fluent texts, interpret speech, and offer feedback in real-time, traditional paradigms of language proficiency, learning, teaching, and assessments are increasingly disrupted. The central question is no longer how to assess what learners know, but how to assess what learners can do in a world where machines are active participants in the communicative space. This shift requires recalibrating not only the tools and methods of assessment but also the goals of language education and how we assess whether those goals are being met by culturally and linguistically diverse students.



## **AI in ELT in Indonesia: A Critical Review of Innovation, Ethics, and Equity**

**Hamamah**

### **Abstract:**

As artificial intelligence (AI) becomes more present in education worldwide, many teachers and learners in Indonesia are beginning to explore its potential in English language teaching (ELT). While AI tools like ChatGPT and adaptive learning platforms can offer new ways to support language learning—such as through writing assistance or personalized feedback—there are also important questions about how these technologies are used in classrooms with different resources, needs, and cultural settings. This literature review explores how AI is currently being discussed and used in Indonesian education, with a focus on English language learning. Several key themes emerge from recent studies, including teacher readiness, access to digital infrastructure, ethical concerns, and how AI might support both student learning and teacher development. Although there is growing interest in using AI in ELT, many challenges remain—especially in terms of unequal access, limited training for teachers, and the use of tools that are not always designed for local contexts. This presentation encourages a more thoughtful and inclusive approach to using AI in ELT. Rather than focusing only on innovation, it highlights the need to consider ethics, equity, and local realities. The goal is to support meaningful discussions around how AI can help—not replace—teachers, and how it might contribute to more inclusive and culturally aware English language education in Indonesia.



Name: Kyria Rebeca Finardi

Title of Presentation: Reimagining ELT in the intersection of artificial and human intelligence

Qualification: PhD in English and Applied Linguistics

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Kyria Rebeca Finardi is a Full Professor and Senior Lecturer in the Department of Languages, Culture and Education (DLCE) and post-graduate program of Education (PPGE) of the Federal University of Espirito Santo (UFES), in Vitória, Brazil where she also holds a sit in the Permanent Board of Internationalization. She has a strong track-history as principal investigator and member of international research projects and an extensive list of publications (more than 3,000 citations according to Google Scholar) including the books *English in Brazil and English in the South*. Most of her publications are open access and can be viewed at <https://www.kyriafinardi.com/en/publica%C3%A7%C3%B5es>. Mrs. Finardi is the President of the International Association of Applied Linguistics (AILA) [https://aila.info/about/organization/executive\\_board/](https://aila.info/about/organization/executive_board/), past President of the Brazilian Association of Applied Linguistics (ALAB) 2018-2019, and co-founder and coordinator of the Ibero-America Association of Applied Linguistics (AIALA). Her full cv and information about projects can be found at <https://www.kyriafinardi.com/>

ORCID: <https://orcid.org/0000-0001-7983-2165>

### **Reimagining ELT in the intersection of artificial and human intelligence**

**Kyria Rebeca Finardi**

#### **Abstract**

This talk reflects on the role of technology in the advancement of society and promotion of a better life focusing on the role of artificial intelligence (AI) and human agency. More specifically, this talk invites applied linguists to reimagine English Language Teaching (ELT) in the age of AI and digital transformation focusing on possibilities to integrate inclusive education and cultural diversity discussing the role of AI and human agency in it. The discussion also touches on issues of equity, diversity and inclusion (EDI) at the intersection of AI and human intelligence in education. The role of researchers, applied linguists and language educators in promoting a more critically informed, plural, and culturally rich environment for knowledge production and language teaching/learning for a more peaceful existence is also discussed. The talk is also inspired by AILA ReN 'EMEVEDI' which draws on AILA's endorsed principles of good practices and ethics in AL, the UN 2030 Agenda for Sustainable Development and Open Science and the Iberoamerica Association of Applied Linguistics (AIALA) as the first 'regional' association of AILA which is linguistically rather than geographically bound aiming to highlight other languages (besides English) and epistemologies (such as decolonial perspectives) towards more social justice through the work of applied linguistics.



Name: Prof. Young-Joo Jeon, Ph.D.

Title of Presentation: How Should We Use AI in English Education? – The Five-Step Framework and the AI Wellbeing Matrix

Qualification: Ph.D. in English Education

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Prof. Young-Joo Jeon is a Professor of English Education at Mokwon University, South Korea. She is the current President of the AI Convergence Education Society (AICES) and the Vice-president of the Korea Contents Association (KoCon). She previously served as the Dean of the Teachers College at Mokwon University and as the President of the Korea English Education Society (KEES). She has published over 50 scholarly works, including national English textbooks and SCIE-indexed journal articles. Her research focuses on AI-assisted English education, teacher professional development, and student well-being, and she has led numerous government-funded projects to innovate language education in the digital era.

### **How Should We Use AI in English Education? – The Five-Step Framework and the AI Wellbeing Matrix**

**Young-Joo Jeon**

#### **Abstract**

The rapid progression of digital transformation (DX) across all sectors has positioned English education at the forefront of AI integration, particularly with the nationwide introduction of AI Digital Textbooks (AIDTs) in South Korea from 2025. Although the initial mandatory adoption has shifted to voluntary participation, approximately one-third of schools have already applied to implement AIDTs, reflecting the heightened interest and urgency surrounding AI-based instruction. This paradigm shift represents a critical juncture for both in-service and pre-service teachers, prompting systemic efforts from the Ministry of Education to provide AI teaching competency training, on-site consulting, and curriculum reform within teacher education programs.

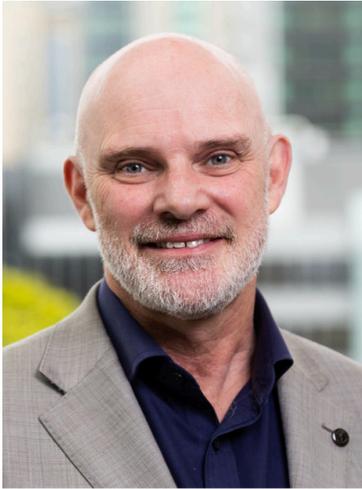
This presentation addresses the dual nature of digital transformation in education—its potential to foster innovation while simultaneously intensifying the psychological and pedagogical burdens on educators. Building on Kiaer and Jeon (2024a), we propose a structured five-step implementation framework centered on teacher autonomy to guide AI integration in English language classrooms. Furthermore, we introduce the AI Wellbeing Matrix (Kiaer & Jeon, 2024b), a tool designed to assess and enhance the cognitive (creativity, memory), affective (motivation, anxiety), and social (wellbeing, engagement) dimensions of AI use among learners.

Finally, we argue that genuine wellbeing in AI-enhanced English education can be achieved, which nurture empathy, meaning-making, and deeper learner engagement. By aligning technological innovation with humanistic pedagogy, this framework aims to ensure that AI serves as a catalyst for both academic achievement and holistic wellbeing rather than a source of additional stress.



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# FEATURED SPEAKERS



**Title: Letting the Teacher Drive: A Tiered, Teacher-Led Approach to Professional Development at NEAS**

In an age where content is increasingly self-generated and learning is often self-directed, NEAS is reimagining its Professional Development (PD) strategy to better reflect how educators learn best—by taking the wheel themselves. Grounded in research that shows the most effective PD is teacher-driven, this 50-minute session will introduce NEAS's new three-tiered PD framework, designed to empower educators while maintaining quality, structure, and recognition.

**Tier 1 – Letting the Teacher Drive**

This entry-level, openly accessible PD content allows teachers to explore, create, and share on their own terms. Built from content provided by teachers themselves, Tier 1 invites broad participation and engagement with content targeting the issues of specific, localised teaching communities. This is the starting point for deeper engagement.

**Tier 2 – Designing the Roads**

As teachers generate and engage with Tier 1 content, NEAS will respond by curating and developing structured learning pathways. These practitioner-focused modules are free or discounted for NEAS Associate members and support continuous engagement, ensuring content aligns with sector needs while retaining flexibility.

**Tier 3 – Building Credentials**

For those seeking formal recognition, Tier 3 offers microcredentials such as the NEAS Master Practitioner. These are stackable, high-value credentials that can articulate into formal qualifications with university and other tertiary providers.

This model creates a dynamic, scalable, and sustainable PD ecosystem. NEAS provides the infrastructure—platforms, incentives, recognition, and quality assurance—while educators lead the learning journey. This session will unpack the strategy, technology, and engagement model behind this forward-looking initiative.



**Family name:** Downes  
**First names:** Colm Peter  
**Nationality:** British (based in Jakarta, Indonesia)  
**Email:** colmdownes@gmail.com

I am a British ELT and professional communication consultant based in Jakarta with over 20 years of experience leading language education, ESP, and professional skills training programmes across Southeast Asia, the Middle East, Europe, and the Caucasus. I specialise in designing and delivering impactful, context-sensitive English language interventions for public

### **AI and Employability: Building Internationally Confident Graduates in Indonesia**

**Summary:** This session explores how English language education in Indonesia can embed employability and intercultural skills alongside the four core language skills. It highlights practical strategies and AI-based tools, such as EnglishScore, to help institutions prepare internationally confident graduates equipped for local and global labour markets.

**Abstract:** In Indonesia today, the role of English language education is being reshaped by both the Ministry of Education's emphasis on employability and the rapid growth of AI and digital technologies. Universities and schools are increasingly expected to prepare graduates who are not only proficient in English but also confident in applying their skills in culturally diverse, real-world contexts. To meet this challenge, English language programmes must integrate employability skills alongside the four core skills of listening, reading, speaking, and writing. These include intercultural competence, relationship-building, and professional communication skills such as negotiation, presentations, and effective digital writing. This session will explore practical strategies for embedding employability skills into English teaching and assessment, with a particular focus on how AI-based tools can support teachers and learners. Examples include mobile platforms such as EnglishScore, which certify all four language skills, and AI-assisted approaches that provide scalable, inclusive opportunities for learners. The talk will show how well-designed, technology-enhanced programmes can help Indonesian graduates succeed in both local and global labour markets, while also aligning with principles of inclusivity and cultural diversity.



## **Global Englishes in the Age of AI: Prospects for a Paradigm Shift in English Education**

**Denchai Prabjandee**

### **Abstract**

**In this presentation, I will present the historical developments of the Global Englishes (GE) paradigm, which conceptualizes English as plurilithic, pluricentric, and globally owned. The GE paradigm has called for a reevaluation of how English should be taught. Despite many calls, the GE has been challenged as theoretical rather than practical. In this presentation, I will demonstrate how Artificial Intelligence (AI) can facilitate the practical implementation of GE in the classrooms. In doing so, I will address various challenges related to GE-informed pedagogy, including the scarcity of GE-specific materials, assessments grounded in native norms, enduring monolingual ideologies, and insufficient teacher training. Following that, the incorporation of AI in material development, lesson planning, and assessment practices will be discussed as a potential implementation of GE. Throughout the presentation, I will emphasize the perspectives of educators in Thailand, Cambodia, and Vietnam who are embracing GE-informed pedagogy, thereby demonstrating the potential for transforming English education.**



Itje Chodidjah is a passionate educator and ELT specialist whose career spans over four decades of empowering teachers across Indonesia and beyond. With a PhD in English Education (UPI Bandung), an MA from the University of Warwick, and a BA in English from IKIP Malang, she brings both academic depth and practical wisdom to every learning space she enters. Her work bridges classroom practice, curriculum innovation, and international collaboration—always with a focus on teacher growth and student confidence. As Executive Chair of the Indonesia National Commission for UNESCO (2021–2025), Itje continues to advocate for literacy, character education, and professional excellence. Committed to empowering teachers to improve quality of learning.

### **Mindfulness in the EFL Classroom: A Key to Unlocking Student Competence and Confidence**

#### **Abstract**

This session explores mindfulness as a transformative competency for English teachers in Indonesia. More than linguistic expertise, teachers need conscious awareness—of their own language proficiency, of students' varied abilities, and of the shared desire to communicate. When teachers are fully present, they foster classrooms where confidence, competence, and motivation grow together. Mindful teaching is not a luxury—it's a necessity. In environments where students often hesitate or disengage, it is the teacher's presence that revives their willingness to try, speak, and persist. Motivation thrives when learners feel seen, supported, and understood. Without mindfulness, teaching risks becoming mechanical; with it, classrooms become spaces of trust, courage, and authentic language development. In Indonesia's EFL context, this shift is not optional—it's essential.



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**Nizamuddin Sadiq is an Associate Professor at the Department of English Language Education at Universitas Islam Indonesia. He completed his doctoral degree from the Department of Applied Linguistics for English Language Teaching, University of Southampton, England. His research interests are related to issues and developments related to English as a (multi)Lingua Franca (EmLF) or Multilingualism with English, and Multilingual Practices in English-Medium Instruction (EMI), Linguistics, and Formula 33-based learning English. He could be reached at: [nizamuddin.sadiq@uii.ac.id](mailto:nizamuddin.sadiq@uii.ac.id)**



Greg Rouault has taught EFL in Japan for over 25 years and is currently an Associate Professor at Hiroshima Shudo University. Greg served as the Book Reviews Editor for JALT Journal for 12 years. His research interests include reading literacy, ESP/EAP, business English, and experiential task-based learning with simulations.

### **Simulation Game Tasks for Communication in Cross-cultural Diversity**

#### **Abstract**

When people think about cross-cultural communication, they often fixate on: a) language barriers or vocabulary to express meaning, b) levels of formality in register, c) non-verbal communication and gestures. While these are important features of interactions within and across cultures, there are even more important factors that influence our speech and actions. The underlying assumptions we hold impact how we approach, address, and resolve intercultural communication issues or problems. A simulation task can provide an opportunity to (a) look into these fundamental assumptions, (b) experience communication challenges, and (c) deal with any breakdowns or misunderstandings that may result. This session will introduce the background principles for using tasks and simulations and will also orient the audience to problems in cross-cultural communication. Participants will briefly take part in game tasks that simulate what often happens when we travel, deal with people from different cultures, or change from one workplace to another. The intent is to create awareness of the great number of pre-conceived beliefs that we should acknowledge and recognize to break down barriers for appropriate behavior and more inclusive interaction. Through playing, watching, and debriefing, people can comprehend that individuals from diverse backgrounds bring assumptions with them to interactions and carry with them a lifetime of non-verbal codes and messages which can support their message or confuse and even offend others. Debriefing will allow participants to reflect on the potential applications for such simulation tasks and games in their language, cultural, and teaching contexts.



Kevin McCaughey  
Regional English Language Office (RELO) Director  
U.S. Embassy Jakarta

Kevin McCaughey is the Regional English Language Officer for Indonesia, now in his 13th year of service as a RELO. He has previously served in Ukraine, South Africa, Serbia, and Uzbekistan. Kevin has two MA degrees: in Creative Writing and in Teaching English to Speakers of Foreign Languages. He has offered teacher training sessions in 40 countries. He organized American English's first webinar series in 2009, and was the primary designer of the publication *Activate: Games for Learning American English*. His hobbies include riding a push scooter and sitting in coffee shops.

#### Rediscovering What Technology Can't Do in the Classroom

As AI, large language models (LLMs), and other advanced technologies reshape how we access and produce language, many English teachers feel pressure to keep up. But even in a world full of smartphones and smart machines, one thing remains the same: students still come to real classrooms. Their minds might often be on their phones, but since we have them physically present, let's make them connect — with each other, with us teachers, and with language in meaningful ways.

In this session, we'll explore what technology can do for language learning — and, just as importantly, what it can't. Then we'll spend the lion's share of our time experiencing games, group projects, physical movement tasks, and creative challenges that build confidence and fluency in ways apps and AI never can. Participants will experience low-tech, high-impact activities that make English learning more active, more social, and more memorable. Whether you're teaching in a big city or a rural classroom, with high-tech tools or none at all, you'll leave with practical strategies you can use right away in your classes.

#### Workshops:

**Activate Games (90 minutes):** RELO will bring copies of *Activate Games*: within this suite of games are four ways to build English skills, writing skills, speaking, and critical thinking. Teachers can use them again and again. Moreover, this workshop demonstrates how to take *Activate* as models to develop further games. Accordingly, we will experiment with some Indonesia-specific versions of *Activate*.

#### Experiencing Learning Stations

Participants experience a dynamic classroom design where students engage in different tasks, simultaneously. Participants will rotate through 5–7 stations, modeling how learning can be personalized and active. This approach compels students to take charge of their learning and reduces the demand for resources, since materials are only needed for small groups rather than an entire class. Stations unlock new possibilities for teaching with limited tools and space. In my own experience, nothing has made me re-think how I run a class as much as this approach.

#### Presentation

##### Presentation Skills for Teachers - 2025

In this presentation, I'll explore how teachers can become more effective presenters in any setting: classrooms, staff meetings, conferences—anywhere they are told “the floor is yours.” With humor, and frequent audience surveys and polls, I will reveal 10 common Teacher Talk Trip-Ups—mistakes I've made myself—and offer simple, practical strategies to fix them. Along the way, I challenge educators to rethink how they use their voices and presence to connect, lead, and inspire. The session closes with a timely question: As AI continues to reshape communication, will public speaking still matter—and what does that mean for language teachers?



Marie Alina Yeo is a Senior Language Specialist at SEAMEO RELC. She conducts teacher development courses in language assessment, Content and Language Integrated Learning (CLIL), and teaching methodology. Marie is co-editor of the RELC Journal and has published articles in TESOL Quarterly, TESOL Journal, the Journal of Scholarly Publishing and other leading journals on Generative AI, formative assessment and CLIL.

### **Distorted Echoes: Managing Misinformation in an Age of AI Summarizing Tools**

For language learners with limited reading skills or exposure to academic language, engaging with lengthy texts can be especially difficult. AI summarization tools such as Google NotebookLM can generate summaries, mind maps, study guides, FAQs, timelines, and even AI-hosted podcasts and videos based on uploaded sources. Users can also “chat with” the texts and AI hosts to clarify content. While such tools can offer personalized support to students from disadvantaged backgrounds, thereby increasing inclusivity and equity, concerns remain about the reliability of the AI-generated outputs and the accessibility of these tools, particularly for those in low-resource contexts.

In this session, I will demonstrate how tools like NotebookLM can summarize single and multiple sources and generate various modes of output to represent the content. I will then present examples showing how AI outputs can include inaccurate, incomplete, or augmented information. This can mislead users who are unfamiliar with the original material, resulting in a distorted understanding of the source texts and contributing to an echo chamber of misinformation. I will conclude with practical suggestions for guiding students to interact critically with AI summarization tools, so that we can harness their potential to enhance inclusivity and equity while safeguarding against the risks of misinformation in an age of AI and digital transformation.



Dr Melanie Gobert, EdD, is a past president of TESOL Arabia (2015) and was the conference co-chair in 2015 and from 2019-2024. She was the editor of *Perspectives*, an English-Language Teaching peer-reviewed journal from 2009-2014. She has been a judge for the Language Learner Literature Award (2015-2017, 2025) and chaired the Third World Congress on Extensive Reading held in Dubai in 2015. She was the recipient of an Emirates Foundation Grant entitled “Enhancing National Identity Through Indigenous Literature” in 2015. She has also edited two books on modern Emirati history, *From Rags to Riches: A Story of Abu Dhabi*, Student Edition (2011) and *Sand, Huts, and Salty Water: The First Teacher of Abu Dhabi* (2017), both published by Makarem Press.

She regularly presents and publishes about education in the region including “Taboo Topics in the ESL/EFL Classroom in the Gulf Region” (2015, Springer), “Transformation in English Language Education in the UAE” (2019, Springer), “Innovation in Reading in the United Arab Emirates” (2019, Palgrave Macmillan), “Conference Organization as a Path to Professional Development” (2020, Springer), and “The Development of a Large Scale Online Cross-listed Course to Teach Life and Study Skills” (2022, Springer). Her most recent publication is “Helping Arabic Learners Negotiate the Linguistic Challenges Posed by English as a Medium of Instruction” (Routledge, 2023). She also contributed two chapters on “Accommodations” and “Flash Cards, Realia, and Objects” to *The TESOL Encyclopedia of English Language Teaching* (2018, Wiley). She has published and presented on item writing and test development, as well as teaching reading, writing, and vocabulary, and educational technology. She served on the board of Educators Worldwide, a non-profit for English Language Educators and hosted a podcast called *Teaching Tips for English Language Teachers (TTELT)* from 2022-2024. She worked previously for the Higher Colleges of Technology, United Arab Emirates, where she was Head of Department at Abu Dhabi Men’s College from 2017-2021. She is currently an English Language Fellow for the Regional English Language Officer at the Department of State in Jakarta, Indonesia, and teaches in the English Language Studies Department at Universitas Pattimura in Ambon.

#### Abstract

How do TESOL teachers in Asia engage in self-directed learning to incorporate artificial intelligence (AI) tools in their teaching practice? Drawing on ten interviews from five Indonesian lecturers and five American lecturers based in various countries in Asia, this keynote talk will identify major themes in how educators navigate AI integration. The talk highlights the importance of supporting TESOL teachers with professional development pathways that balance autonomy and collaboration, and also illustrates how teachers’ self-directed strategies and informal initiatives for professional development are shaping the early stages of AI adoption in Asian TESOL contexts.



**Dr. Rob Waring**

#### **THE POWER OF READING WHILE LISTENING**

**Reading while listening (RWL) is an innovative approach that significantly enhances the benefits of extensive reading (ER). This paper discusses the cognitive and linguistic advantages of integrating audio with text in language learning. By combining reading and listening, learners engage multiple sensory channels, leading to improved comprehension, vocabulary retention, and pronunciation awareness. RWL provides a natural, immersive environment that mirrors real-world language use, making it especially beneficial for struggling readers or those in early language acquisition stages. The synergy between auditory input and visual reading strengthens overall language skills and fosters a deeper connection to the content. The paper will present recent research supporting the efficacy of RWL, as well as practical classroom strategies and digital tools to implement it effectively. The aim is to highlight the transformative potential of RWL in extensive reading programs, emphasizing its role in creating a rich, multimodal learning experience. Examples of how to do this will be provided using Xreading.com.**



Sivabala Naidu holds a first-class honours degree in TESOL from University of Strathclyde, and Master and PhD in English Language Studies from Malaysian Science University. He has over 40 years of experience in education, having served in a variety of roles in both the government and private sectors. He is currently serving as the Dean of the Faculty of Social Science, Quest International University, Malaysia. He is also the President of the Malaysian English Language Teaching Association. He is an empathetic education leader who is committed to fostering a positive and supportive environment in all aspects of his work. He can be reached at [sivabala.naidu@qiu.edu.my](mailto:sivabala.naidu@qiu.edu.my)

#### Abstract

This presentation examines how formal instruction influences second language acquisition in multilingual classrooms. Drawing on Second Language Acquisition research, it highlights that while instruction may accelerate learning, it does not alter the natural developmental sequence. The presenter will review five pedagogical proposals including “Teach what is teachable” and “Focus on form and consider their relevance for learners navigating multiple languages. Practical strategies such as recasts and prompts are discussed for their potential to support accuracy and confidence. This presentation offers realistic, research-informed approaches to designing instruction that complements multilingual learners’ cognitive readiness and linguistic backgrounds.



**Fairer Scores, Faster Marking, Further Proficiency? Evaluating Human-AI Collaboration in University Writing Classes**

**Yasuhiro Fujiwara 1**

**1 Faculty of Foreign Studies, Meijo University, JAPAN**

**Abstract**

In the rapidly evolving digital landscape, integrating generative AI into writing instruction offers both opportunities and challenges. This study investigates the impact of ChatGPT mediated feedback in a 15 week university EFL writing course in Japan (n = 17) that has employed the tool since April 2023. It aims to identify both successes and persistent challenges by triangulating three data sets: students' free topic, cause effect, and comparison essays; analytic scores assigned by ChatGPT and the instructor using a shared rubric; and a post course questionnaire capturing learners' reactions to AI and human feedback. Quantitative analysis revealed high inter rater reliability between human and AI scores and a substantial reduction in teacher marking time, underscoring AI's capacity to support fairer and more consistent assessment. Qualitative coding showed that while some learners noticed the gap between their own sentences and ChatGPT generated revisions—especially in linguistic form—the majority resisted AI suggestions, perhaps constrained by university wide limits on ChatGPT. Because wholesale adoption of AI generated text is prohibited, they tried to incorporate only parts of the output yet felt unsure about rewriting them effectively. These findings indicate that learner motivation and policy clarity critically mediate the pedagogical value of AI. The study concludes that AI literacy should be cultivated from the outset and developed incrementally, enabling students to graduate as informed, ethical, and empowered writers in an AI rich world.

**Keywords:** assessment efficiency; generative AI; institutional policies; noticing the gap; written feedback



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# ABSTRACTS

## SUB-THEME 1 AL IN CULTURALLY RICH EFL CLASSROOMS



## AI Technology in Writing

Sri Wahyuni1  
Silbila Enova Qhoirulita Putri2  
Anindhya Shafa Aryana3  
Ema Nurhaliza4  
Nia Ananta5

1,2,3,4,5English Education Department, Tarbiyah, IAIN Kediri, Indonesia.

### Abstract

The purpose of this study is to review studies on the use of Artificial Intelligence (AI) technology tools on students' writing abilities in English academic contexts. AI-assisted writing tools have gained attention in education due to their potential to enhance writing quality, efficiency, and learner engagement. This research employs a Systematic Literature Review (SLR) methodology, adhering to PRISMA guidelines, with a focus on studies published between 2020 and 2024. A total of 28 relevant studies were selected from databases such as Google Scholar and ERIC. The findings reveal that studies on the use of AI technology in writing have been conducted in many countries. The research design and the instruments used were also variative depended on the purpose of the study. Tools like ChatGPT, Grammarly, and Quill Bot are the most frequently utilized, offering benefits such as immediate feedback, error correction, and enhanced coherence. The integration of AI in writing significantly improves students' grammar, vocabulary, and overall writing performance. Additionally, these tools support the development of critical thinking and reduce instances of plagiarism. However, challenges such as over-reliance on AI and its limitations in addressing higher-order writing skills were also noted. This study concludes that AI technologies hold substantial potential for optimizing English academic writing, making the learning process more efficient and interactive, while also fostering student motivation and engagement. These insights provide a foundation for educators and researchers to further explore the strategic integration of AI tools in academic writing instruction.

**Key words:** AI Technology; AI in writing; writing skill



### Abstract

My presentation examines the evolving role of applied linguistics amid digital disruption, focusing on translanguaging as a central paradigm in contemporary language learning and use. Traditionally concerned with the practical application of linguistic theories, applied linguistics has expanded to address the complexities introduced by globalization, multiculturalism, and technological advancements. Digital disruption, characterized by innovations such as network-based language teaching, artificial intelligence, and online communication platforms, has shifted language learning from structured, monolingual practices to dynamic, socially mediated, and multilingual interactions. This transformation supports the rise of translanguaging, where multilingual speakers fluidly integrate their linguistic resources without strict separation of languages. The article highlights how translanguaging challenges traditional additive bilingual models and reflects new hybrid practices emerging from global language spread. Special attention is given to its implications for special education and multilingual classrooms, where embracing students' full linguistic repertoires enhances comprehension and emotional well-being. Looking ahead, applied linguistics must navigate trends such as AI-augmented language learning, decolonizing pedagogy, and hybrid language policies, while addressing challenges like the digital divide, the tension between standardization and fluidity, and ethical concerns in AI development. Ultimately, the field must critically engage with these transformations to promote equitable, inclusive, and adaptive language education in a rapidly digitizing world.



**Applied Linguistics in the AI Age:  
Postgraduate Students' Redefinitions**

**Siusana Kweldju**  
**Universitas Negeri Malang.**

This study aimed to explore how 20 postgraduate students redefined the concept of applied linguistics in the context of the AI era. Traditionally, applied linguistics has been understood in various ways, from the application of linguistic theory to alternative paradigms that extend and complement generative grammar. These conceptualizations have shaped key academic decisions, including curriculum design, examination standards, faculty recruitment, and research funding priorities (Sridhar, 1993). However, these definitions predated the transformative influence of artificial intelligence. AI has significantly impacted second language instruction, raising critical questions about its role in language education. Thus, redefining applied linguistics is essential, as conceptual clarity is central to scholarly discourse (Solinger et al., 2024) and crucial for enabling paradigm shifts and advancing academic understanding. Kuhn (1970, pp. 52–56), as a philosopher of science, emphasized the necessity of redefining existing concepts and developing new terminology to account for emerging phenomena. Interpretive text analysis of students' responses revealed the challenges students faced in formally redefining applied linguistics in the AI era.

**Keywords:** applied linguistics, AI Age, redefining applied linguistics



## **Argumentation Creativity in AI-Generated Argumentative Essays: A Dual Framework of Toulmin's Model and Divergent Thinking Theory**

**Udi Samanhuri**

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INDONESIA**

### **Abstract**

The emergence of artificial intelligence (AI) has introduced new approaches to researching argumentation creativity in both written and oral discourses (e.g., Wang et al, 2024; Cha et al, 2024; Nussbaum, 2021). While those studies have examined the coherence and persuasiveness of AI-generated arguments, few studies have investigated AI's capacity to produce innovative and compelling arguments beyond structural accuracy. This small-scale study aims to evaluate the argumentation creativity of 30 AI-generated argumentative texts employing Toulmin's Model of Argumentation and Guilford's Divergent Thinking Theory. The study addresses three main research questions: (1) How are the structural components of AI-generated arguments realized based on Toulmin's Model? (2) To what extent do AI-generated argumentative texts exhibit divergent thinking in terms of fluency, flexibility, originality, and elaboration? (3) What patterns, strengths, and limitations characterize AI-generated argumentative writing across different themes? This study employed a qualitative content analysis of 500-word argumentative texts generated by GPT-4, with a special focus on the analysis of claim, grounds, warrant, backing, qualifier, and rebuttal, as well as creativity indicators such as novel insights and perspective diversity. Findings reveal that while AI-generated arguments in the 30 analyzed texts maintain logical coherence, they often lack originality and depth as they might rely more on pattern recognition rather than genuine cognitive creativity. These suggest that balancing AI-generated content with human critical thinking to enhance argumentative creativity is essential.

**Keywords:** AI-generated Argumentation; Argumentation Creativity; GPT-4



**AI for Deep Learning in ELT Classrooms:  
A Survey of Indonesian English Teachers**

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**Abstract**

**This study investigates English teachers' competencies, practices, and training needs regarding the use of Artificial Intelligence (AI) in developing English Language Teaching (ELT) materials and promoting deep learning in classrooms. A total of 221 Indonesian**

**English teachers participated in a descriptive survey, responding to a structured questionnaire consisting of Likert-scale items. The data were analyzed using basic descriptive statistics to examine their familiarity with AI, training background, and implementation in classroom practice. Findings indicate that while 71.5% of participants had received formal AI-related training, none reported full self-directed mastery.**

**Respondents showed moderate familiarity with AI tools (M = 2.80) and a lower understanding of basic AI principles (M = 2.60). The average use of AI in designing creative and joyful lessons was also moderate (M = 2.88). Notably, teachers expressed a strong desire for further professional development in AI integration to enhance meaningful learning experiences (M = 3.37). These results underscore the urgent need for targeted training programs to equip teachers with the skills necessary to integrate AI meaningfully into ELT practices.**

**Keywords: Artificial Intelligence, ELT, teacher training, digital pedagogy, deep learning**



## **Artificial Intelligence in Pre-Service English Teacher Education: A Systematic Literature Review**

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### **Abstract**

The use of Artificial Intelligence (AI) in language teaching and learning is now inevitable. Many researchers have conducted literature reviews on AI in English Language Teaching, yet most of them presented the views from English teachers. Few studies discuss the report review from pre-service English teachers' perspectives. This paper, therefore, presents a systematic review that was conducted based on the Preferred Reporting Items for Systematic Reviews (PRISMA) which aims to identify research trends and directions that would contribute to the body of knowledge on empirical research on the use of AI among PSETs. Inclusion criteria were established, and 16 articles published in Scopus from Asian EFL countries between 2021 and 2025 were selected for the review. Of the 16 studies, 10 were conducted using qualitative methods, while only 4 and 2 were conducted using quantitative and mixed methods, respectively. Four major findings showed that the research trends for AI in PSET education include: (1) the integrated use of AI for preparing lesson and their teaching practicum; (2) attitudes towards AI where most of them showed positive attitudes; (3) AI and Technological Pedagogical Content Knowledge (TPACK) in which PSETs showed medium to above-average competence in technology use and knowledge for teaching; and (4) concerns about ethical use of AI. Gaps for future research on AI among PSETs are also proposed in this paper.

**Keywords:** Artificial intelligence; pre-service English teachers; systematic literature review

## **Between Worlds: Indonesian Returnees' Reintegration Challenges and Their Implications for Culturally Responsive, AI-Mediated English Language Education (A Case Study)**

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### **Abstract**

As Indonesia continues to promote international academic mobility, most students return home after experiencing culturally pluralistic and technologically sophisticated environments. This study examines the reintegration of Indonesian returnees into society and their roles in English language education in the era of artificial intelligence and digital transformation. This qualitative study is based on interviews with returnees, whereby Oberg's Cultural Shock Model, Berry's Acculturative Stress Model, and Byram's Intercultural Communicative Competence (ICC) are considered theoretical backgrounds. These theoretical constructs, taken together, account for the returnee's experience of reverse culture shock, their coping with adaptation stress, and the significant intercultural awareness they bring, which is frequently overlooked. Studies indicate that most returnees encounter difficulties in academic and professional reintegration, are troubled by cultural dissonance, and suffer from intellectual inactivity because of institutional obstacles. Nevertheless, they possess valuable intercultural insights, critical thinking about cultural issues, and competence in AI-supported or digital learning content—skills acquired overseas that can enrich local English language teaching approaches. However, insufficient holistic reintegration initiatives restrict their capacity to contribute meaningfully. This study emphasizes the need to rethink English teaching in Indonesia by integrating returnees' intercultural competence into the curriculum, teacher education, and AI-supported learning technologies. This can potentially promote a more diverse, culturally responsive, and internationally networked ELT space.

**Keywords:** AI in ELT; cultural diversity; digital transformation; intercultural communicative competence; returnee integration; reverse culture shock



## **ChatGPT As a Cultural Mediator? Exploring AI's Role in Fostering Intercultural Competence in Indonesian EFL Classrooms**

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### **Abstract**

**This mixed-methods study investigates the potential of ChatGPT as a cultural mediator in enhancing intercultural communicative competence (ICC) among Indonesian EFL learners in an Islamic university context. The research responds to the growing need for digital tools that support intercultural learning while remaining sensitive to local cultural values. Specifically, it examines how ChatGPT influences students' development across the cognitive (knowledge), behavioral (skills), and affective (attitudes) dimensions of ICC. The study involved 50 fourth-semester students from the State Islamic University of Fatmawati Sukarno Bengkulu. Data were collected through pre- and post-intervention ICC surveys, student reflective journals, and focus group discussions. Quantitative analysis showed moderate to large improvements in students' cultural knowledge (Cohen's  $d = 0.72$ ) and intercultural skills ( $d = 0.58$ ), while changes in attitudes were less pronounced. Qualitative findings highlighted that ChatGPT facilitated exposure to diverse cultural perspectives and provided a low-risk environment for practicing intercultural communication. However, its limited sensitivity to local Islamic values and regional cultural nuances prompted students to adopt critical prompting strategies and engage in collaborative reflection to contextualize their learning. The study concludes that while ChatGPT democratizes access to intercultural input, it may also reinforce Western-centric knowledge frameworks. Therefore, its use should be complemented by culturally responsive pedagogies and teacher guidance. These findings contribute to the emerging field of decolonial digital language education by amplifying Global South learners' voices and promoting more inclusive AI integration in EFL classrooms.**

**Keywords: artificial intelligence; ChatGPT; EFL; intercultural competence; Indonesian higher education**



## **ChatGPT in English Language Learning of Indonesian Secondary School Students**

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### **Abstract**

The global development of Artificial Intelligence, or AI, has altered the dynamics of educational processes and teaching practices in learning environments. The introduction of AI has established it as a reliable resource for enhancing one's learning journey in the context of the English language teaching and learning. Students have utilized AI to enhance their English learning, encompassing areas such as understanding grammar rules, broadening vocabulary, improving pronunciation, and correcting errors. One notable tool in use is an application known as ChatGPT. This article aims to investigate the use of ChatGPT in English language learning within a high school in Palembang. Data were collected by using a questionnaire and the analysis applied descriptive statistics. This study reveals that ChatGPT excels in grammar correction, vocabulary improvement, and accessibility, whereas it falls short in speaking practice, exam preparation, and boosting motivation. It serves as a valuable supplementary resource but should not replace structured learning methods. Accordingly, it is imperative for teachers to assist students in the meaningful and conscientious use of these tools during their learning processes to ensure they support their language improvement.

**Keywords:** AI; ChatGPT; English language learning; Indonesian secondary school students; supplementary resource



## **Culturally Responsive English Teaching for Diverse Learners: Integrating Local Culture and Digital Tools in a Multi-Cultural Classroom**

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### **Abstract**

This research explores the integration of culturally responsive English teaching and technology to enhance the learning of English as a foreign language among the students in UNIMUDA Sorong, West Papua. The students in UNIMUDA Sorong come from different cultural backgrounds, including Java, Raja Ampat, Highland Papua, and Ambon, with varying degrees of linguistic capacity and technological access. The purpose of this study is to assess the impact of integrating local cultural content with digital media on learning outcomes and student motivation. The study was qualitative in nature, and data were gathered using interviews, questionnaires, and classroom observations. Results showed that rural students, for instance, those from Highland Papua were positively receptive to lessons delivered using localized cultural references, while urban students responded to framed digital tests. Poor internet connectivity and varied levels of digital literacy posed challenges, particularly to rural students. The findings show that culturally relevant content significantly boosts motivation, and the use of digital tools can lead to improved learning outcomes. The study concludes that technology combined with localized content can make English learning more effective and inclusive, though digital inequalities need to be addressed to allow it to reach its full potential.

**Keywords:** Culturally responsive teaching; Digital tools; English language learning

## **EFL Students' Beliefs About AI-Assisted Writing and Its Impact on Their English Writing Competence**

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### **Abstract**

Recent popularity for using AI-generated writing tools, including ChatGPT and Grammarly, among English as a Foreign Language (EFL) learners has brought renewed attention to their potential influence on students' authentic writing development. However, with this growing dependence, little attention has been paid to EFL learners' beliefs related to AI as it influences their independent writing skills. Therefore, the objective of this study is to investigate students' attitudes towards AI-assisted writing and the influence of such tool on their English writing performance. Data was obtained by a questionnaire (N=55) as well as semi-structured interviews with individual participants (N=5). Numerical data were summarized and qualitative data from interviews were thematically analyzed for richer perspectives. The results show that, although 47.3% of subjects said AI tools could facilitate their independent writing, only 27.3% said AI-generated texts are completely authentic. In addition, 61.8% of participants were worried that if they used AI too much, their writing would lose originality and personality. These findings indicate that while AI is perceived as a useful tool to improve grammatical accuracy and writing fluency, students are somewhat sceptical of its long-term effect on authentic language use. This study underscores the need for pedagogical approaches that foster critical and balanced use of AI tools for enabling real writing ability in EFL students.

**Keywords:** AI writing tools; EFL; students' beliefs; writing competence; writing authenticity



## **Empowering EFL Teachers' Self-Efficacy in AI Era through Online Professional Training: An Investigative Study**

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### **Abstract**

Despite growing interest in AI integration in education, limited research explores how online teacher professional development (OTPD) affects in-service EFL teachers' self-efficacy in using AI tools for instruction. This mixed-methods study investigates changes in self-efficacy among 100 Indonesian EFL teachers after completing an OTPD program focused on AI competence. The study examines how structured online training influences confidence in applying AI to lesson planning, student engagement, and assessment. A 25-item self-efficacy questionnaire, administered before and after the program, measured changes in perceived ability, adaptability, and readiness to use AI. Additionally, semi-structured interviews with 15 participants explored experiences, challenges, and support factors. Quantitative results showed a significant increase in self-efficacy scores ( $p < 0.05$ ), especially in designing AI-assisted activities and overcoming technical difficulties. Qualitative findings revealed three themes: (1) hands-on, scenario-based AI training effectively built competence; (2) peer collaboration reduced anxiety about AI use; and (3) concerns persisted about poor infrastructure and ethical implications. Participants emphasized the need for continued mentoring and access to localized AI tools to sustain their confidence. The study concludes that OTPD can enhance teachers' readiness to use AI tools, while highlighting the importance of addressing systemic barriers and ethical concerns. These findings provide guidance for designing comprehensive professional development that integrates technological training with real-world pedagogical and institutional contexts..

**Keywords:** AI integration; EFL education; mixed-methods research; OTPD; teacher self-efficacy



## **Engineering Futures: Exploring the Benefits and Pitfalls of Integrating AI Generative Tools in EFL University Classes for Global Career Readiness**

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### **Abstract**

This qualitative study examines the utilization patterns, pedagogical implications, and experiential dimensions of integrating generative AI tools in an English as a Foreign Language (EFL) university course focused on Global Career Readiness. As AI technologies increasingly permeate educational landscapes, understanding how both instructors and engineering students navigate these tools becomes crucial for developing effective language teaching methodologies. This study was conducted within a specialized EFL course structured around the thematic framework "My Dream Job Abroad," where students enhanced their English speaking competencies through personalized job interview preparation while exploring cross-cultural professional environments. The course design prompted students to investigate their personal characteristics, professional potentials, major-related competencies, and career aspirations alongside the work cultures of their target countries and industries. Data were collected through qualitative methods including surveys (n=500), focused group interviews with both students (n=50) and instructors (n=20), and systematic document analysis of AI-assisted learning artifacts. Findings reveal complex utilization patterns where students primarily employed generative AI tools for cultural research, interview response refinement, and professional discourse modelling, while instructors utilized these technologies for content personalization, feedback enhancement, and scenario development. Thematic analysis identified key affordances including accelerated access to specialized professional discourse, enhanced confidence in cross-cultural communication, and increased learner autonomy. Simultaneously, challenges emerged related to critical evaluation of AI-generated content, balancing authenticity with AI assistance, and navigating cultural nuances beyond AI capabilities. This study offers pedagogical recommendations for thoughtful integration of generative AI tools in career-focused EFL instruction.

**Keywords:** AI generative tools; English speaking skills; global career readiness; higher education; work culture



**English Teachers' Metacognitive Awareness and Their Perceptions of AI in Assisting Students' Learning: A Study of English Teachers in Indonesia**

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**ABSTRACT**

In this digital era, learn how to learn, also known as metacognitive awareness, is a crucial strategy to answer the challenge of AI. Metacognitive strategy helps students plan, monitor, and evaluate their learning. However, the success of the implementation of metacognitive strategy and AI significantly relies on teachers' metacognitive awareness and their perception of using AI as a learning assistant. This research aims to investigate whether or not teachers' metacognitive awareness has a positive correlation with their perceptions of AI as a learning assistant. Indonesian English teachers will be the research respondents. This research employs a quantitative design with a questionnaire as the primary instrument. It consists of a closed-ended Likert scale questionnaire and open-ended questions to gain more insight about teachers' perceptions, understandings, and experiences with metacognitive strategy and AI in their classroom. The instrument is adapted from Biryukov (2004), which has been tested for validity and reliability using Cronbach's Alpha. The data gathered will be analyzed using statistical analysis through a chi-square test to find the correlation between teachers' metacognitive awareness and their perception of using AI as a learning assistant. The conclusion of this research is expected to provide insight into teachers' readiness to embrace AI positively in their teaching development.

**Keywords: AI for Learning Context; Metacognitive Awareness; Metacognitive Strategy; Teachers' Perceptions of AI**



**Exploring the Effects of Artificial Intelligence in Students' Writing Skill:  
Challenges and Opportunities**

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**Abstract**

This research investigates the effects of Artificial Intelligence (AI) on students' essay writing skill at Universitas PGRI Kanjuruhan Malang, specifically within the English Literature and English Education Departments. Utilizing a mixed-method approach, the study examines both quantitative and qualitative data to assess AI's efficacy in enhancing students' essay writing skill. The quantitative phase utilizes a pre-test and post-test design to assess essay writing skills. Fifty EFL students, matched for proficiency, are randomly assigned to experimental (AI-assisted instruction via Grammarly and ChatGPT) or control (traditional instruction) groups. Writing samples are evaluated using established scoring rubrics. Concurrently, semi-structured interviews are conducted with a subset of participants to explore writing challenges and opportunities with AI-assisted learning. This study showed that AI tools such as Grammarly and ChatGPT can significantly improve students' writing skills. AI presents opportunities in increasing personalization and efficiency. The challenges faced by the students are the need for ongoing development and adaptation of AI tools.

**Keywords:** AI; essay; writing



## **Learning through Local Stories: Integrating AI-Supported Folktale Storytelling to Foster Comprehension, Creativity, and Engagement in Early EFL Learning**

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### **Abstract**

This study explores how storytelling based on local folktales can promote engagement and active learning in English as a Foreign Language (EFL) among young learners. The research was conducted in a non-formal Sunday school setting in South Amarasi, involving 28 children from two age groups (ages 4–6 and 7–10). Using a qualitative case study approach, data were collected through structured classroom observations, student interviews, facilitator interviews, and field notes. In the storytelling sessions, AI-generated illustrations were used to visualize traditional stories from the local village, offering culturally familiar visual support. The findings show that older students demonstrated stronger verbal engagement, confidently retelling stories and reflecting on characters' actions, while younger students engaged through gestures, expressions, and drawing. Interview responses indicated that many students felt excited, happy, and connected to the story's characters. Several children expressed a desire to create or retell their own stories, showing signs of growing confidence and creativity. Field notes confirmed these patterns, highlighting spontaneous peer collaboration, emotional involvement, and high enthusiasm during visual and interactive tasks. Teachers observed that combining local folktales with storytelling media helped bridge language, emotion, and cultural meaning. This study suggests that storytelling, when supported by age-appropriate media and cultural relevance, enhances language acquisition and emotional, social, and creative growth in young EFL learners.

**Keywords:** folktale-based storytelling, young EFL Learners, AI-generated visual media, learners' engagement, early language development



**FOSTERING ACADEMIC LITERACY: A STUDY ON  
UNIVERSITY STUDENTS' PERCEPTIONS OF MANUAL ANNOTATION VERSUS  
AI-ASSISTED SUMMARIZATION**

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**Abstract**

The integration of artificial intelligence (AI) into English teaching and learning is becoming increasingly inevitable in higher education, creating a growing need to understand its influence on students' academic literacy development compared to traditional teaching and learning strategies. This study aims to investigate university students' perceptions of using manual annotation skills versus AI-assisted summarization to develop their English academic literacy. In this context, academic literacy refers to the students' ability to comprehend, analyze, annotate, and summarize academic English texts effectively. Fifty-three students were assigned to summarize a journal article both manually using manual annotation and with the help of AI tools, then reflect on their experiences by responding to an online questionnaire. The result showed that 75.5% of the students perceived a difference between the AI-generated summaries and their own manually written summaries using annotation skills. Thematic and frequency analysis of the reflections revealed that while the students acknowledged the speed and convenience of AI-assisted summarization, they consistently valued manual annotation for its role in enhancing reading comprehension, critical thinking, and deeper engagement with academic texts. Manual annotation was seen as fostering a more active literacy process, whereas AI summarization was often perceived as promoting surface-level understanding. These findings highlight the importance of sustaining traditional literacy practices, such as using manual annotation, alongside the integration of AI to support university students' academic reading and writing development.

**Keywords:** Academic Literacy; Annotation Skills; AI-Assisted Summarization; Critical Reading and Writing; AI Integration in Language Education.



## **From Chalkboards to Chatbots: AI's Impacts on Indonesian Teacher Leadership**

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### **Abstract**

**This study explores the impact of artificial intelligence (AI) on teacher leadership in Indonesia, focusing on classroom management, student engagement, administrative efficiency, and professional development. Through semi-structured interviews with seven teachers selected via purposive sampling, the research demonstrates how AI enhances teacher leadership in secondary schools. AI personalizes learning, improves student engagement, and supports classroom management by providing data-driven insights. The use of AI also helps teachers customize content, track progress, and intervene more effectively. In the realm of educational administration, AI offers a promising solution to the challenges of data management, decision-making, and administrative burden. AI automates administrative tasks like grading and scheduling, allowing more time for mentoring and decision-making. Additionally, AI systems offer data to improve decision-making, curriculum planning, and resource allocation. In professional development, AI personalizes growth opportunities and helps teacher leaders mentor colleagues by analyzing teaching methods and student outcomes, fostering continuous improvement. The results highlight AI's potential to optimize educational practices and enhance leadership in both urban and rural schools in Indonesia.**

**Keywords: artificial intelligent (AI), teacher leadership, professional development**

## **From Concept to Classroom: Developing the English Vocabulary Pocketbook for Fifth Graders**

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### **Abstract**

The shift between K13 and Merdeka Curriculum brought vocabulary gaps into existence, contributing to lower global literacy skills among Indonesian students compared to their peers in other Asian countries, as reported by PISA in both 2018 and 2022. To address this issue, this study aimed to provide an effective solution to minimize these vocabulary gaps by developing an English vocabulary pocketbook. The study employed an R&D (research and development) design, utilizing ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to ensure a systematic and effective approach. An English teacher and 22 fifth-grade students at SDN 1 Talang Kelapa, Banyuasin, Sumatra Selatan participated in this study. Data were collected through observation, interviews, questionnaires, and tests, in line with the phases of the R&D model that were implemented. In the analysis stage, it was found that both teacher and students supported the development of English vocabulary pocketbook. In this stage, the findings resulted in eight difficult topics (such as words related to health problems, seasons, hobbies, numbers, animals, etc.) and six easy topics based on the students' prior vocabulary knowledge (such as words related to greetings, months, vegetables, fruits, colours, and transportation). Later, the analysis findings served as the foundation for designing and developing the vocabulary pocketbook. At the end, a small-scale trial was conducted to test the feasibility of the developed English vocabulary pocketbook. The data showed that the developed pocketbook was categorized as “very feasible,” with a score of 46.7 from experts and a score of 45.9 from students.

**Keywords:** English vocabulary pocketbook; fifth-grade students; vocabulary gaps



**Influence of the Method of Repetition during Practice Using Task Repetition  
for Developing L2 Speaking Skill**

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**Abstract**

Numerous studies on task repetition have been conducted. Besides task repetition, another dimension of task readiness is topic familiarity. Assuming prior performance in L1 will enhance topic familiarity in L2 learners, this study examined if training sessions using performance in L1 are effective for developing speaking skill and if its effectiveness is influenced by the method of repetition during practice. Japanese university students participated, arranged in three groups. In each session, they performed a picture-description task: Group 1 performed the same task twice in English, Group 2 performed the same task twice, first in Japanese and then English, and Group 3 performed the same task three times, first in Japanese twice and then English. Their performances at pretest and post-test were analyzed for both speed fluency and breakdown fluency, and general complexity and syntactic complexity. The results indicated that (1) whereas all groups improved their performances on some metrics, they did not improve on other metrics, (2) whereas G1 did not reduce mean length of pauses within AS-units, relating to time for formulation, G2 and G3 significantly performed better at the post-test, and (3) whereas all groups reduced their mean length of pauses, G3 performed significantly better than G1 at the post-test. This implies that the effectiveness of practice using task repetition is influenced by how the same task is repeated, and practice using performance in L1 will be effective for improving fluency of formulation on a picture-description task.

**Keywords: complexity; fluency; L2 speaking skill; practice using task repetition**



**Local Colour, Setting, Culture: Detecting Strategy Against AI on Students' Works in Creative Writing and Literature Course**

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**Abstract**

Creative writing is one of the courses that is expected to equip students of the English Language Education Study Program at UNG with language skills in the form of writing. The problem arises when AI can be creative by creating literary works in the form of poetry, short stories, and even popular articles. How to detect that the student's work is truly their own creation, not just assisted by AI, becomes a problem in checking student work. The purpose of this paper is to describe a strategy for detecting student work through similarity detection, which is also carried out by AI itself, as well as manually based on the theory of creative writing. AI typically writes in a technical manner and generally lacks the ability to make word choices that evoke imagery. However, when AI can also write poetry and short stories, then the student's work must be examined through local color, setting, and culture. These three components can distinguish whether the student's writing is an original creation or has received full assistance from AI. The results of the study indicated that manual examination with these three components was very helpful in detecting students' creative writing. The conclusion of this study indicates that AI can help students to develop their creative writing, but integrating the three components of local color, setting, and culture requires skills from the students themselves. AI cannot accomplish this.

**Keyword:** creative, writing, literary works, AI



## **Navigating the Future: Junior High School English Teachers' Beliefs on Artificial Intelligence Integration in Rural Indonesia**

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### **Abstract**

The emergence of Artificial Intelligence (AI) technologies is reshaping the landscape of English Language Teaching (ELT) worldwide. However, the successful integration of AI into classrooms largely depends on teachers' beliefs, readiness, and contextual realities. This study explores the perceptions and pedagogical beliefs of junior high school English teachers in Boyolali, Central Java, regarding the integration of AI in English instruction. Using a qualitative approach, semi-structured interviews were conducted to understand how these educators view the potential, limitations, and ethical implications of AI-enhanced teaching. The findings reveal a dynamic mix of enthusiasm and skepticism. While teachers recognize AI's potential to personalize learning and increase student motivation, concerns emerge around digital literacy gaps, infrastructural limitations, and the risk of reducing meaningful teacher-student interaction. This study emphasizes the urgent need for context-sensitive professional development and policy support, especially in rural and semi-urban areas, to ensure equitable and pedagogically sound AI integration. The research contributes to broader discussions on preparing teachers for AI-mediated ELT in diverse educational settings

**Keywords:** artificial intelligence; educational technology; English language teaching; junior high school; teacher beliefs

## **Optimizing AI Prompting Techniques for EFL Academic Writing: A Task-Technology Fit Approach**

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### **Abstract**

In the era of AI and digital transformation, this study explores the impact of AI prompting frameworks on EFL students' essay writing, with a focus on inclusivity and equity through the lens of Task-Technology Fit (TTF) principles. As AI literacy becomes increasingly vital in higher education, the research investigates how structured prompting strategies can enhance EFL learners' ability to compose effective introductory paragraphs, a critical component of academic writing. Adopting a mixed-methods approach, data was collected from university-level composition classes, where students engaged with AI-assisted writing tasks. The study evaluates writing quality through analytical rubrics and lexical profiling, while students' perceptions and experiences were gathered via focus group discussions. Findings reveal that tailored AI prompts not only improve structural coherence and linguistic accuracy but also foster greater autonomy and confidence among learners. Importantly, the study highlights the role of AI in democratizing writing support, ensuring equitable access to personalized feedback for students with varying proficiency levels. By aligning AI tools with pedagogical goals, this research contributes to the development of inclusive, technology-enhanced writing instruction that addresses the diverse needs of Indonesian EFL learners. The implications suggest that integrating AI prompting frameworks within composition curricula—guided by TTF principles—can optimize learning outcomes while promoting digital equity. This study advances discussions on reimagining English language education in the AI age, emphasizing culturally responsive and pedagogically sound applications of generative AI in EFL contexts.

**Keywords: AI Prompting Framework; EFL Academic Writing; Task-Technology Fit (TTF)**



## **Task-Based Language Learning Reimagined: How Gemini AI Facilitates Speaking Fluency in Self-Directed Environments**

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### **Abstract**

Speaking fluency remains a critical challenge for EFL learners, particularly in self-directed learning environments where access to native speakers or teachers is limited. While traditional methods like classroom drills or language exchange apps exist, they often fail to provide personalized, real-time feedback essential for fluency development. Recent advancements in generative AI, such as Google's Gemini, offer transformative potential by simulating human-like interactions and adapting to individual learner needs. This study addresses these gaps by investigating how Gemini AI uniquely facilitates speaking fluency through task-based learning in self-directed environments. It involved 19 participants enrolled in an English Discussion class at the University of Technology Yogyakarta (UTY) who engaged in a four-week intervention program. Utilizing a mixed-methods design, the study combined quantitative analysis of speaking fluency metrics with qualitative examination of student reflection reports. Participants completed weekly speaking tasks (discussion and debates) using Gemini AI as a conversational partner at home, documenting their experiences in structured journals. Quantitative results showed a 22% average improvement in speaking fluency, particularly in lexical diversity and reduced hesitation. Qualitative analysis revealed three key themes: (1) increased confidence in spontaneous speech, (2) appreciation for 24/7 accessible practice, and (3) effective feedback to improve students' speaking skills. The findings suggest that Gemini AI can effectively supplement classroom instruction for speaking skill development. This study contributes to the growing literature on AI-assisted language learning by demonstrating the potential of generative AI in task-based, self-directed speaking practice environments.

**Keywords:** Gemini AI; self-directed learning; speaking fluency; task-based learning



**The Benefits and Challenges of Artificial Intelligent (AI) for Students' Learning English Autonomously and their Classroom Performance through Presentation**

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**Abstract**

These recent years have been an era of AI in many aspects of life such as communication, transportation, medical, engineering, entertainment, and of course in Education. University students get benefits of using AI when preparing presentation. It may scope organizing information, finding evidence or examples, designing power point slides, speaking practice and its real-time feedback. AI offers anything they may ask about certain topic with time and cost efficiency. However, this opportunity unlocks challenges both for students and educators.

This research aims to discover AI tools used by the students of Informatics Engineering and Communication Science students of Universitas Muhammadiyah Malang and how they use it in preparing presentation of speaking project in the English for Specific Purposes (ESP) class. Descriptive qualitative research method is used to conduct this research. This research findings determine certain numbers of AI tools used by students when preparing presentation at home such as ChatGPT, Canva AI, Grammarly, etc. Thus, it can bring insight to the students to utilize AI to improve their skills and knowledge effectively while finishing their project, and for the lecturers to consider the classroom activity as well as the suitable assessment to adapt with this trend of teaching and learning.

**Keywords: Artificial Intelligent (AI); Autonomous Learning; Presentation; Speaking**

## **The Cultural Lens of AI: How Students Learn English with Cultural Sensitivity in Mind**

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### **Abstract**

This study investigates the perceptions and understanding of cultural elements in English learning among students from education and health programs, with a focus on the use of Artificial Intelligence (AI) tools such as ChatGPT or Duolingo. Data were collected using a structured questionnaire consisting of 5 demographic items, 3 Likert-scale sections (24 items), and 2 open-ended sections. A total of 120 students participated (60 from education, 60 from health). Quantitative data were analyzed using descriptive statistics and independent sample t-tests to compare program groups. Qualitative responses were coded thematically. Results showed that 85% of respondents agreed (score  $\geq 4$ ) that cultural knowledge is essential in English communication. Approximately 78% believed AI helps them understand cultural differences, while 72% stated that AI increases their confidence in intercultural interactions. Students with frequent AI use ( $n = 42$ ) scored significantly higher in cultural awareness ( $M = 4.3$ ,  $SD = 0.5$ ) than those with limited use ( $M = 3.6$ ,  $SD = 0.7$ ),  $p < 0.01$ . However, 62% expressed concern that AI may reflect cultural bias or lack depth in explaining complex cultural norms. Open-ended responses emphasized AI's utility in email writing, understanding politeness levels, and learning culturally specific vocabulary. Some students noted AI's limitations in interpreting non-verbal cues and deeply rooted traditions. This study concludes that AI, when used critically, can support intercultural competence in English learning. It recommends integrating AI-based tasks with explicit cultural instruction to enrich student learning and prepare them for global professional environments.

**Keywords: Artificial Intelligence; Cultural Awareness; English Language Learning; Higher Education; Intercultural Competence.**



## **THE STUDENTS' PERCEPTIONS ON THE USE OF AI FOR WRITING THEIR STORIES**

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Utilizing AI for writing has been widely practiced during recent years. AI has contributed different benefits for different writing purposes. Writers usually employ AI for academic writing text since it helps them shape their ideas, references, and even write for the complete text. However, creative writing (writing short stories) is a form of writing which shares different purposes in which writers' creativity (imagination and feeling) should be the basis of inspiration for their works. This study aims at revealing the EFL students' perspectives on the use of AI for writing their stories. How far they have used AI and the reasons why they did so were the concerns of the present study. This research is a survey study in which the data was collected through questionnaire. The subjects of the study involved English department students from some Islamic Universities in East Java. The result of the study showed that students have employed AI in writing their stories with different percentage. It can be concluded that the students have applied AI for writing stories since it helps them significantly in improving their creativity.

**Keywords:** students' perceptions, AI, writing stories

**Visualizing Knowledge: Enhancing ESP Students' Learning through  
Digital Posters and Collaboration**

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**Abstract**

This paper investigates the effectiveness of integrating digital materials, collaborative learning, and poster presentations in enhancing first-semester speech therapy students' comprehension and oral communication skills related to speech therapy tools. The study responds to the observed challenges students face in understanding technical content and articulating it in English, particularly in early-stage health practitioner education. Implemented over two cycles, the intervention involved structured group tasks where students analyzed digital resources, synthesized key information, and collaboratively designed digital posters illustrating a selected speech therapy tool. The instructional sequence culminated in English-language poster presentations followed by peer questioning sessions. Data were collected using pre- and post-intervention comprehension tests, oral presentation rubrics, classroom observation checklists, and student reflective journals. Initial findings in Cycle 1 revealed gaps in content understanding and oral fluency. Adjustments in Cycle 2—such as scaffolding medical vocabulary and modeling effective presentation techniques—led to notable improvements in conceptual grasp, visual content organization, and spoken English performance. The collaborative and multimodal nature of the activity fostered deeper engagement and learner autonomy. The study concludes that the integration of digital poster presentations within a collaborative learning framework constitutes an effective pedagogical strategy to address both content and language learning needs in health-related education at the undergraduate level. This study contributes to health education pedagogy by demonstrating how multimodal and collaborative instructional strategies can simultaneously enhance technical comprehension and discipline-specific language skills, offering a replicable model for similar professional education contexts.

**Keywords:** digital materials, collaborative learning, poster presentation,



**Writing with Confidence in the Age of AI:  
A Study of EFL Students' Self-Efficacy and AI Literacy**

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**Abstract**

In the evolving landscape of higher education, Artificial Intelligence (AI) literacy has become a critical competency, particularly for English as a Foreign Language (EFL) students navigating academic writing tasks. Recognizing the increasing integration of AI tools in academic writing, this research aims to examine whether students' understanding and use of AI tools influence their confidence in academic writing. A total of 126 undergraduate EFL students at a state university in Indonesia participated in this study to investigate the relation between AI literacy and academic writing self-efficacy beliefs (AWSEB). Employing a two-stage analysis using Partial Least Squares Structural Equation Modelling (PLS-SEM), our findings reveal a statistically significant positive relationship between AI literacy and academic writing self-efficacy beliefs ( $p = 0.00 < 0.05$ ). Students with higher AI literacy levels are predicted to have greater confidence in their ability to perform academic writing tasks, suggesting that familiarity with AI tools can enhance self-belief in academic performance. These further imply that the integration of AI literacy in EFL curriculum potentially empower students in their academic writing journey, supporting both their skill development and motivational constructs.

**Keyword:** Academic writing, AI literacy, Writing self-efficacy



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# ABSTRACTS

## SUB-THEME 2 DIGITAL STORYTELLING AS A TOOL FOR CULTURAL EXCHANGE



**A Narrative Inquiry of an Older Student's Emotions  
in Professional Identity Construction during English Grammar Learning through Digital  
Storytelling**

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**Abstract**

**This study explores the intricate processes of identity formation and emotional experience in the context of an older female student's engagement with English grammar learning through digital storytelling. Anchored in a narrative inquiry framework, the research delves into the dynamic and evolving nature of her emotional landscape, drawing upon data collected through semi-structured interviews and personal reflective narratives. The participant's emotional responses—ranging from moments of anxiety, self-doubt, and frustration to feelings of joy, confidence, and empowerment are analysed not only as individual affective reactions but also as integral elements shaping and reshaping her emerging professional identities. These emotional currents function both as responses to the challenges and affordances of digital learning environments and as transformative forces that influence her self-concept as a language learner and a professional. The findings underscore the complex interplay between affect and identity, illustrating how digital storytelling serves as a powerful pedagogical medium that enables deeper self-reflection and identity negotiation. This reflective process fosters a unique space in which personal and professional dimensions intersect, revealing the transformative potential of multimodal, narrative-based approaches in adult language education. The study contributes to a growing body of research on emotional engagement in language learning and highlights the significance of affective experiences in supporting identity development in later life educational contexts.**

**Keywords: digital storytelling, emotional experiences, professional identity, older female student,**



## **Digital Storytelling In The Drama Classroom With Local Culture Play**

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### **Abstract**

**This research investigates the integration of digital storytelling in drama classrooms through local culture plays at the university level. It examines how digital storytelling, incorporating multimedia elements such as video, narration, and images, enhances students' engagement, creativity, and critical thinking while deepening their connection to local cultural heritage. The study evaluates teaching procedures, student responses, and the efficacy of digital storytelling as a pedagogical tool to convey cultural narratives within drama education. Findings indicate that this approach not only cultivates students' drama and language skills but also promotes cultural appreciation and active participation, resulting in more interactive and meaningful learning experiences. Challenges associated with technology use and teacher preparedness are also addressed, underscoring the necessity of further research and support in implementing digital storytelling within higher education drama settings. This research contributes to the understanding of how digital storytelling can be effectively employed to enrich drama pedagogy by incorporating local cultural content in university classrooms.**

**Keywords: Creativity; Digital Storytelling; Drama Text; Local Culture; Spotify.**



## Digital Storytelling of Madura Batik to Describe the Women Role in Cultural Diversity

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### Abstract

Women have a great role for Madura batik industry. However, there is a challenge for the women that can limit their great role for the industry. The aims of the study are to describe the tradition that control the women role for batik industry and their effort to face the obstacle so that they can empower themselves. Through digital storytelling of Madura batik, the story of the Madurese women batik crafters who challenge the tradition but then success in doing batik industry are described. The qualitative data are collected by interviewing the women respondents as batik crafters in Klampar village, Pamekasan, Madura and the local government. The data are then analysed by conducting data reduction, data display, and drawing conclusion. The results show that matchmaking (jhdhuen), spinster (perabhen toa), being a good housewife (bene pelak), and helping each other (long-nolongin) are the cultural diversity that are described by creating video of the women crafters' life to achieve their success for Madura batik industry. The conclusion is digital storytelling can be used to describe the women role in cultural diversity in challenging the tradition until success to be Madura batik crafters.

**Keywords:** cultural diversity; digital storytelling; Madurese women batik crafters



## **Exploring Students' Critical and Emotional Engagement in Peer Responses to Storytelling in Extensive Reading**

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### **Abstract**

The aim of this study is to explore the nature and levels of students' critical and emotional engagement in written peer responses to storytelling presentations within an Extensive Reading (ER) class. A sample of 100 comments was purposively selected from three undergraduate English classes, where students were required to view and comment on video-recorded storytelling presentations shared on a class-managed Facebook group. This study encompasses both analytical interaction—such as interpretation, evaluation, and relevance to narrative content—and emotional response, reflecting students' affective connection to the story. Drawing on Paul and Elder's critical thinking framework, Bloom's revised taxonomy, and Rosenblatt's transactional theory of reading, the study applies qualitative content analysis to identify patterns of cognitive and affective engagement. Findings reveal a spectrum of responses: while many comments demonstrate critical thinking through specific references and thoughtful questioning, a significant number also express emotional resonance, empathy, or moral reflection. These responses emphasize the ways in which students enrich their engagement by deepening their personal connections to the characters and themes of the stories. This study illustrates the bounds of critical and emotional literacy that can be fostered by feedback enhanced peer assessment and offer relevant pedagogical suggestions regarding the teaching of literature and assessment centered on learners in EFL contexts.

**Keywords: Critical Engagement; Emotional Engagement; Extensive Reading; Peer Response; Storytelling Presentation**



## **From Learners to Creators: Empowering English Education through AI-Generated Digital Storytelling**

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### **Abstract**

The integration of artificial intelligence (AI) has transformed education, offering new possibilities for personalized, creative, and technology-enhanced learning. In English language education, AI opens expansive opportunities to reimagine learning approaches and materials, fostering more diverse, interactive, and student-centered experiences. While AI integration often focuses on supporting learning tasks, less attention has been given to empowering students as creators of learning materials. This paper presents a qualitative study exploring university students' experiences in creating English storybooks enhanced with AI-generated illustrations for elementary learners. Forty-eight students wrote original English narratives, embedded moral values, adapted language to suit young readers, and designed visuals using AI tools. The storybooks were refined based on feedback from elementary teachers to ensure age-appropriate language, cultural relevance, and educational impact. Data were collected through structured reflection reports and analyzed using thematic analysis. Findings reveal that students embraced AI as a creative partner and broadened their understanding of designing inclusive, culturally responsive English learning materials. Through this project, they actively applied key 21st-century skills while simultaneously developing AI literacy and English language skills. Their reflections demonstrate a significant shift from passive learners to empowered creators, critically engaging with technology to improve English language education. By bridging theoretical frameworks on digital storytelling, learner agency, AI integration, and inclusive pedagogy with practical classroom experiences, this paper offers valuable insights. It advocates for reimagining English language education through student-driven, AI-supported, and socially responsible content creation in the age of digital transformation.

**Keywords:** AI literacy; Digital Storytelling; English Language Learning; Creative Pedagogy; Reading



## **Independent Learning Through Digital Storytelling: A Qualitative Study on EFL Learners' Listening and Cross-Cultural Understanding**

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### **Abstract**

This ongoing qualitative study explores how digital storytelling supports independent learning in the development of listening skills and cross-cultural understanding (CCU) among EFL learners. As global communication increasingly demands both linguistic competence and cultural awareness, integrating authentic and culturally rich multimedia resources into language learning becomes essential. This research focuses on the experiences of EFL learners who engage in self-directed listening activities using digital storytelling platforms over several weeks. The study adopts a phenomenological approach to capture learners' live experiences, reflections, and perceptions without classroom instruction or direct teacher facilitation. Participants are provided with access to curated digital story and guided through reflective journaling to document their weekly engagement, comprehension, vocabulary acquisition, emotional response, and cultural insights. Data collection includes reflective journals, semi-structured interview, and optional learner-generated digital artifacts. The aim is to understand how learners construct meaning independently, how they perceive the effectiveness of digital storytelling as a listening tool, and in what ways cultural narrative influences their intercultural awareness. Thematic analysis will be employed to identify emerging patterns from learner's narratives. Although findings have not yet been obtained, this study anticipates offering insights into how autonomous digital storytelling engagement can foster not only listening comprehension but also empathy and curiosity about diverse cultures. The results are expected to inform EFL pedagogy by emphasizing the value of independent, multimedia-based language learning that nurtures both linguistic and cultural competencies in alignment with 21st-century education goals.

**Keywords:** Digital storytelling; Independent learning; Cross-cultural understanding

**Teaching English to Young Learners through Digital Storytelling: A Case Study of Cultural-Based English Lessons in NTB**

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**Abstract**

This study examines the use of digital storytelling utilizing local cultural content as a means to teach English to young learners in Nusa Tenggara Barat (NTB) Indonesia. Creating digital stories has been one of the most popular pedagogies that not only have advanced language proficiency, but also promoted crosscultural awareness in recent years. Incorporating local folklore and culture into English classes creates an authentic learning environment which emotionally and spiritually connects students' language acquisition with their own cultural identity. It discusses ways in which NTB's local culture-based digital storytelling be optimally used in the EFL classroom and how the students' respond this approach. A qualitative case study was employed in an elementary school in NTB with the fourth-grade students and an English teacher. Classroom observations, interviews, and documents provided the sources of data. Results -The results show that using digital storytelling that is culturally grounded raised students' interest, developed their listening and speaking abilities, and increased students' respect for their own culture. The teacher also mentioned that storytelling helped to foster a more inclusive and enjoyable classroom learning environment. The findings of this research suggest that digital storytelling in the context of local culture can be an effective pedagogical approach when it comes to enhancing children's EFL learning as well as raising their awareness of culture. This resource provides valuable information on culturally responsive teaching practices, which is particularly appropriate in multilingual and multicultural settings.

**Keywords:** Cultural exchange; Digital storytelling; English language teaching; Local wisdom; TEYL.



**THE IRONY OF LIFE OF FEMALE BREADWINNER IN OKKY MADASARI'S THE YEARS OF THE VOICELESS**

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**Abstract**

Being a family hero by contributing to a higher standard of living often suggests the promise of respect, power, and access to services. However, this is frequently not the case for female breadwinners. The objective of this study is to analyze the ironic experiences of the female breadwinner in Okky Madasari's novel, *The Years of the Voiceless*. The data analysis technique employed is content analysis. The study's results indicate that the main female character, Sumarni, as the family's breadwinner, controls the means of production and enjoys respect from her employees. Ironically, she is betrayed by her husband's infidelity. Furthermore, upon her husband's death, Sumarni's property is mandated to be inherited by his children with his second wife. Refusing to accept this distribution, Sumarni seeks assistance from the army leadership. Instead of receiving help, she is coerced into relinquishing a quarter of her wealth in exchange for the soldiers' aid. This novel reveals that the structure and culture of New Order Indonesia, characterized by its militaristic and repressive nature, are unfavorable to women, thus creating an irony for the female breadwinner.

**Keywords: Female Breadwinner; Ironic Life Experiences; The Years of the Voiceless**



**Unpacking Analogies in Medical Narrative: A Case Study of 'Garda Detak', an Anthology in the Emergency Room.**

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**Abstract**

Medical narratives have long been recognized as powerful tools for healthcare professionals to share their experiences, convey complex medical concepts, and connect with patients and readers. One notable example is *Garda Detak: An Anthology at Emergency Room*, a story collection written by Dr. Gia Pratama, a medical doctor who chronicles his experiences at an emergency room. Through a unique blend of medical expertise and literary flair, the author employs analogies to recreate the high-stakes world of medical practice, evoke emotions, and convey the complexities of patient care. Research has shown that analogies play a crucial role in medical storytelling, enabling authors to convey complex emotions, empathy, and the human side of medical practice. Furthermore, studies demonstrate that narrative medicine can improve patient care, enhance doctor-patient relationships, and foster empathy among healthcare professionals. This study explores the role of analogies in medical storytelling by analyzing *Garda Detak*, with a particular focus on the story 'Perikardia.' By examining the types and functions of analogy language, this research contributes to a deeper understanding of how medical professionals use figurative language to convey their experiences. The findings have implications for medical education, healthcare communication, and the development of empathy among healthcare professionals.

**Key word:** Medical Storytelling, Analogy, Narrative Medicine, Healthcare Communication, Patient Education, Medical Humanities, Content Analysis.



## Using Digital Storytelling to Foster Intercultural Awareness Across Educational Levels

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### Abstract

Digital storytelling has become an innovative approach for fostering cultural awareness across various educational levels, from elementary school to college. It combines traditional storytelling with multimedia technology and has gained popularity as an effective instructional media. This article explores how digital storytelling fosters intercultural awareness by enhancing students' understanding of different cultures. The objective of this review is to analyse the role of digital storytelling in promoting intercultural awareness among students at various educational levels. The method used is reviewing more than 15 academic articles and books published between 2015 and 2024. A thematic analysis was conducted to identify common practices, benefits, and challenges. The findings demonstrate that digital storytelling promotes intercultural communication, fosters critical thinking skills, and increases student's engagement. However, challenges such as limited training for teacher and access to technology were also identified. It can be concluded that with proper support and resources, digital storytelling can serve as an effective technique for teaching cultural awareness.

**Keywords:** Digital Storytelling; Intercultural Awareness; Educational Levels; Instructional Media



## **Weaving Cultures through words: Digital poetry in Cross-cultural exchange**

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### **Abstract**

With globalisation and technological revolution, physical touch is no longer required to exchange cultures but can now be achieved through the internet. The aim of this study is to examine how digital poetry can serve as digital storytelling in promoting cultural exchange between nations. This study utilizes a descriptive qualitative approach with a literature study design and content analysis of some digital poetry projects involving participants with different cultural backgrounds. Data were examined in the context of representation of culture, the medium carried, and its effect on cross-cultural comprehension. The study concluded that digital poetry can be a good medium to convey culture as it is personal, emotive, and symbolic. By bringing together visual, sound, and language elements, digital poetry not only transfers values of culture but also builds a more attractive and memorable space of dialogue. The conclusion of this study is to claim that digital poetry has the potential to become an effective intercultural bridge, especially with respect to education, art, and global communication. The use of poetry on internet media demands higher awareness and sensitivity towards cultural diversity to become more innovative and interactive.

**Keywords: digital poetry; storytelling; cultural exchange; cross-cultural communication; creative expression**



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# ABSTRACTS

## SUB-THEME 3 TEACHING PRAGMATICS WITH AI ACROSS DIFFERENT CULTURES



## **“ARE WE READY?” EYL TEACHERS’ TECHNOLOGICAL READINESS TO TEACH PRAGMATIC COMPETENCE WITH AI-BASED TOOLS**

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### **Abstract**

Pragmatic instruction specifically for young learners remains a relatively underexplored area of study within language learning. In parallel with the advancement of technology such as Artificial Intelligence (AI) in language teaching, pragmatic instruction for young learners has become more feasible. This study aims to provide new insights into the current gap by examining to what extent teachers are prepared to teach pragmatic competence using AI-based tools in EYL contexts. Employing a sequential explanatory research design, this study will conduct a survey based on the TPACK framework and follow-up interviews with EYL teachers in Donomulyo District, Indonesia. The survey will assess teachers’ knowledge, attitudes, and confidence in integrating AI-based tools for pragmatics instruction, while the interviews will explore more about their perceptions, challenges, and pedagogical implications. This study intends to highlight how teacher training and EdTech development is needed so that early language education are equipped to deliver pragmatically rich and technologically supported instruction in early language classrooms.

**Keywords:** AI-based tools; EYL teachers; pragmatic competence; technological readiness

## **Informal Digital Learning and the Development of Request Strategies among Indonesian EFL Learners**

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### **Abstract**

This study explores the pragmatic development of request speech acts among fifth-semester English Education students who have not received formal instruction in Pragmatics. The research aims to (1) examine learners' perceptions and experiences regarding their awareness of making requests, (2) identify request strategies that emerge through informal exposure and interaction, and (3) investigate the digital platforms and resources that support their pragmatic learning. Using the framework of Interlanguage Pragmatics, this study adopts a case study design. Data were collected through questionnaire and interview from 15 participants and then analysed following the interactive model of qualitative analysis proposed by Miles, Huberman, and Saldaña (2014). The findings indicate that learners gradually recognize requests as socially situated speech acts influenced by power, distance, and imposition. They report gaining pragmatic awareness through both passive and active engagement with multimodal input from platforms such as YouTube, TikTok, Duolingo, BBC Learning English, and ChatGPT. These sources contribute to their understanding of linguistic expressions and non-verbal politeness. Students produce various request strategies categorized by Trosborg (1994), including direct, conventionally indirect, and non-conventionally indirect forms. Internal modifications such as modal verbs (could, would) and lexical/phrasal devices (just, maybe, question tags) are frequently used. External modifications include grounders, supportive moves, and polite openers. Learners show sensitivity in adjusting their strategies according to social roles and context. The study highlights the contribution of informal, digital input in supporting the development of learners' pragmatic competence.

**Keywords:** interlanguage pragmatics; request strategies; informal learning; digital platforms



**Enhancing Pragmatic Competence with AI:  
Insights from Second Language Acquisition and Interlanguage Pragmatics**

**Lilla Musyahda**

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**Abstract**

This study explores the using Artificial Intelligence (AI) to teach pragmatics across cultures, grounded in Second Language Acquisition (SLA) theories and Interlanguage Pragmatics (ILP). Recognizing that pragmatic competence is essential for successful intercultural communication, the research examines how AI-facilitated instruction can enhance tertiary students' awareness and production of pragmatic features in English language learners. Drawing on key SLA concepts such as input, interaction, and noticing, the study integrates ILP to understand learners' pragmatic development in interlanguage contexts. A qualitative research design was employed, involving in-depth interviews, classroom observations, and reflective journals from 20 tertiary-level English language learners at a state-university. Participants engaged with AI-driven conversation simulations tools over six weeks, focusing on speech acts such as requests, refusals, and apologies in culturally nuanced scenarios. Findings reveal that AI-enhanced instruction significantly improved learners' pragmatic awareness and performance. Students reported increased sensitivity to sociocultural norms and more confidence in navigating real-life communication. The data also suggest that AI's immediate feedback and adaptive prompts helped participants notice pragmatic gaps and refine their language use. However, cultural specificity and contextual limitations of AI tools emerged as concerns. The study concludes that AI also has substantial potential for pragmatic instruction when combined with culturally responsive pedagogy and SLA-informed design, offering new possibilities for language education in globalized settings

**Keywords:** Artificial Intelligence (AI); Interlanguage Pragmatics (ILP); Pragmatic Competence; Second Language Acquisition (SLA).

## **Integrating AI to Learn Politeness Strategies: EFL Students' Perceptions**

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### **Abstract**

The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) has changed the way the learners interact with pragmatic competence, particularly in politeness strategies. This study aims to explore Indonesian EFL students' perceptions toward the use of AI-based tools in learning English politeness strategies. The participants from diverse age and gender backgrounds responded to an online questionnaire which combined Likert-scale and open-ended questions. The data were analyzed using descriptive statistics and thematic analysis. The findings revealed that most students actively use AI-tools like ChatGPT, Grammarly and Duolingo several times a week to enhance their language learning. They perceived that AI helps them distinguish between formal and informal expressions, formulate polite requests, and increase confidence in polite English usage. However, the implicit aspects like the use of indirectness and polite refusal are still considered difficult to learn through AI due to context limitation and cultural sensitivity. Nevertheless, the students appreciated the strengths of AI in its accessibility, direct feedback and adaptivity, while suggesting the improvement of the features such as emotional tone detection, more natural interaction, as well as a wider variety of politeness expressions. This study concludes that AI has big potential in supporting pragmatic learning though further development is needed to address deeper contextual and interpersonal nuance.

**Keywords:** AI in ELT, politeness strategies, EFL students, pragmatics, language learning.

## **Learners' Beliefs about the Influence of Their First Language on Pragmatic Use of English in AI-Assisted Learning**

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### **Abstract**

This study is motivated by the increasing use of AI technology in teaching English as a foreign language (EFL), although the technology has not been fully able to accommodate the pragmatic dimension and cross-cultural sensitivity. This study aims to explore students' beliefs about the influence of their first language (L1) on the use of pragmatic elements in English in the context of artificial intelligence (AI)-assisted learning. The main focus covers two things: (1) to what extent students feel that the use of L1 affects their performance in English speech acts, and (2) how they assess the effectiveness of AI technology in helping to understand and correct pragmatic errors. Using a descriptive quantitative approach, data were obtained through an online questionnaire from 50 students of the Language Study Program at UHN I Gusti Bagus Sugriwa Denpasar. The findings show that most respondents are aware of cultural and linguistic transfer from L1 in using speech act forms such as requests, refusals, and polite expressions in English. In addition, although AI is considered helpful in grammatical and lexical aspects, students identified its limitations in providing contextual and pragmatically sensitive feedback. The implications of this study emphasize the need for the integration of pragmatic awareness in EFL curriculum design and the development of AI-based learning technologies that are more adaptive to local cultural contexts.

**Keywords:** Learner beliefs; first language; AI; EFL; Pragmatics

## Teaching Politeness and Request Strategies Across Cultures Using AI Chatbot and Culturally Diverse Literary Texts

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### Abstract

This article explores an innovative pedagogical approach that integrates artificial intelligence (AI) chatbots and culturally diverse literary texts in teaching politeness and request strategies across cultures. Employing a descriptive-qualitative design, the study aims to examine how undergraduate students develop cross-cultural pragmatic competence through interaction with AI-driven language tools and engagement with multicultural narratives. Data were collected from two primary sources: intellectual diaries (reflective journals) written by 34 undergraduate students and transcripts from a focus group discussion conducted at the end of the instructional cycle. Thematic analysis, as outlined by Braun and Clarke, was used to identify recurring patterns and themes related to students' perceptions, learning experiences, and pragmatic awareness. The findings reveal three major themes: (1) enhanced sensitivity to cultural nuances in politeness and indirectness, (2) increased metapragmatic awareness through guided reflection and AI-based practice, and (3) the role of literary texts in contextualizing and humanizing cultural differences. Students reported that interacting with the AI chatbot enabled them to test and refine request strategies in a safe, feedback-rich environment, while literary texts provided deeper insight into the socio-cultural contexts that shape communication styles. The study concludes that combining AI-driven interaction and culturally diverse literature fosters both critical reflection and practical competence in intercultural pragmatics. Implications are discussed for language educators seeking to integrate digital tools and global literature to enhance pragmatic instruction in multilingual classrooms. This approach offers a promising direction for developing learners' global communicative competence in an increasingly interconnected world.

**Keywords:** AI-chatbot; Communicative-Competence; Focus Group Discussion; Intellectual Diaries; Pragmatics.



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# ABSTRACTS

## SUB-THEME 4 CROSS-CULTURAL CHALLENGES IN AI ASSISTED ENGLISH LEARNING

**CONTENT ANALYSIS OF HALAL TOURISM CAMPAIGNS BY JAPANESE  
INFLUENCERS**

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**ABSTRACT**

In the past decade, halal tourism has experienced significant growth alongside the rising global Muslim population and increasing awareness of halal lifestyles. Japan, despite being a non-Muslim-majority country, has demonstrated efforts to accommodate Muslim travelers through the provision of halal services and facilities, though challenges remain—particularly in the general public's limited understanding of halal principles. Amid this development, social media and influencers have emerged as strategic actors in promoting halal tourism, shaping destination narratives and constructing representations of Muslim-friendly travel experiences.

This study aims to analyze how digital content produced by influencers frames the meaning of halal tourism in Japan, and how narratives, visualizations, and communication strategies are employed to represent halal values within a non-Muslim cultural context. Using a netnographic approach and qualitative content analysis of influencer accounts such as Navito Halal and Halal Media Japan, this research explores how the "translation of halal meaning" is negotiated in digital spaces. The findings aim to contribute to a deeper understanding of cross-cultural communication dynamics, strategies of halal representation in social media, and the role of influencers in strengthening Japan's image as a Muslim-friendly destination.



**PRE-SERVICE TEACHERS' PERCEPTIONS OF  
GENAI FOR CROSS-CULTURAL COLLABORATION IN TEFL**

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**Abstract**

Understanding how students from diverse cultural backgrounds perceive AI usage during collaborative activities within teacher education holds significance. This paper aims to explore the perception of Indonesian and Burmese pre-service teachers of Generative AI for cross-cultural group work in Teaching as a Foreign Language I (TEFL I) course. Specifically, the study investigates how these pre-service teachers perceive GenAI's usage in tasks such as lesson planning, material-making, and demo teaching, in the TEFL I course. Data were collected through questionnaires and followed by a semi-structured interview for chosen participants. The findings are analyzed thematically using the Triple E framework by Kolb to find the recurring patterns and fulfill the aims. The expected result shows positive reflections of GenAI as a means of engagement, enhancement, and lesson extension. This research will contribute to existing literature encompassing AI-assisted education and integrating AI tools, such as GenAI, more effectively into teacher training programs.

**Keywords:** cross-cultural collaboration; generative AI; perception; pre-service teacher; TEFL



**Rhetorical Scaffolding: Bridging the Gulf of Envisioning in LLM-Enhanced Feedback for Argumentative Writing**

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**Abstract**

This study explores the integration of generative AI (GAI) tools, like ChatGPT, into English-Medium Instruction (EMI) writing contexts in higher education. While initially viewed as a threat to academic integrity, GAI tools also offer valuable opportunities for enhancing teaching and learning. The study aims to investigate the intersection of student AI literacy, institutional assessment guidelines regarding GAI, and innovative practices for teaching EMI writing using these tools. An analysis of assessment guidelines from 23 leading universities was conducted, focusing on their strategies for addressing academic integrity, assessment redesign, and communication with students. Additionally, insights from the "Student Guide to AI Literacy" by The Modern Language Association (MLA) were synthesized. By integrating implications from both university guidelines and the student guide, this presentation proposes a comprehensive framework for responsible GAI integration in EMI writing education. It highlights the importance of developing GAI assessment literacy among instructors and fostering critical AI literacy among students, enabling them to navigate the complexities of GAI responsibly. By recognizing GAI's dual nature as both a potential threat and a valuable resource, this study contributes to the development of effective and ethical GAI integration strategies in EMI writing education.

**Keywords:** Academic Integrity; AI Literacy; Assessment Design; English-Medium Instruction (EMI) writing; Generative AI



## **Linguistic and Cultural Challenges Faced by International Students from Thailand and Timor Leste at UIN Palopo**

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### **Abstract**

International students pursuing education abroad confront numerous challenges that extend beyond academic requirements. This study investigates the unique linguistic and cultural obstacles encountered by Thai and Timorese students at UIN Palopo, and the strategies they employ to overcome these barriers. This research aims to identify and analyze the specific linguistic and cultural challenges faced by Thai and Timorese international students at UIN Palopo, examine the coping mechanisms these students employ, and recommend potential institutional interventions to mitigate these difficulties. Data was collected through a mixed-methods approach involving semi-structured interviews with 7 international students and questionnaires administered students Data analysis employed thematic coding to identify recurring patterns and challenges. The study revealed that language barriers, particularly in academic Indonesian and local dialects, represented the primary challenge. Cultural adjustment difficulties included religious practice variations, communication styles, and social integration issues. Thai students particularly struggled with Indonesia's collectivist academic culture, while Timorese students faced challenges with technological adaptations. Both groups developed peer support networks and utilized digital translation tools as primary coping mechanisms. The findings highlight the need for specialized language support programs, cultural orientation initiatives, and peer mentoring systems at UIN Palopo. Implementing these recommendations would significantly improve the academic performance and social integration of international students from Thailand and Timor Leste..

**Keywords:** Challenges; Cultural; Linguistics; International Students



**MEETING THE NEED: ESP MATERIAL BOOSTING HOTS AND INFORMATION  
TRANSFER FOR PHARMACY STUDENTS**

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**Abstract:**

In today's demanding academic and professional landscapes, higher-order thinking skills (HOTS) and the ability to effectively transfer information are paramount for student success. Recognizing the crucial need for relevant learning resources, this study addressed the development of specialized English for Specific Purposes (ESP) instructional material tailored for Pharmacy students at the Health Polytechnic, Ministry of Health in Palembang. Our goal was to create a resource grounded in HOTS principles and information transfer strategies that is not only valid and practical but also demonstrably effective in enhancing their learning. Employing the ADDIE development research design, we meticulously analyzed needs, designed content, developed the material, implemented it in stages, and rigorously evaluated its impact through questionnaires, interviews, and a targeted test. Formative evaluation, involving individual students, small groups, and a full classroom trial, provided crucial feedback on validity (expert review yielding a very high average score of 3.55), practicality (consistently high scores of 38.5 and 3.67 in initial trials), and potential effect. Notably, a field test revealed a significant 75.85% student pass rate. These compelling results strongly suggest that this newly developed ESP instructional material offers a valuable and effective tool for equipping Pharmacy students at the Palembang Health Polytechnic with the essential English language skills for their future success.

**Keywords: ESP; health polytechnic; HOTS; information transfer; material development**



## **Perpetual AI Usage in a Demographic Challenged Environment: The Effect on Teachers' Personal Options**

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### **Abstract**

The undeniable enticement of Artificial Intelligence (AI) goes across every aspect of daily basis, and education is no exception. It is not always excitement and anticipation, but also nerves and jitters in utilizing such a powerful tool according to the audience. The obstacles remain presentable when in need of challenging milieu, i.e., heterogenous background. Teachers have their own motives in choosing what devices befitting their target. Their beliefs and stigmas would resurface towards students pertaining to attainment they would gain at the end. Specifically, not all access teachers have experienced would be convenient and meet the expectation. This has narrowed down the cautious choice in different settings, students, and abilities in teachers' end. This qualitative descriptive paper would elaborate what personal reasons teachers have to use selective AI options in the classroom with diversified background, particularly in informal setting in which no mandatory scores should be achieved to pass the course. In the hope, students are able to pass certain language test they aim for.

**Keywords:** Artificial Intelligence; Demographic Challenges; Language Test; Teachers' Motive

**THE STRUGGLE OF EFL STUDENTS IN THESIS WRITING:  
INVESTIGATING LANGUAGE CHALLENGES AND AI ASSISTANCE**

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**Abstract**

Thesis writing is a crucial milestone for undergraduate students, yet many English as a Foreign Language (EFL) learners continue to struggle with academic writing despite nearly four years of English instruction. This study investigates the persistent challenges faced by EFL students in writing their thesis, particularly in grammatical accuracy, structural coherence, and writing organisation. Additionally, it explores the role of Artificial Intelligence (AI) tools in assisting students with their writing during the thesis revisions. Using a qualitative approach, this research analyses thesis samples to identify common linguistic errors and structural weaknesses. Furthermore, semi-structured interviews are conducted with EFL students to examine their writing difficulties, perceptions of their own English writing proficiency, and their experiences with AI-assisted writing. Findings reveal that students face persistent difficulties in expressing complex ideas in English, leading to grammatical and structural weaknesses. While many students turn to AI for grammar correction and paraphrasing, they often remain uncertain about how to improve their academic writing independently. The study emphasizes the need for improved academic writing instruction while exploring AI's role in supporting students, offering insights for educators, policymakers, and students on balancing technological assistance with independent writing skill development.

**Keywords:** Academic writing challenges; AI-assisted writing; AI in education EFL thesis writing.



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## SUB-THEME 5 ETHICAL IMPLICATIONS OF AI IN LANGUAGE EDUCATION



**"Helper, Not Replacement": Student Voices on Using AI in University Academic Writing**

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**Maria Purnawati <sup>2</sup>**

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**Abstract**

This study examines the implementation of AI-based writing tools in academic writing courses and draws on 81 students in 10 colleges and universities who completed a questionnaire. They found that AI has its pros, from better grammar, spelling, and vocabulary to idea generation and clearer writing. However, ethical considerations are paramount, such as plagiarism and over-dependence on AI. Other topics raised by respondents are best practices for ethical integration (with respondents arguing that we should be considering AI as a support rather than substitute for academic work, while also noting that we should be always be acknowledging AI assistance), explicit institutional policies, and specific training on the role of AI in writing. The results of the study suggest that AI has a Janus-like face as it relates to writing education with promising affordances as well as deep potential pitfalls that teachers and educators need to address in their pedagogy. The implications are discussed and further research is addressed.

**Keywords:** Artificial Intelligent; Academic writing; University education; perceptions

## AI and English Language Teaching: Exploring ethical challenges in classroom practices

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### Abstract

This study aims to fill the gap in research by discussing the related literature on the issues of ethical integration of artificial intelligence (AI) in education with special attention to provide recommendations regarding steps to be taken in English Language Teaching (ELT) contexts. Employing SLR, the current study investigates the ethical issues and implications of AI integration in the contexts of ELT practices based on a number of studies. The review outlines the main ethical challenges, ranging from data privacy, algorithmic bias, and a decrease of teacher-student interactions, while also explaining in what ways AI tools can facilitate and hinder language learning effects. The key findings reveal that AI has the potential to improve education by providing personalized learning, streamlining administrative tasks, and making learning more accessible to remote areas. However, it also poses challenges including reliance on algorithms, decline of interpersonal connections, and risk of magnifying educational inequities. While parts of the literature are well-established, gaps include a near absence of comprehensive frameworks for the ethical training of educators for responsible, ethical AI use and a lack of focus on student perspectives on AI integration, particularly in the field of ELT/EFL. Additionally, future studies investigating how to create balance between the use of AI tools and traditional forms of pedagogy, and highlight the need for ethics within the landscape of language learning and teaching are also recommended.

**Keywords:** AI integration; classroom practices; ELT; ethical issues;



## **AI Meets Multilingual Minds: A Case Study on Grammarly and Critical Digital Literacy in Workplace English**

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### **Abstract**

This study explores the role of Grammarly, an AI-driven writing assistant, in enhancing workplace English writing among multilingual language lecturers, with a specific focus on critical digital literacy. While the majority of existing studies investigate Grammarly's use among EFL learners, this research addresses a significant gap by examining its relevance for foreign language instructors working in English-dominant academic working environments. The study aims to evaluate how Grammarly supports writing practices, fosters critical awareness of AI-generated suggestions, and impacts the instructors' self-editing behaviours as EFL users. A qualitative case study was employed, involving in-depth interviews with five instructors teaching Korean, French, Arabic, Mandarin, and Japanese at a Malaysian university. Thematic analysis revealed four key themes: perceived affordances of Grammarly for workplace documentation, negotiation of AI suggestions through linguistic expertise, evolving digital writing practices, and multilingual users' awareness of AI limitations and ethical concerns. The findings suggest that Grammarly serves as both a practical aid and a reflective tool, enabling the instructors to critically assess their English linguistic choices while maintaining professional communication standards. The study highlights the importance of equipping educators with critical digital literacy in navigating AI writing tools in multilingual academic settings. Implications are discussed in relation to AI integration, professional development, and ethical language use.

**Keywords:** Grammarly, multilingual lecturers, English as a Foreign Language, workplace English, critical digital literacy

## **An Investigation of Artificial Intelligence (AI) Ethics for Teaching English**

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### **Abstract**

Artificial intelligence (AI) massively has affected society in various field, including education. The use of AI could benefits teaching and learning such as providing teaching resources and student feedback. However, a warning for teachers on utilising AI unethically have echoed. English Teacher Educations (ETEs), as a formal education for English teachers required to prepare student teachers awareness in using AI ethically. Previous studies highlighted student teachers tend to have ethical awareness on using AI yet they still have limited understanding on this ethic. Thus, this study aims to explores perspectives on ethical consideration required to be introduced to student teachers at Indonesian ETES. The online survey employed to recruit potential participants of this study that are teacher educators with at least two-year teaching experience [MOU1] and have incorporated at least two or three AI in their teaching[MOU2] . The data of this study are collected by conducting in-depth interviews, then analysed with the assistance of Nvivo Software to generate codes and themes. The result of this study expected to contribute insights on the ethics of using AI for teaching English to be introduced to student teachers in ETES, leading to future English teachers with AI ethical awareness for teaching English

**Keywords:** Artificial Intelligence (AI); English teacher educations (ETEs); ethic



**Artificial Intelligence and Students' Integrity in Academic Writing:  
A Case Study in Higher Education**

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**Abstract**

This mixed-methods study seeks to explore how students perceive AI tools and their awareness of institutional policies concerning AI usage. It investigates the delicate balance that non-native speakers maintain between their language support needs and the ethical considerations involved in academic writing specifically in English. Participants of this study are undergraduate and graduate students who study a variety of fields of studies from various universities in Indonesia. The research questions concentrate on students' perspectives regarding the role of AI in upholding integrity, their knowledge of relevant policies, and the connection between AI tool usage and their self-reported understanding of academic honesty. Based on the research questions, a structured questionnaire was distributed online to the participants. The findings reveal that respondents acknowledge both the benefits and drawbacks of AI, recognizing that its utilization can potentially threaten academic integrity. They recommend that institutions establish clear policies and offer training on the appropriate use of AI.

**Keywords:** Artificial Intelligence (AI); Academic Integrity; Academic Writing

## Artificial Intelligence Issues in Psycholinguistics Studies

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### Abstract

The integration of Artificial Intelligence (AI) in psycholinguistics presents both opportunities and challenges that demand critical evaluation to ensure ethical, technical, and functional alignment. The underlying issue centers on how AI systems—used in areas like research proposal writing and language education—can perpetuate biases, neglect emotional dynamics, and lack transparency, potentially limiting their effectiveness in psycholinguistic contexts. This study aims to explore the core challenges of employing AI in psycholinguistic research and identify pathways for more ethical and effective implementation. Using a qualitative literature review method, the study synthesizes findings from recent scholarly works to examine concerns around bias, emotional representation, interpretability, and the complexity of multimodal data. It also investigates the implications of language as a joint action in human-AI communication and emphasizes the importance of turn-taking patterns. The findings reveal that AI systems often fall short in addressing the emotional and contextual nuances of language, and that meaningful progress requires interdisciplinary collaboration. The study concludes that enhancing the interpretability of AI models, incorporating emotional and conversational features, and fostering cross-disciplinary partnerships are essential steps forward. It recommends conducting comparative and longitudinal studies to deepen understanding of human-AI linguistic interactions and to refine AI tools for use in psycholinguistic applications. Ultimately, the study underscores the need for more nuanced, ethically informed, and empirically grounded approaches to integrating AI in psycholinguistic research and language education.

**Keywords:** Artificial Intelligence; Psycholinguistics studies; core challenges; ethical implementation

## **BALANCING AI ASSISTANCE AND ACADEMIC AUTHENTICITY: EFL STUDENTS' EXPERIENCES WITH MICROSOFT COPILOT IN ACADEMIC WRITING**

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### **Abstract**

This research focuses on investigating the EFL students' experiences balancing Artificial Intelligence (AI) assistance from Microsoft Copilot and academic authenticity during the process of academic writing. The rapid integration of Artificial Intelligence in various fields, especially in education, requires a deep understanding of its impact on students' learning processes, academic integrity, and pedagogical practices. This qualitative research aims to investigate how EFL students use Microsoft Copilot features at different stages of their academic writing, from prewriting to the revision process, and critically analyze how they deal with the challenges inherent in maintaining their originality and unique voice when utilizing AI-based tools. Applying a qualitative approach, data collection is conducted through in-depth semi-structured interviews with five EFL students at Universitas Lakidende Unaaha who actively use Microsoft Copilot in their academic writing activities. The rationale behind this limited sample size is to gain an in-depth understanding of each individual's experiences. Data analysis includes a structured thematic analysis approach to uncover recurring patterns, diverse perspectives, and strategies that emerge from students' in-depth narratives. Expected outcomes include understanding common usage patterns of Copilot's specific features, students' evolving views on academic authenticity in the age of AI, and the practical ways they maintain their work as authentic. The conclusion outlines the implications for EFL writing pedagogy, as well as encouraging balanced and ethical approaches to incorporating AI in academic environments to promote efficiency and integrity.

**Keywords:** Academic writing; AI assistance; Authenticity; EFL students; Microsoft Copilot



## Co-Creating with AI: A Human-Centered Workflow for Ethical Innovation in ESAP and TBLT Research

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### Abstract

The integration of artificial intelligence (AI) into language education presents both opportunities and ethical challenges. This study explores how ChatGPT can serve as a dialogic, human-centered co-designer in English for Specific Academic Purposes (ESAP) and Task-Based Language Teaching (TBLT), supporting reflective practice and theory-informed curriculum development (Ellis, 2003; Willis & Willis, 2007).

The study aims to develop and evaluate an ethical, transparent workflow for using AI in ESAP and TBLT research and material design, emphasizing educator agency, theoretical alignment, and adaptive pedagogy (Hutchinson & Waters, 1987; Basturkmen, 2010).

Adopting a qualitative, design-based research approach, the study involved iterative cycles of planning, developing, reflecting, and revising. Data sources included AI-assisted brainstorming transcripts, draft learning modules, and reflective logs. Thematic analysis and triangulation were used to ensure alignment with core principles in TBLT, ESAP, and AI ethics in education (Holmes et al., 2022; Luckin, 2018).

Findings suggest that AI, when guided by human intention and theoretical clarity, enhances creativity, responsiveness, and reflective teaching. The proposed workflow supports epistemic agency and offers a replicable model for ethically integrating AI into professional practice.

Ethically grounded AI use can foster innovation in language education. With transparent application and educator control, AI becomes a valuable collaborator in curriculum design and research.

**Keywords:** curriculum design, ESAP, module development, ethical AI, TBLT,



## **Ethical Concerns of AI in EFL Classrooms and Its Implications**

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### **Abstract**

The massive integration of Artificial Intelligence (AI) in English as a Foreign Language (EFL) instruction lays out transformative opportunities and ethical challenges that require comprehensive examination. This exploratory study presents EFL students' perspectives on the ethical implications of AI integration into their language experiences. By employing semi-structured interviews and focus groups, this study aims to delve into students' reflective views on privacy, data security, bias, and accountability dimensions associated with AI tools used in the language learning. Further, the study is intended to investigate how these ethical considerations affect students' learning motivation, engagement, and trust in AI-assisted language learning (AILE). Considering several existing literatures, including framework suggested by Zhang (2023), this study discusses students' concerns on the use of technology. Favoring the integration of AI within classrooms, understanding students' perspectives will contribute to developing ethical guideline for AI usage and support the creation of pedagogical approaches that prioritize students' learning and secure their rights as a human being.

**Keywords:** engagement; ethical considerations; motivation, trust

## **Ethical Dimensions of AI-Based Assessment in English Language Teaching: Challenges and Opportunities**

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### **Abstract**

Integrating Artificial Intelligence (AI) in English Language Teaching (ELT) assessment has introduced new possibilities for automated feedback, large-scale testing, and performance analytics. However, these innovations raise ethical concerns about fairness, bias, transparency, and data privacy. This study examines the ethical dimensions of AI-based assessment in ELT, focusing on the challenges and opportunities these technologies present for students and teachers. The study aims to explore how ethical risks manifest in current AI assessment practices and what strategies may promote more responsible use. A qualitative approach was adopted, utilizing a single instrument, semi-structured interviews with ELT practitioners experienced in using or evaluating AI tools. Thematic analysis of the interview data revealed key concerns, including a lack of algorithmic transparency, potential cultural and linguistic bias, and diminished teacher agency in assessment processes. While participants acknowledged AI's efficiency and consistency, they emphasized the need for ethical guidelines, teacher involvement, and learner-centered design. The study concludes by recommending greater stakeholder collaboration and critical oversight in developing and deploying AI tools in ELT. These findings aim to contribute to a more equitable and ethically aware approach to language assessment in the age of AI.

**Keywords:** Artificial Intelligence; English Language Teaching (ELT); Ethical Assessment, Algorithmic Bias; Teacher Perspectives.



## **Exploring Undergraduate Students' Attitudes and Experiences with AI-Assisted Academic Writing**

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### **Abstract**

The increasing integration of Artificial Intelligence (AI) tools in academic writing presents both opportunities and challenges for undergraduate students, particularly in their thesis proposal development. This study investigates students' perceptions, experiences, and attitudes toward using AI in their academic writing process. Employing a pre-experimental design, data were collected through a structured questionnaire administered to students from several English Language Education Departments. The questionnaire focused on five key areas: students' familiarity with AI tools, perceived benefits of AI in improving writing clarity and idea generation, concerns about academic integrity and originality, the impact of AI on their critical thinking skills, and their readiness to use AI responsibly. The findings reveal that while students recognize AI as a valuable aid for enhancing writing quality and efficiency, many express uncertainty regarding ethical use and fear overdependence on AI-generated content. The study underscores the need for comprehensive training programs to foster responsible AI use and critical engagement. These insights contribute to developing student-centered strategies that balance AI assistance with academic honesty, ultimately supporting the cultivation of ethical and competent future educators in English Language Teacher Education.

**Keywords:** Artificial Intelligence (AI), Academic Writing, Students' Perceptions, Ethical Use, Critical Thinking



## **Fostering Students' Learning Engagement through Responsible AI Use in the EFL Classroom**

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### **Abstract**

The development and emergence of generative artificial intelligence (GenAI) in the recent years has intensified concerns on academic integrity in higher education. Despite its potential abilities to enhance student learning (Sullivan et al., 2023), GenAI also has potentials to facilitate practices of academic dishonesty as students gain easier access to those tools to complete assignments with minimal engagement and personal efforts. This reflective paper explores an instructional shift in an EFL classroom at an Indonesian university, moving from an approach that originally excluded the use of GenAI to one that incorporated it in the instruction. Initially, students misused GenAI to complete a project assignment without genuine engagement and ethical consideration, using GenAI tools as a shortcut to complete the assignment. In response, the instructional approach was restructured to address and integrate a responsible use of GenAI by incorporating guidance on prompt designs, scaffolded tasks and reflective activities. Drawing on classroom observations, student reflections, and their work samples, this paper discusses the processes and challenges of fostering responsible GenAI use in the EFL classroom to facilitate learning engagement. The study draws practical implication for TEFL educators seeking to integrate a responsible use of GenAI into their classroom instruction.

**Keywords:** academic integrity; generative artificial intelligence; higher education; learning engagement; reflective practice

## **From Facilitator to Navigator: Teachers-Students Relationship in AI-Integrated through Project-Based Learning**

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### **Abstract**

Project-Based Learning (PBL), emphasizing disciplinary relevance, authentic tasks, collaborative engagement, and iterative refinement, offers a dynamic environment for exploring evolving teacher-student relationships, particularly with the integration of Artificial Intelligence (AI). This study investigates how faculty members adapt their roles—shifting from traditional facilitators to navigators—within AI-integrated PBL environments and examines the subsequent impact on student engagement and the teacher-student dynamic. Employing a mixed-methods approach, in-depth interviews were conducted with three experienced faculty members who have integrated AI tools into their PBL methodologies. These interviews explored their strategies for leveraging AI to support the core elements of PBL while fostering student autonomy and connection. Complementarily, quantitative data on student experiences and perceptions of the teacher-student relationship in these AI-integrated PBL settings were collected from a cohort of 42 students through questionnaires. The analysis revealed that faculty members are consciously adapting their pedagogical approaches to incorporate AI as a tool for guidance and resource provision, influencing the nature of their interactions with students. Student responses indicated a generally positive shift in the perceived teacher role towards a navigational one, particularly in facilitating collaboration and providing personalized feedback through AI. However, the study also highlights nuances in how AI integration impacts student engagement with disciplinary content and authentic tasks, suggesting areas for further research and pedagogical consideration in optimizing the teacher-student relationship within AI-enhanced PBL.

**Keywords:** AI-integrated; facilitator; navigator; Project-Based Learning; teachers-students relationship.



**Navigating AI in Higher Education:  
Lecturers' Feelings and Recommendations on the Use of AI in Undergraduate Thesis  
Proposal Writing**

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**Abstract**

The emergence of Artificial Intelligence (AI) tools in academic settings has brought new opportunities and challenges, particularly in undergraduate thesis proposal writing. This study aims to explore the feelings of lecturers and their recommendations regarding the use of AI in this academic process. The research focuses on lecturers from the English Language Education Department, using a qualitative method with in-depth interviews as the primary data collection technique. Data were analyzed thematically to identify key patterns and insights. The findings indicate that while lecturers appreciate the potential of AI to support students' writing clarity and idea development, they also express significant concerns about reduced critical thinking, authenticity, and ethical implications. Participants emphasize the importance of guiding students toward responsible AI use, including training on ethical boundaries and critical engagement with AI-generated content. The study concludes that institutional strategies and academic policies must be developed to integrate AI meaningfully while preserving academic integrity. These findings have significant implications for English Language Teacher Education, highlighting the need to prepare future educators to navigate AI technology ethically and critically. A Responsible AI-Assisted Academic Writing (RAAW) Framework is proposed to promote ethical awareness, critical engagement, and skill development in future academic writing practices.

**Keywords:** AI in education, academic writing, English Language Teacher Education, undergraduate thesis, ethical use



## **NAVIGATING TENSIONS IN ARTIFICIAL INTELLIGENCE INTEGRATION FOR ENGLISH LANGUAGE TEACHING: AN INDONESIAN ENGLISH TEACHER'S EXPERIENCE**

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### **Abstract**

As Artificial Intelligence (AI) has become more commonplace in education, English teachers are struggling in deciding to what extent it should be integrated in their classroom instructions. This qualitative case study explores tensions experienced by an Indonesian English teacher in finding ways of how AI should/should not be integrated in her classrooms. The tensions became a site of struggle in which the participant asserted her teacher agency for developing as well as reshaping her teacher identity. The primary data were collected through semi-structured interviews, while the secondary data were obtained from the participating teacher's documentation of classroom materials and students' work. The findings indicated the participant's agency in navigating both internal and external tensions in AI integration endeavor that could be both productive and detrimental while constantly reexamining and restructuring her identity as a teacher in the digital era. The implication of this study is also discussed.

**Keywords:** artificial intelligence, teacher agency, teacher identity, tension, English language teaching

## Reflecting on AI Use in Academic Writing to Foster Students' Academic Integrity and Writing Navigation Skills

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### Abstract

The integration of generative AI tools, such as ChatGPT, into academic writing contexts has introduced both new opportunities and ethical concerns. While these tools can support idea generation, language refinement, and overall writing fluency, their misuse can undermine academic integrity and hinder skill development. This research aims to know the role of reflective practice during students' writing process to maintain their academic integrity and enhance their writing navigation skills. It explored the role of transparency in AI contribution and prompt creation as well as output modification as a means to foster responsible academic practices among the students of English Education Department as prospective teachers. Data were obtained from interviews, writing process and product documentation in using AI and students' reflections of AI-assisted writing practice. The findings highlight how prompt disclosure, revision tracking, and reflective practice can enhance students' academic integrity and writing navigation skills. The students' reflections of the differences between AI output and their academic voice facilitated them to evaluate and revise their writing contents critically. They began treating AI outputs as drafts to be challenged or shaped, not as finished products. They were encouraged to rephrase contents, incorporate disciplinary language, and restructure AI-generated paragraphs to suit academic standard. Their reflective practice, thus, fostered more editing process, argument restructuring, and critical decision-making in their writing process. This study proposes practical strategies for educators to guide students in ethically integrating AI into their writing processes while maintaining academic standards.

**Keywords:** academic integrity; AI in education; writing; navigation skills



**Reflective practice on developing preservice teachers' awareness  
on ethical use of AI in academic writing**

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**Abstract**

Research has generally concluded that the benefits of AI writing tools include among others, increased accuracy and fluency of students' writing and improved class engagement through AI-based peer-review and feedback. However, little research has examined strategies for developing students' awareness for ethical use of AI in EFL writing particularly among preservice teachers of English in a teacher education institute (TEI) in Indonesia. This paper presents the preliminary findings of an ongoing-research on ethical implications of AI and preservice teachers' self-reflection on the development of their critical thinking and academic writing skills. As a study on reflective practice, this research employed a qualitative approach and gathered data using an adaptation of self-reflection form and interview. The reflection form was used to explore preservice teachers' perception on their knowledge of what constitutes ethical uses of AI for writing and their practices while using AI writing tools in a research proposal writing course. Data from the reflection activity were first grouped based on areas of reflection: content development, language accuracy, and critical thinking, then analysed thematically. Interviews with selected participants were conducted to confirm their written elaboration. Findings show that there is gap between knowledge and practice of ethical application of AI among the cohort, particularly concerning critical thinking in writing. Through structured plan-write-reflect-revise cycle of writing engagement in the course, the teacher-to-be also learned to self-assess on their skills for writing with integrity through paraphrasing and summarising. Implications for the use of AI in writing instruction are provided.

**Keywords:** AI writing tools; critical thinking, integrity

## Self-Regulation and AI Assistance: Unveiling the Strategies of Indonesian EFL Doctoral Students in Research-based Article Writing

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### ABSTRACT

In response to the demands of globalization, universities are expected to cultivate highly competent individuals through doctoral education. Specifically, EFL doctoral students in non-native English-speaking contexts were challenged to produce high-quality, impactful research-based academic articles, often while contending with linguistic, cognitive, and emotional difficulties that necessitate the use of self-regulated writing strategies and support from AI technologies. However, studies examining EFL doctoral students' self-regulated writing strategies and utilizing AI-powered tools during writing research-based articles remain under-explored. This study aims to investigate the level of self-regulated writing strategies (SRWS) as perceived by EFL doctoral students, their application during process writing, and challenges addressed by AI-powered tools. This study employed a quantitative and qualitative approach. Sixty-four EFL doctoral students from a public university in Indonesia were recruited. Quantitative data were collected via a survey and analyzed statistically, while qualitative insights were obtained through semi-structured interviews and analyzed thematically. Findings indicate that participants generally reported high levels of SRWS, with one dimension rated at a moderate level. These strategies were evident across all stages of the writing process, from pre-writing to publication, contributing to improved academic writing competence. While AI tools provided substantial support in managing writing difficulties, their use requires careful regulation to prevent dependency. Enhancing SRWS remains essential for fostering effective academic writing, particularly within the evolving landscape of AI-assisted writing environments.

**Keywords:** AI-writing tools, EFL Doctoral students, Research-based articles, Self-regulated writing strategies

## STUDENTS' AWARENESS OF ETHICAL CONSIDERATIONS IN USING ARTIFICIAL INTELLIGENCE IN EDUCATION

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### Abstract

Using Artificial Intelligence (AI) in education is a dime a dozen. The big numbers of AIs provide choices for the students to employ. If one AI is not satisfying, some others may help. A crucial issue dealing with the use of AI in education is ethical consideration. The students need to be aware of ethical problems in using AI such as plagiarism, privacy and data security, accountability, and morality concern. The present study is intended to explore students' awareness to ethical consideration in using AI in education with some specific discussions on general awareness of AI, usage and application of AI, perceptions of AI, and ethical awareness and responsibility in using AI. By employing survey to English students in UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia, the current study comes up with the following findings. First, all the students are aware of the use AI in education and the five most frequently used are ChatGPT, Gemini, Perplexity, Microsoft Copilot, and Deepseek. Second, the primary uses of AI are for research and information gathering, language translation, writing assistance, data analysis, dan some minor uses. Third, the students perceive AI positively and state some benefits of AI like helping students understand complex topics more easily, save time in research and writing, provide instant feedback, and improve the efficiency of learning. Fourth, regarding ethical awareness and responsibility, the students know them but they do not understand deeply. In conclusion, the department needs to provide seminars or workshops on ethical issues in using AI to improve students' awareness.

**Keywords:** Awareness; Ethical Consideration; Artificial Intelligence; Education

## **The Paradox of ChatGPT Dependence: Negative Impact on Academic Reading and Research Skills**

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### **Abstract**

The integration of artificial intelligence in higher education has revolutionized learning practices, yet its impact on academic competencies remains an area of exploration. This study employs Partial Least Squares Structural Equation Modeling (PLS-SEM), combining reflective and formative measurement models, to investigate the correlation among teacher immediacy, ChatGPT usage, learner agency, research skill, English academic reading, English academic writing, and research publication. A total of 252 postgraduate students majoring in linguistics and English education across five universities in Indonesia participated, selected through purposive sampling. Findings reveal an unexpected yet significant negative correlation between ChatGPT usage and both English academic reading ( $\beta = -0.175$ ,  $p = 0.017$ ) and research skill ( $\beta = -0.164$ ,  $p = 0.015$ ), suggesting that over-reliance on AI-assisted tools may hinder critical engagement and skill development. Conversely, academic reading ( $\beta = 0.640$ ,  $p = 0.000$ ) demonstrates the strongest influence on academic writing, underscoring the necessity of cultivating strong reading competencies to enhance scholarly output. These results indicate a pressing need for a balanced approach to AI integration in academic settings, ensuring that students actively engage with research materials rather than relying solely on AI-generated content. By fostering learner agency and research-driven methodologies, educators can mitigate the adverse effects of ChatGPT dependence while maximizing the potential of AI as a supplementary tool. This study contributes to the discourse on AI-driven education, emphasizing the nuanced role of technology in shaping academic literacy and research proficiency.

**Keywords:** AI; ChatGPT; Academic Reading; Academic Writing; Research Publication; PLS-SEM



## **THE POLICY OF USING AI IN LANGUAGE ADUCATION: A STUDY CASE**

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### **ABSTRACT**

In this era, technology can be integrated in the teaching and learning process. One of the technology that is used to help students in their learning process is artificial intelligence (AI). However, artificial intelligence can also be dangerous for students. The aim of this study was to investigate whether artificial intelligence could be used to develop students' writing skills. Furthermore, this study was also conducted to evaluate students writing to formulate an ethical implications of AI. The study was conducted for one semester during Basic Writing course. This study used qualitative data through the analysis of observation and interview during the teaching and learning process. From the study, it is found that students were still not be able to use Chat GPT effectively and they still didn't understand the limitations of the tool. In brief, the university should have a policy to promote AI literacy. Artificial intelligence should be integrated in the curriculum so that the students can raise their awareness when they interact to AI content. Media literacy should also be taught to students as the new course in higher education in this era so that students know how to use this technology properly and wisely.

**Keywords: artificial intelligence; chat GPT; ethical implication; technology in education**



## **Using AI Effectively And Ethically In Academic Domain**

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### **Abstract**

The use of AI has been very pervasive in almost all walks of life. Academics have been benefitting a lot from AI for their reading, writing, and research activities. Despite the hugely effective assistance it offers, there are certain ethical principles and precautionary measures that must still be upheld. Violation of the ethics results in irresponsible and unethical acts, while the negligence of the precautionary steps will result in the erosion of humans' thinking capacity. After conducting a study on the use of AI and informally observing academics' diverse responses and attitude to AI, the writer can draw a set of practices that essentially make use of the immense power of AI while still maintaining the ethics and the independent thinking skills. The paper starts with a review of ethics, especially principles that are closely related to AI and its use. It also discusses briefly the main findings of the writer's recent study. Then it explains several techniques that lecturers and students can do to utilize AI to enhance and expedite their work without violating the ethics. Some practices are also offered for lecturers to teach students how to use AI to assist their learning process. This involves generating some appropriate prompts for a variety of learning purposes.

**Keywords:** AI; ethics; academics; prompts



## Where's The Line?: Students' Reflections on AI, Learning, and Cheating

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### Abstract

With the growing presence of AI in language education, students are facing new challenges in navigating ethical boundaries and academic integrity. This study investigates how English Education students perceive the use of AI in their learning, focusing on the thin line between appropriate support and academic dishonesty. A qualitative approach was employed to examine the students' beliefs, dilemmas, and decision-making processes when using AI-powered tools for tasks such as grammar correction, writing improvement, paraphrasing and idea generating. Semi-structured interviews with 15 purposefully-chosen students provide insight into their experiences, and the data were analyzed thematically. The findings reveal a range of student perspectives. On one hand, students view AI as an empowering tool that enhances their language learning, boosts their confidence, and serves as autonomous support, especially in areas like vocabulary development and error correction. On the other hand, concerns emerge about dependency, lack of originality, absence of critical thinking and the potential for AI to cross into plagiarism or academic misconduct. Furthermore, students often experienced a moral dilemma. Even though, they recognize the benefits that AI offers to improve their performance, yet students are often unsure where the line between ethical usage and cheating must be drawn. These findings highlight that clear guidelines and ethical framework in language education is urgently needed for helping students use AI responsibly and maintain academic honesty.

**Keywords:** AI, ethical implications, academic integrity, perspectives



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# ABSTRACTS

## SUB-THEME 6 INTERCULTURAL COMPETENCE THROUGH VIRTUAL REALITY AND AI IN ELT



## **A Holistic CLIL Framework for Designing English for Tourism Textbooks to Promote Sustainable Environmental Education**

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### **Abstract**

This ongoing research stems from the urgent need to develop English for Tourism (Eft) instruction that not only enhances language skills but also integrates sustainable environmental education. As the only department at UNARS offering Eft course, a contextualized textbook design framework is essential to meet both student needs and the demands of the sustainable tourism industry. Therefore, this study aims to formulate a holistic Content and Language Integrated Learning (CLIL)-based framework for designing English for Tourism textbooks. This framework is expected to serve as a reference for developing instructional materials that foster students' English proficiency while raising their awareness of environmental issues in tourism contexts. This study employs a qualitative, exploratory-descriptive method by reviewing existing CLIL models and textbook design frameworks to construct a model suitable for Eft students at UNARS. Data will be collected through literature reviews, needs analysis, and an examination of relevant curricula and educational policies. As this is ongoing research, findings are not yet available.

**Keywords:** CLIL; English for Tourism; environmental education; framework; sustainability



## **Breaking the Barrier: Students' Insights into Communication Breakdowns with University Staff**

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### **Abstract**

Miscommunication is a common phenomenon in university settings, frequently occurring between students and staff. This study aimed to explore the causes of miscommunication between university students and staff, as well as the strategies students use to resolve such issues, based on their recollections. Employing a case study approach, the research analyzed nine recollections from eight students enrolled in the various Language for International Communication programs, using thematic analysis. The findings revealed five primary causes of miscommunication: physical barriers, language barriers, perceptual barriers, emotional barriers, and interpersonal barriers. Additionally, four key strategies were identified as methods students used to resolve miscommunication: Face Negotiation, Communication Effectiveness, Communication Appropriateness, and Communication Adaptability. This study contributes to the field of communication research, particularly in the context of academic settings, where there is limited research on miscommunication involving language for communication students and university staff.

**Keywords:** communication strategies; miscommunication; university students and staff



**Exploring Intercultural Communicative Competence of Maritime Cadets in The Maritime Institute: A Qualitative Approach**

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**Abstract**

The globalization of the maritime industry necessitates not only linguistic proficiency but also a high level of Intercultural Communicative Competence (ICC) among seafarers. While Maritime English instruction has traditionally focused on Standard Marine Communication Phrases (SMCP) and operational communication, the assessment of ICC remains underexplored and inconsistently integrated into pedagogical practice. This qualitative study investigates current approaches to explore the experiences and perspectives of Nautical Cadets of Maritime Institute Jakarta. Data were collected through semi-structured interviews, classroom observations, and document analysis. The findings reveal a gap between the recognition of ICC as essential and the presence of structured. Participants emphasized the need for culturally responsive assessment methods, clearer learning outcomes, and institutional support for integrating ICC into curricula. This study contributes to the growing discourse on intercultural education in vocational contexts and offers recommendations for the development of more effective and context-sensitive ICC assessment frameworks within Maritime English education.

**Keywords: Intercultural Communicative Competence (ICC), Maritime English Education and Nautical Cadets' Perspectives**



## **Navigating Financial Constraints: Intercultural Communicative Competence of Indonesian and Uzbek Students in Tourism Promotion**

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### **Abstract**

Effective intercultural communication has become a critical competency for future professionals in an increasingly globalized tourism industry. This is especially pertinent for Indonesia and Uzbekistan, two emerging economies developing bilateral partnerships. This study examines university students' perceptions, experiences, and attitudes regarding integrating Intercultural Communicative Competence (ICC) into English language education, particularly emphasizing its relevance to tourism. Employing Byram's (1997) ICC framework, the research surveyed 334 students from Indonesian and Uzbekistani universities, followed by semi-structured interviews. The findings indicate that, despite limitations in English proficiency, participants have begun to acquire essential intercultural skills, attitudes, and knowledge. Notably, students in both countries expressed a strong interest in engaging in authentic intercultural experiences, such as academic mobility programs, to enhance mutual understanding and collaboration. However, financial constraints and cultural challenges remain significant barriers to realizing such exchanges. The study concludes with recommendations for institutional and governmental support to foster equitable access to intercultural learning opportunities and to strengthen the educational and tourism-related ties between Indonesia and Uzbekistan.

**Keywords:** financial constraints; Indonesia and Uzbekistan; intercultural communicative competence; tourism promotion;

## **Navigating Language and Culture in Digital Spaces: Intercultural Pragmatics Challenges in EFL Students' Online Shop Marketing Simulations**

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### **Abstract**

The digital age has transformed business communication, with online media marketing playing a central role in reaching global audiences. This shift requires English as a Foreign Language (EFL) learners to develop both communicative competence and intercultural sensitivity. While many studies have focused on students' fluency and grammatical accuracy, less attention has been paid to their pragmatic and intercultural competence, particularly within simulated professional contexts. This study addresses that gap by analyzing the language used in vlog-style online shop simulations created by second-semester students in the "Speaking for Daily Conversation" course. The research investigates vocabulary choices and pragmatic errors, exploring how these reflect a lack of intercultural and pragmatic awareness in global digital communication. Artificial Intelligence (AI) tools are employed to support the analysis of student utterances, both for classroom feedback and research purposes. Data are examined using an intercultural pragmatics framework combined with quantitative descriptive analysis. Results reveal frequent use of contextually inappropriate vocabulary and literal translations from students' first language, which hinder effective communication with international audiences. Moreover, students demonstrate limited awareness of cultural expectations in global marketing discourse. These findings highlight the need to integrate intercultural pragmatics into speaking-focused curricula and suggest the design of more authentic, project-based speaking tasks that simulate global business interactions. The study also recommends explicit instruction on pragmatics and cultural norms in digital marketing communication to better prepare students for global, digitally mediated environments.

**Keywords:** Digital Spaces; Language and Culture; Intercultural Pragmatics; Online Shop Marketing Simulations



**What will I conduct? Potential future research towards intercultural competence in AI-based English classes: The perspective of review study**

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**Abstract**

In this current era, AI is massively used in English classes for different occasions, such as enhancing the intercultural competence (IC) of students. However, it is discovered that the research which discovers the detail information involving AI and IC in English classes remains limited. To ignite the innovation of other researchers, this review study aims to find out the trends and gaps of the current research as well as the potential future research to be conducted by IC researchers. Based on the five steps of systematic review from Wolfswinkel et al. (2013), this study involved 10 articles to analyze. The results found three trends of the current studies, such as: (1) the use of generative and NLP AI for personalization; (2) strong dominance of mixed-method design; (3) the combination of self-report tools and objective testing. In addition, the potential future research includes four parts, such as: (1) conducting longitudinal study to explore the long-term impacts of AI on students' IC; (2) broadening the research subjects; (3) involving other variables to discover strategies of AI usage to address IC's unique challenges; and (4) implementing different types of research method. The specific information about gaps the future research should fulfil is written in this study. The results of this study have the implication to guide future researchers in discovering the use of AI to enhance IC in English classes.

**Keywords:** Artificial intelligent; English classes; Future research; Intercultural competence; Review study



## **BUILDING BRIDGES: THE ROLE OF ARTIFICIAL INTELLIGENCE IN FOSTERING INTERCULTURAL COMMUNICATION AMONG UNDERGRADUATE STUDENTS**

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### **Abstract**

Recent research on the impact of artificial intelligence (AI) on student learning outcomes has produced promising results. Large Language Models (LLM) such as ChatGPT have been recognised as valuable AI-driven tools that provide immersive and interactive learning experiences, simulating authentic intercultural encounters. Despite the potential benefits, concerns remain over the extent to which AI algorithms, trained on large datasets, may perpetuate existing societal biases. These concerns call for culturally responsive and ethically grounded approaches to integrating AI tools in education. In addition, the inability of AI to fully capture the nuanced and context-dependent nature of human communication, coupled with limited technological infrastructure, underscores the importance of equitable access to AI-enhanced learning environments. In response to these gaps, this study sought to investigate how AI influences intercultural communication among undergraduate students in a multicultural higher education context. A questionnaire survey was administered to undergraduate students (N=122) at an international university in Malaysia. Quantitative data were analysed using descriptive statistics and correlation analysis using SPSS. The findings reveal a strong positive correlation between users' positive attitudes and their perceived benefits of using AI in intercultural communication, as well as between perceived benefits and support for AI regulation. Moderate associations were found between views on AI regulation and both users' attitudes and perceived challenges, while the correlation between attitudes and challenges was weak. These findings suggest that positive perceptions of AI's usefulness, along with support for AI regulation, are more influential in fostering intercultural engagement than concerns about its potential challenges.

**Keywords:** Artificial Intelligence (AI); AI Regulation; ChatGPT; Higher Education; Intercultural Communication.



## **Enhancing Intercultural Competence through Virtual Reality and Artificial Intelligence: A Mixed-Method Study in an Indonesian Private University EFL Classroom**

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### **Abstract**

In today's globalized world, intercultural competence (IC) has become a critical skill in English as a Foreign Language (EFL) education. This study explores how the integration of Virtual Reality (VR) and Artificial Intelligence (AI) can enhance IC among undergraduate EFL students at Universitas PGRI Delta in Sidoarjo. The objective is to examine the extent to which immersive technologies foster students' awareness of cultural norms, empathy, and effective communication across cultures. A mixed-method approach was employed, involving 30 students who participated in VR-based simulations and AI-assisted language tasks. Data were collected through pre-test and post-tests, classroom observations, and student reflections. Findings indicate significant improvements in both cognitive and affective dimensions of IC. Students reported increased motivation, reduced bias, and more thoughtful language use when interacting in culturally diverse scenarios. However, access to technology and digital literacy emerged as challenges, particularly in rural settings. The study concludes that VR and AI can be powerful tools for developing intercultural sensitivity in EFL classrooms when supported by teacher mediation and contextualized content.

**Keywords:** Artificial intelligence; EFL; Intercultural competence; Mixed-method; Virtual reality



71<sup>ST</sup> TEFLIN  
International Conference

# ABSTRACTS

## SUB-THEME 7 LANGUAGE TEACHING AND LEARNING IN MULTILINGUAL CONTEXTS

**EFL Students' and the Faculty Members' Perceptions of Challenges and Strategies in Writing an Undergraduate Thesis Introduction**

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**Abstract**

Challenges faced by university students in academic writing (writing theses in general and research articles in particular) have been investigated in numerous studies. However, no studies have yet addressed the specific issue of the challenges and strategies in writing an introduction which is considered to be the most difficult part of a thesis. Therefore, the current study is aimed to reveal challenges and strategies in writing an introduction section from the perceptions of EFL students and faculty members. To achieve the aims, a mixed-method study was used to explore both quantitative and qualitative data from students and faculty members. The total number of participants was 32 EFL students and 24 faculty members from various universities in Indonesia. This study reported that students and faculty members showed similarities in perceiving the students' challenges in the local and the local-and-global aspects, and showed differences in the global aspect. The results revealed that students and faculty members have similar comments on the challenges pertaining to presenting a research gap. For strategies to cope with challenges, they shared similarities in perceiving the usefulness of nine out of ten strategies. The results indicated that faculty members need to provide more discussion on the challenges and strategies.

**Keywords: Academic Writing; Challenge; Introduction Section; Perception; Undergraduate Thesis**

**Infusing Edu-Tourism with Cultural Heritage and Local Wisdom Context into Eft Course**

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**Abstract**

The incorporation of cultural heritage and local wisdom into English as a Foreign Language (EFL) course is an unique potential to improve language acquisition while promoting cultural awareness and pride. This study examines the effects of integrating these aspects into EFL courses, on engagement, language proficiency, and cultural appreciation. The study employs a qualitative methodology to evaluate the efficacy of contextualized lesson plans, experiential learning, and collaborative projects. The sample are 15 students of fifth semester in one of University at Magelang, Jawa Tengah. Findings indicate that students experienced increased motivation, enhanced cultural pride, and advancements in speaking and language proficiency. Experiential learning activities, including field trips, facilitated authentic language application, whereas collaborative projects promoted critical thinking and creativity.

**Keywords:** AI educational learning; contextualized learning; cultural heritage; Edu-Tourism; English as Foreign Language (EFL), intercultural competence

**A Comparative Analysis of Bloom's Taxonomy in English Curriculum Design:  
Indonesia and the Philippines**

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**Abstract**

The differences of English language implementation between Indonesia and Philippines, EFL and ESL commonly known, will produce different teaching and learning process despite each kind of learning target for the learners. Therefore, this study is aimed to compare the level of learning objectives in Indonesia and Philippines based on Bloom's taxonomy verbs list used in the syllabus of 7th grade junior high school by using content analysis method; also the result of data classification and data analysis were validated by raters taken from English teachers of Indonesia and Philippines ones. At the end of the research, the result could be captured that the learning target had many differences and similarities. This research employs a content analysis method to compare the learning objectives based on the verbs used in the syllabi of the two countries. The data classification and analysis were validated by raters who are English teachers from both Indonesia and the Philippines. The findings reveal both similarities and differences in the learning objectives. Notably, the Indonesian syllabus effectively addresses all levels of the affective domain, focusing on emotional and attitudinal aspects of learning. In contrast, the Filipino syllabus comprehensively covers all 18 levels across Bloom's three domains—cognitive, affective, and psychomotor. This comparative analysis highlights how each country adapts Bloom's Taxonomy to fit its educational context and demonstrates the diverse approaches to English language teaching in different cultural and linguistic settings.

**Keywords: English syllabi, Bloom taxonomy, Indonesia, Philippines**



**A Longitudinal Study of Vocabulary Assessment with Japanese Learners: Foundations for Multilingual Classroom Application**

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**Abstract**

This longitudinal study investigates the development of receptive vocabulary knowledge among lower-proficiency L1 Japanese learners of English, using the Multifaceted Receptive Vocabulary Assessment Test (MRVAT; Elmetaher, 2024a, 2024b). The study aims to investigate changes in learners' vocabulary knowledge over time and to assess the MRVAT's potential as a comprehensive tool for use in multilingual educational contexts. The MRVAT was designed to overcome the limitations of traditional vocabulary tests—such as the VLT, X\_Lex, and VST—by assessing three aspects of word knowledge: word meaning in written context, word meaning in spoken context, and word form recognition. Over the course of one academic year, 90 Japanese undergraduates in integrated-skills English courses completed three MRVAT tests at intervals of 0, 4, and 10 months. Paired T-tests were used to analyze changes in the percentage average scores for each of the three word aspects and overall performance. The findings showed inconsistent progress across the different aspects of word knowledge. These findings highlight the inconsistent nature of receptive vocabulary knowledge development in lower-proficiency learners. Moreover, the study emphasizes the MRVAT's adaptability for replication with learners from different L1 backgrounds, supporting broader applications in multilingual classrooms. This research contributes to language assessment practices that reflect the diversity of learner profiles in global English education.

**Keywords:** Receptive vocabulary, multilingual learners, language assessment, Japanese EFL, vocabulary testing

**A Mixed-Method Exploration of Undergraduate Students' Perception on Extramural English****Humaera Silvia Maristy<sup>1</sup>****Anis Handayani<sup>2</sup>****Dwiyani Pratiwi<sup>3</sup>****Annisa Nurul Ilmi<sup>4</sup>****Margana<sup>5</sup>****Ashadi<sup>6</sup>****1 English Language Education, Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, INDONESIA****2 English Language Education, Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, INDONESIA****3 English Language Education, Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, INDONESIA****4 English Language Education, Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, INDONESIA****5 English Language Education, Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, INDONESIA****6 English Language Education, Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, INDONESIA****Abstract**

In an increasingly interconnected world, English has become a vital tool for academic and professional success. As English language proficiency grows in importance, students seek opportunities beyond the classroom to develop their skills. This study aims to explore students' perceptions of Extramural English Activities (EEA) and compare those perceptions between English majors and non-English majors. In the era of globalization, English proficiency is crucial, and beyond formal classroom instruction, students often engage in various extramural activities such as watching English-language films, playing online games, or participating in English-based social media platforms. These activities provide opportunities to develop English skills in a more contextual and natural manner. However, in Indonesia, where English is a Foreign Language (EFL), authentic English interaction is limited, making EEAs an essential bridge to enhance language exposure. This research focuses on identifying students' perceptions of EEAs and comparing their engagement based on their enrollment in English as a Medium of Instruction (EMI) programs versus non-EMI programs. A mixed-methods approach with a sequential explanatory design was employed. Quantitative data were collected through surveys measuring frequency, motivation, and perceptions of EEAs, while qualitative data were gathered via semi-structured interviews to gain deeper insights into students' experiences. The study involved 211 participants from English and non-English departments, selected using purposive sampling. Quantitative data were analyzed using SPSS, and qualitative data were thematically analyzed using NVivo. Findings revealed that English majors and EMI students reported higher frequency and more positive perceptions of EEAs. They also demonstrated greater motivation and perceived EEAs as significantly contributing to their language improvement.

**Keywords:** Extramural English Activities; English proficiency; student perception; EFL; EMI.



## **A Needs-Based Approach to Developing an Academic English Test: Voices from the Non-English Majors**

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### **Abstract**

This study aims to conduct a needs analysis as a foundation for developing an academic English proficiency test for higher education in Indonesia, particularly for non-English major students. A mixed-methods approach was employed, combining a focus group discussion (FGD) and a quantitative survey. The FGD, involving five students from different majors who had taken the PTESOL test, revealed that reading and listening tests are crucial for supporting academic tasks such as understanding lectures and reading scholarly texts. Writing and speaking skills were also deemed important, especially in disciplines requiring active academic communication. A separate section on Structure and Written Expressions was also considered necessary to assess students' ability to analyze grammatical accuracy and appropriate expressions in academic writing. Technical issues such as lengthy reading texts, unstable audio in listening sections, and time constraints in the structure section were also identified. Complementing these findings, a survey of 128 non-English major students showed that while the majority believed the skills tested in PTESOL were generally aligned with academic needs, over 70% rated writing and speaking as very important to be assessed. Respondents also expressed a preference for more varied item formats beyond multiple choice, including short-answer and fill-in-the-blank tasks. Most of them also favored computer- or web-based delivery platforms. These findings highlight the need to revise the existing English test by integrating productive skills, authentic task types, digital delivery modes, and focused assessment of structural accuracy to better reflect the real academic demands faced by university students in Indonesia.

**Keywords:** Needs analysis; academic English; English language testing; higher education; test development.



## **A SNAPSHOT OF EXPERIENCE: THEMES IN STUDENTS' POEMS BASED ON THEIR SELF-PHOTOGRAPHED PICTURES**

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Students in English as a Foreign Language (EFL) classes often lack opportunities to express personally meaningful ideas, perspectives, and emotions. Although active English use is encouraged, many EFL classes, including those in higher education, still emphasize language form over personal expressions. The present study explores how students convey meaningful personal experiences through poem writing, using photographs they took themselves as inspiration. Conducted in a half semester of creative writing course, the research involved eight workshop-style meetings: students first briefly studied poetry theories, read some model poems, then captured photographs to serve as the basis for their poems. After drafting, receiving feedback, revising and finalizing their work, students digitally documented their poems alongside the photos. Guided by Multimodal Literacy (Mills & Unsworth, 2017) and Hanauer's Meaningful literacy frameworks (2012), the researcher conducted a thematic analysis of students' final products. The findings reveal recurring themes such as self-love and self-acceptance, nostalgias and memories, hope and perseverance, love and relationship, negotiating societal pressure and identity, and finding deep meaning in ordinary objects. This study demonstrates the potential of integrating multimodal resources into EFL classrooms to foster more meaningful and authentic language use.

**Keywords:** multimodal literacy; meaningful literacy; students' poems



**A SNIPPET OF TEMPORAL NARRATIVES: THE TALE OF EFL TEACHERS'  
SUPPORT FOR LEARNER AUTONOMY**

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**Abstract**

In the burgeoning scholarly discourse picturing English as a Foreign Language (EFL) teachers' autonomy and their support for learner autonomy, there remains a notable gap in the body of literature regarding rich and grounded data of FFL teachers' pedagogical practice temporal development (past, present, and future) pertaining to autonomy support, as well as the nested antecedents contributing to that development. Anchored in a bioecological framework, this narrative inquiry study was devoted to understanding how four male and female EFL teachers' autonomy support develop overtime and what factors that may contribute to their autonomy support development. The data gleaned from the participants' literary or visual works, as well as semi-structured interviews, offer valuable insight into the EFL teachers' gradual autonomy support development and their intricate interactions that occur both internally, within the teachers themselves, and externally, with others such as objects, individuals, and the broader social environment. These interactions collectively play a significant role in shaping and reshaping the teachers' autonomy support progression. The EFL teachers' retrospective and prospective hindsight reported in this study might contribute to inform future efforts in teacher professional development, particularly in the area of teacher autonomy in EFL context.

**Keywords:** Autonomy support, bioecological theory, learner autonomy, teacher autonomy, teacher professional development.



**A Systematic Review of Extensive Reading in ELT Research  
through Self-Directed Learning Framework**

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**Abstract**

While the implementation of extensive reading in English Language Teaching (ELT) is widely recognized for its positive impacts on reading enjoyment, a comprehensive understanding of its research landscape within English as a Foreign Language (EFL). This systematic literature review aims to identify key research trends in extensive reading within EFL, specifically focusing on learning autonomy and initiative in its implementation, the utilization and strategies for resource selection, and motivation during extensive reading. This study systematically reviews academic pieces of literature published between 2015 and 2025, retrieved via Watase Uake as an online academic platform. Following the PRISMA guidelines, a rigorous selection process involving inclusion and exclusion criteria and full-text analysis was applied, resulting in the review and analysis of 64 articles indexed in Scopus. The identified research findings will be discussed within the framework of self-directed learning. Finally, the limitations of the reviewed literature and recommendations for future research directions will be presented, providing a foundation for further inquiry in this area.

**Keywords:** Systematic literature review, extensive reading, self-directed learning

## **An Analysis of Dawanese Students' Errors Pronunciation in Speaking English**

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### **Abstract**

This research aims to analyze pronunciation errors were made by dawanesse students in speaking using qualitative method. The focus of this research is to identify the types of pronunciation errors that most often occur in students. Data was collected through interviews and student video recorder, which were then analyzed to classify types of pronunciation errors based on surface strategy taxonomy. The results showed that students made pronunciation errors in four main categories: 23% errors in omission, 23% errors in addition, 52% errors in misformation, and 2% errors in misordering. These findings provide an overview of the challenges students face in second language pronunciation and the importance of appropriate learning strategies to reduce these errors. It is hoped that this research can contribute to a deeper understanding of pronunciation errors and help develop more effective teaching methods to improve students' speaking skills.

**Keywords : analysis, error pronunciation, speaking**

## **An Analysis of the Implementation of Differentiated Instruction in English Language Teaching: A Case Study**

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### **Abstract**

**This study explored the implementation of differentiated instruction in English language teaching at SMP IT LHI Yogyakarta, an integrated Islamic junior high school with a diverse student population in terms of academic ability, interest, and learning style. Employing a qualitative case study approach, data were collected through classroom observations, interviews with English teachers and the school principal, and documentation analysis. The findings revealed that teachers applied differentiated instruction through adjustments in content, process, and product. For content, materials were tailored to students' proficiency levels; for process, varied instructional strategies such as group discussions, role-playing, and mind mapping were used; and for product, students were given choices to demonstrate their understanding via posters, essays, or videos. However, several challenges hindered effective implementation, including limited time for lesson planning, lack of teaching resources, varying student abilities, and teachers' insufficient training in differentiated instruction. Despite these constraints, the approach positively impacted students' motivation and engagement, particularly for those with lower proficiency levels. The study recommended ongoing teacher training, improved school support systems, and collaborative teaching practices to optimize differentiated instruction. Future research is encouraged to investigate its impact on high-achieving students and broader applications across subjects and school levels.**

**Keywords: English education; resilience; rural schools teacher; agency; teacher professionalism**



**An Experience of Pre-Service EYL Teachers in Program Development:  
A Narrative Inquiry**

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**Abstract**

This study investigates the efforts of Indonesian pre-service EYL teachers in developing their pedagogical skills during teaching practicum at schools, explores the obstacles they encounter in this process, and examines their responses to the challenges. Employing qualitative narrative inquiry as the research method, the study interviews five pre-service teachers from English Education Study Program programs to gain insights into their experiences. The findings demonstrate that Indonesian EYL pre-service teachers employ diverse pedagogical strategies during the planning, implementation and evaluation stage of the teaching practicum. In addition they also employed varied strategies to deal with challenges they faced in the field. The empirical experience has shaped their perception about EYL and future career, self efficacy and identity. They persistently tried to include fun learning activities, however they face internal obstacles such time management, and adaptation to children's characteristics. And external obstacles such as resource constraints. To overcome the challenges they collaborated with peers and mentors, engaging in reflective teaching practice, and setting goals for each practicum session. The study provides valuable insights for teacher training institutions (TTIs), educators, practitioners, and policymakers, facilitating the implementation of more effective strategies for EYL teaching practicum.

**Keywords:** pre-service teacher, English for Young Learners, narrative inquiry, self efficacy, self identity



## **Breaking Language Barriers: Pedagogical Translanguaging in ELT Writing Classroom**

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### **Abstract**

**Pedagogical translanguaging encourages students to complement their learning by using their entire linguistic repertoire. This study aims to explore pedagogical translanguaging implication for writing classroom. This study used a qualitative research design with thirty-two students as the participants. Classroom observations, student interviews, and documentation were used to gather data, and triangulation was used to ensure validity. Techniques for reduction, display, and verification were used to analyze the data. The findings show that the teacher employed code-switching, code-mixing, and translation as well as inter- and intra-sentential translanguaging. According to interviews, students used Indonesian (40%) as a framework for writing in English (50%) and Javanese (10%). Students' comprehension and participation in writing tasks were found to be enhanced by pedagogical translanguaging, which includes code-switching and code-mixing. Pedagogical translanguaging creates a helpful learning environment where students could make efficient use of their language resources, according to observations and documentation. Additionally, it encourages teamwork and active engagement, which enhances the learning environment. To sum up, pedagogical translanguaging works well for enhancing critical thinking, writing abilities, and student involvement. According to the research, pedagogical translanguaging strategies like code-switching and inter-sentential alternation promote student engagement, lower anxiety levels, and raise writing comprehension, which makes them an effective teaching strategy for multilingual classrooms.**

**Keywords: pedagogical; translanguaging; teacher strategy; writing**



## **Bridging Global Standards: CEFR Implementation in English Language Education in Indonesia**

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### **Abstract**

The CEFR is not only a common basis for examination negotiation but has also been internationally recognized as a standard for the development of syllabi, curriculum guidelines, examination specifications and textbooks. However, as far as the use of the CEFR in Indonesia is concerned, this survey is by no means comprehensive because, in Indonesia, most of the implementation of this framework is related to language examinations and language resource centers. Set within a descriptive qualitative framework, this study examines 18 articles (2018–2022) against four specific criteria of implementation related to the CEFR in Indonesia: as a project in language assessment, building a common ground in terms of language proficiency, and in the analysis of textbooks and vocabulary of the 16 studies, four studies analyzed studies on the application of the CEFR in teaching, four studies focused on its use for assessment, three studies focused on its application for terminology harmonization and five for textbooks and vocabulary. Furthermore, two studies discussed the problems and benefits in the implementation of the CEFR in Indonesia. These findings provide evidence that the CEFR is not sufficiently embedded in the larger pedagogical framework or existing teacher training courses. It is argued that, although CEFR has great potential to position Indonesian language education in line with international conventions, there are several issues that must be taken into account, such as teacher readiness and whether local adaptation needs to be a framework for effective implementation. This article serves as a foundation for further studies that will examine creative and local adaptations of CEFR in the Indonesian context.

**Keywords: CEFR, English Language Learning, Indonesia, Language Proficiency**

## **Challenges and Prospects of Developing Teaching English at Primary Schools as an Independent Field of Study in Indonesia**

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### **Abstract**

The development of teaching English at primary school level as an independent field of study in Indonesia presents both enduring challenges and promising prospects. Despite ongoing efforts by the government and academic institutions, the integration of English into early education remains fragmented and under-theorized. This article critically examines the structural, pedagogic, and resource-related obstacles that hinder the growth of English primary education as a recognized academic field. Key challenges include the lack of specialized teacher training programs, insufficient instructional materials tailored to young learners, and a policy landscape that treats English as an add-on rather than a core subject. Additionally, most teachers at the primary level are generalists with limited professional development opportunities in English language pedagogy, leading to inconsistencies in classroom practice and learner outcomes. However, the study also highlights a set of emerging strategies rooted in the agency of teachers, learners, and communities. Innovative practices by motivated teachers—particularly in rural and under-resourced areas—demonstrate a capacity for pedagogic creativity, curriculum adaptation, and learner-centered instruction. Similarly, the enthusiasm of learners and the involvement of local communities in supporting English learning offer grassroots support for the subject's institutional legitimacy. Drawing on sociocultural theory, teacher agency frameworks, and ethno-pedagogical insights, this article argues for a rethinking of English education at the primary level not only as a policy issue but as a field shaped by situated practices and local intelligences. It calls for a more inclusive and interdisciplinary approach to teacher education, resource development, and curriculum design—one that positions teachers and learners as co-constructors of meaning and change. This reconceptualization opens the door for English primary education to emerge as a dynamic and contextually grounded field within Indonesian applied linguistics.

**Keywords: community involvement; English primary education; Indonesia; pedagogic challenges; teacher agency;**

## **Challenges and Support in Research Article Publication: Perspectives of Non-English Major Doctoral Students in a “Publish or No Dissertation Defense” Context**

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### **Abstract**

Article publication as a requirement for dissertation defense presents a significant challenge for doctoral candidates, particularly for non-English major Doctoral Students. This study aims to contribute to the growing discourse on this issue by investigating the key obstacles these students face in publishing their research and exploring the types of support that could facilitate the publication process. To achieve this, we conducted semi-structured interviews with 24 Non-English Major Doctoral Students enrolled in social science programs at a public university in East Java, Indonesia. The findings indicate that while the participants generally accepted the “publish or no dissertation defense” policy as a necessary condition for graduation, they encountered multiple challenges that hindered their progress. These challenges included limited prior experience with academic publishing, difficulties in composing articles that meet rigorous journal standards, stringent publication criteria, and insufficient guidance and support from instructors during coursework. Additionally, the study revealed a lack of peer-support communities among doctoral students, which could otherwise provide valuable collaborative and motivational resources. The findings suggest that fostering peer networks and enhancing institutional support mechanisms may significantly ease the publication burden for Non-English Major Doctoral Students. This research highlights the need for targeted interventions to improve doctoral students’ publication success, ultimately contributing to their academic development and timely graduation.

**Keywords: Academic publishing challenges; Non-English major doctoral candidates; Peer support in doctoral studies; Research publication support.**



## **Collaborative Critical Reading in EFL Coursebooks: A Vygotskian Perspective**

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### **Abstract**

This study provides a comparative analysis of six widely used academic coursebooks—Unlock 3, Pathways 3, Connections, Critical Reading and Writing, Critical Reading for College and Beyond, and Critical Reading and Thinking—through the lens of Lev Vygotsky’s theory of social constructivism. Central to the analysis are Vygotsky’s key concepts: the Zone of Proximal Development (ZPD), scaffolding, internalization, cultural mediation, and the classroom as a community of learners. The study aims at exploring how each coursebook integrates collaborative learning strategies such as peer review, group discussion, structured writing support, and the use of cultural tools like visuals, language templates, and journals. These collaborative features foster dialogic learning, metacognitive development, and co-construction of meaning, guiding students from external guidance to internal mastery. The method of research is library research. The findings reveal that all six coursebooks align with Vygotskian principles by promoting socially mediated learning environments that prepare students for independent, critical academic engagement.

**Keywords: Critical Reading; Social Constructivism, Coursebook**

## **Comparing Explicit and Implicit Approaches in Teaching Pragmatic: A Systematic Review in the Indonesian EFL Context**

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### **Abstract**

The ability to use language appropriately in different social contexts is increasingly recognized as a crucial aspect of English language proficiency, especially for Indonesian learners. Since pragmatic competence is necessary to help learners master a certain language in a multilingual context, then looking for the most appropriate approach is ultimately indispensable in this area. However, the best way to develop this skill remains debated, particularly between explicit and implicit instructional approaches. This study investigates the use of explicit and implicit English pragmatic instruction in improving students' use of English pragmatic competence by screening the papers published from 2020 to 2025 concerning this issue. Using systematic literature review, this article is aimed to compare the use of both instructional strategies to enhance Indonesian students' use of English pragmatically while determining the effectiveness of it. The result indicates that Indonesian pragmatic teaching strategies vary between educational levels. In elementary school context, pragmatic competence tends to be taught implicitly. Meanwhile, in higher education, it is mostly taught explicitly through a pragmatic course. Hence, both strategies are considered effective due to several reasons. Further explanation about this issue is discussed in the paper.

**Keywords: Explicit and Implicit Approach, Pragmatic Competence, Indonesian, EFL Context**



## **Create A Good Reading Habit Through Short Story: Engagement in Extensive Reading Class**

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### **Abstract**

To foster a love for reading, and build a reading habit, students should read what they love. Unfortunately, students' reading habit in Indonesia is still low. Therefore, this study investigates how far short story reading affect the students' reading habit. This study utilizing qualitative design, investigated the impact of reading short story on the reading habit. The participants were English students in the fourth semester at University of PGRI Kanjuruhan Malang. The study highlights the importance of giving students autonomy in their reading choices and providing them with opportunities to read materials that were relevant and enjoyable to them. The findings showed that students increased confidence in English language skills. Besides, the findings also demonstrated that students improved reading habits, such as increased reading frequency and duration, and showed a greater enthusiasm for reading. It can be suggested that reading short story can be a powerful tool for promoting students' engagement and motivation in extensive reading class, and that teachers should consider incorporating short story reading into their pedagogical practices. By doing so, teachers can create a more engaging and effective learning environment for their students.

**Keywords: Engagement; extensive reading; motivation; reading habit; short story**



**EFL Lecturers' Perspectives on English-Medium Instruction to Support  
Professional Development: Evidence from Indonesia**

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**Abstract**

English-Medium Instruction (EMI) is currently a popular teaching method in various universities in Indonesia, aimed at supporting the vision of higher education internationalization. EMI is believed to bring benefits to institutions, faculty, and students in terms of internationalization, the development of academic disciplines, and students' English language proficiency. However, the implementation of EMI has been perceived as weak due to the lack of professional development provided to faculty for effective EMI teaching, both in terms of pedagogy and language skills. This research aims to investigate faculty perceptions and experiences in professional development related to EMI implementation in international classrooms. The study used a qualitative approach at four major universities implementing EMI: Universitas Brawijaya, ITS Surabaya, Universitas Gajah Mada, and Universitas Indonesia. Data were collected through interviews, and focus group discussions. The result shows that lecturers' professional development was needed to improve the quality of EMI for subject lecturers. Lecturers, students, and class management should be developed to improve EMI's teaching quality.

**Keywords:** English; English Medium Instruction (EMI); higher education; internationalization



**Empowering Independent English Learning: Integrating H5P-Based Self-Access Materials within an LMS for International Class Students**

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**Abstract**

In response to the growing need for autonomous English language learning among international class students, this study aims to develop and implement an interactive Online Self-Access Learning Material (OSALM) system utilizing H5P technology within a Learning Management System (LMS) framework at Politeknik Negeri Malang. The primary objective is to support students in improving their English language competence through structured, engaging, and self-paced digital modules.

Employing a qualitative Design and Development Research approach proposed by Richey and Klein (2007), the study involved international class students as participants and utilized instruments such as focus group discussions, field testing, and questionnaires. The OSALM modules, designed with H5P features like interactive quizzes, instant feedback, and multimedia integration, were tailored to students' academic needs and English proficiency levels.

Findings indicate that the H5P-enhanced LMS significantly improved learner engagement, autonomy, and overall English skills—particularly in receptive (listening and reading) and productive (speaking and writing) domains. Students reported increased motivation, clearer progress tracking, and appreciation for the system's user-centered feedback mechanisms. The study concludes that integrating H5P into LMS platforms offers a scalable and adaptive solution for language learning in international class settings, with implications for broader adoption in other vocational and higher education institutions.

**Keywords:** International class; Online Self-Access Learning Material; LMS; H5P; English language competence



## **ENGLISH TEACHERS' LEARNING RESOURCES ADAPTATION: AN ANALYSIS OF TEACHER AGENCY IN SECONDARY SCHOOLS IN INDONESIA**

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### **Abstract**

**This study looks into how English teachers at secondary schools in Indonesia adapt their learning resources, particularly focusing on what these practices say about teacher agency. By using a qualitative case study method, the researchers gathered data through interviews with three English teachers. The results show that these teachers modify learning materials, such as textbooks and additional resources, to better cater to their students' varied needs and meet their learning goals.**

**Some teachers mix textbooks with online resources, while others choose to create or adjust materials to fit their specific contexts. Teacher agency turned out to be a vital aspect, highlighted by the teachers' independence in choosing resources, working together on lesson planning, and employing creative teaching methods.**

**Recommendations from the study include providing professional development, fostering collaboration among educators, promoting flexible policies, and tackling technological challenges to aid resource adaptation. Ultimately, this research stresses the need to empower teachers to boost both teaching effectiveness and student engagement.**

**Keywords: learning resource adaptation; online resources ;teacher agency; textbook**



**ENGLISH TEACHING LEARNING IN ELEMENTARY SCHOOL; BRIDGING  
GLOBAL AND LOCAL NEEDS THROUGH LOCAL CULTURE IN DIGITAL ERA**

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**Abstract**

Shifting curriculum continuously has some consequences in English teaching learning in ES. English presenting as local content subject (Mulok) considered by certain groups ignored the urgency of need to teach foreign language skills among ES students, considering elementary age range is crucial age in teaching language mastery skills. Since the beginning of national curriculum, English has considered various aspects of the benefits for the development of foreign language mastery for students and this starts with the policy of teaching it from ES. In studying English aspects and components of language is necessary involved cultural in order to bridge global and local needs. The aim of this research was to examine how local culture stands with English in teaching learning at ES to access global need without ignoring the needs of local one. This research adopted a qualitative approach by involving English teachers and students from 6 ES as respondents. Data collection technique was carried out through observation, interview and literature study. The data was analyzed and interpreted based on source information gained from the field of research included from previous researchs. The results of this reserach indicated that integrating local cultural elements in English learning at ES increase students motivation in learning English. Bringing local culture in English class enable to bridge language mastery skills acquiring for ES students without ignoring the urgency of local culture as the identity of nation.

**Keywords;** English Curriculum, , global, local culture, needs.



**Enhancing Academic Writing Proficiency: A Data-Driven Study on EFL Students' Challenges and Needs**

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**Abstract**

“Academic writing is a critical yet challenging skill for English as a Foreign Language (EFL) students in higher education. This study aims to investigate the academic writing proficiency of sixth-semester EFL students in terms of three key dimensions: their current language level, the language problems they encounter, and their perceived needs in academic writing instruction. Employing a quantitative descriptive method, data were collected from 34 students through a structured questionnaire adapted from Helaluddin et al. (2020), consisting of multiple-choice, checklist, and Likert-scale items. The findings revealed that a majority of students (65%) self-identified at the intermediate level, with only 3% at the advanced level and none at upper-intermediate. The primary language problem reported was difficulty in producing analytical, coherent, and cohesive writing (35%), followed by issues in paragraph organization and grammar. In terms of instructional needs, 97% of students agreed or strongly agreed on the necessity of an improved learning model, particularly emphasizing the pre-writing stage and the importance of assessing ideas over surface-level features like grammar. These results underscore the need for a student-centered, needs-based academic writing curriculum that addresses both linguistic proficiency and the cognitive demands of academic composition.”

**Keywords:** Academic writing; EFL students; needs analysis; writing problems



## **Enhancing English Proficiency skill through Project-Based Learning in Tourism Polytechnics: Students Perspectives**

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### **Abstract**

Project-based Learning continues to be a significant approach under investigation for enhancing the quality of teaching and learning. This study aimed to investigate the implementation of PBL in teaching ESP (BIP2) subject and to explore the students' perception through the implementation of PBL in English proficiency skill development. A total of 28 class A and 34 class B, of fifth-semester student of Food and Beverage Service department were taken as the participant of this study. Observation and 20 Likert-scale questionnaires were employed in collecting the data. By calculating the overall score per item, the data were analyzed using descriptive statistics. The result of this study identified five stages of PBL implementation in ESP class starting from selecting the topic and the purpose, outlining the project, rehearsing the product, presenting the product, and assessing the product. While most of students' perception through the PBL implementation shown high level of agreement with the statements presented by having the mean score between 3,41 – 4,20 for both the beneficial of PBL in proficiency English skill development and learning skill improvement (creativity skills, communication skills, critical thinking skills, and collaboration skills). Therefore, based on the positive responses from students, PBL becomes a suggested method for assisting students in improving English proficiency skills.

**Keywords:** Project-based learning, proficiency skill, learning skill, collaboration skill.



**Enhancing Speaking and Critical Thinking Skills through Project-Based Learning: Pre-Service English Teachers' Perspectives on SDG-Integrated Projects**

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**Abstract**

This study explores the impact of a project-based learning (PBL) approach integrated with Sustainable Development Goals (SDGs) on students' speaking skills and critical thinking in an advanced speaking class for pre-service English teachers at Universitas Riau. A survey was conducted to gather students' feedback on the effectiveness of this approach. Descriptive statistical analysis of 38 responses revealed that students found the project engaging and meaningful, with an average rating of 4.5 out of 5 for topic relevance and interest. Students reported increased confidence in speaking, with a mean score of 3.97, while critical thinking development received a high rating of 4.37. The project also heightened students' awareness of SDG-related environmental challenges (mean = 4.55) and motivated them to consider sustainability in daily life (mean = 4.39). Collaboration and teamwork were strengthened (mean = 4.26), though some students faced challenges such as pronunciation difficulties and teamwork coordination. Open-ended responses highlighted the value of real-life problem investigation and interactive discussions in enhancing speaking proficiency. This study underscores the potential of SDG-integrated PBL to enrich language learning by fostering communicative competence, research skills, and social awareness. Future iterations could incorporate additional scaffolding to address speaking challenges and improve teamwork dynamics.

**Keywords:** project-based learning; sustainable development goals; speaking skills; critical thinking; pre-service English teachers; language education

## **Enhancing Young Learners' Speaking Skills Through Role-Play, Peer Interaction, and Parent Engagement: A Case Study in Tulungagung, East Java**

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### **Abstract**

The increasing reliance on AI-driven language learning tools has raised questions about their effectiveness in fostering meaningful speaking development. This study examines the potential of traditional interactive approaches—role-play, peer interaction, and parental involvement as more promising strategies for enhancing young learners' English-speaking skills. Using a case study method, data was collected through convenient sampling from 10 elementary students (grades 1–6) and five parents participating in a private English course in Tulungagung, East Java. The findings suggest that limited exposure to verbal practice remains a key barrier to fluency, while human-centered interaction fosters a more positive learning attitude among students and parents compared to AI-based methods. This study underscores the significance of social interaction in language acquisition and highlights the role of parents as facilitators of speaking practice at home. The implications serve as a springboard for policymakers and educators seeking to refine EFL instructional strategies, advocating for a balanced integration of technology alongside immersive human-led approaches in language education.

**Keywords: EFL, EYL, Speaking, Role-play, Peer Interaction, Parent Engagement**



**Exploring English teachers' views on translanguaging opportunities in university classrooms in Indonesia**

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**Abstract**

English Language Teaching (ELT) has traditionally prioritised monolingual target-language instruction to foster communicative competence. However, emerging perspectives in language education have increasingly highlighted the pedagogical value of drawing on learners' full linguistic repertoires. This study investigates ELT teachers' beliefs about translanguaging practices within higher education classrooms in Indonesia. Grounded in the concept of flexible multilingualism, the study employs a qualitative research design, utilising a semi-structured interview to explore the values and ideologies that inform teachers' language choices and perceptions of translanguaging in pedagogical contexts. Findings indicate that while teachers generally hold positive views of translanguaging, their practices are largely limited to English and Bahasa Indonesia. Local languages are often perceived as less appropriate for academic instruction, reflecting entrenched linguistic hierarchies. Institutional expectations and dominant language ideologies were also found to constrain the implementation of multilingual approaches. The study highlights the marginalisation of local languages despite their potential to support inclusive and culturally responsive teaching. It calls for a re-evaluation of current pedagogical frameworks to position translanguaging as a legitimate and valuable resource in ELT. Emphasising the need for more inclusive practices, the findings advocate for pedagogies that recognise and incorporate local linguistic resources, thereby promoting greater equity and social justice in Indonesian language education.

**Keywords:** English Language Teaching (ELT); linguistic diversity; multilingual turn; social justice; translanguaging



## **Exploring Indonesian EFL Teachers' Voices on Translanguaging Practices in Multilingual Classroom Context**

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### **Abstract**

Students in Indonesia have varying levels of English proficiency due to multilingual challenges. Therefore, English teachers must apply appropriate strategies to ensure that the learning objectives are achieved. This research aims to explore teachers' voices on the use of translanguaging in English language teaching in multilingual classrooms in the 21st century, especially in junior high school in Indonesia. Fifty English teachers from Yogyakarta participated in this study. To explore teachers' beliefs about employing translanguaging, the researchers sent them an online questionnaire containing 40 items based on a 4-point Likert scale. Based on the findings, translanguaging can be an alternative strategy in English language teaching in multilingual settings. Teachers suggest that English learning in junior high schools needs to provide opportunities for students to use bi/multilingual. The use of translanguaging in English learning in junior high schools helps students improve their English skills. Understanding how teachers see the advantages, difficulties, and real-world uses of translanguaging can assist to elucidate its effectiveness and direct future pedagogical advancements in multilingual education. Policymakers and educators should think about these findings when creating curricula and training programs to support translanguaging in English education.

**Keywords:** Multilingual students; second language learning; teachers' perspectives; translanguaging

## **Exploring Linguistic Landscape: Enhancing English Language Learning through Authentic Materials in School**

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### **Abstract**

Linguistic Landscape (LL) refers to the study of language use in public spaces, encompassing signage, information boards, posters, and advertisements that serve both informative and symbolic function on social issues. LL provides a rich source of authentic materials, exposing students to real-world language use beyond textbooks. While prior studies have highlighted LL's effectiveness in enhancing engagement and language proficiency, teachers' perspectives, particularly in Indonesian senior high schools, offer rich potential for further exploration and understanding. Therefore, this research aims to analyse the teachers' perception regarding the application of LL found in the school environment as authentic materials for English language learning. Data collection involved conducting in-depth interview with English teachers to gain insights into their experiences, perceptions, and instructional approaches related to the use of LL in the classroom. In addition, documentation of LL items was collected from around the school area, including photographs of signage installed by the school and student projects. The findings reveal that the teachers perceive LL as an effective tool to increase the students' interest in English and encourages them to correlate classroom learning with real-world context, such as interpreting English slogans on school posters. However, challenges were also identified, including the students' varying levels of English proficiency. These results suggest that LL, when integrated thoughtfully, can bridge classroom learning with everyday language experiences, offering a meaningful and practical approach to language acquisition. In conclusion, this study underscores the significance of LL as an authentic material in contextualizing English learning and recommend its systematic integration into curriculum planning to maximize its educational impact.

**Keywords: Authentic materials; EFL learning; linguistic landscape; teacher perception**



## **Exploring Muslim International Students' Self-Efficacy in Coping with Academic Anxiety in U.S. Higher Education**

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### **Abstract**

**This study explores the role of socio-religiosity and self-efficacy among Muslim international students in the U.S. higher education to navigate academic anxiety. While previous research has widely explored self-efficacy in international students and its effect on lowering academic anxiety, Muslim students' socio-religiosity remains unstudied. Using 20 resources, including journals and books, and drawing on Bandura's self-efficacy theory, intersectional framework, and socio-religiosity, this study observes the dual struggle of Muslim students in coping with academic anxiety while simultaneously upholding their socio-religious identity. Findings suggested that providing physical and psychological support benefits students in navigating academic anxiety. This study calls for phenomenological studies centering on Muslim students' lived experiences to contribute to the inclusive, multifaceted, and culturally diverse pedagogy in the U.S. higher education.**

**Keywords: academic anxiety; intersectionality; Muslim international students; self-efficacy; socio-religiosity; U.S. higher education**

## **Exploring Project-Based Learning and Reading Literacy in Contexts of Linguistic and Educational Diversity: Teachers' and Students' Voices**

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### **Abstract**

According to data from the 2024 AKMI test and the Ministry of Education's report on 2024, students' reading literacy has been categorized as medium to low. Despite over three years of engaging in Project-Based Learning (PBL) aimed at enhancing literacy skills, the observed outcomes reveal persistent challenges. The implementation of PBL under the Merdeka Curriculum suggests that there are underlying factors at the grassroots level contributing to the low levels of reading literacy among students, despite their extensive exposure to PBL. This research aims to analyse the challenges faced during implementation of PBL and its impact on the development of students' reading literacy skills with a context marked by linguistic and educational diversity, focusing on perspectives from both teachers and students. The study employs a case study design. The informants include one English teacher and students from SMPN 1 and SMPN 1 Bukittinggi in West Sumatra who have implemented PBL. Data were collected through observations and in-depth interviews, followed by qualitative analysis proposed by Miles and Huberman (2014). The findings indicate that the challenges encountered during the implementation of PBL are related to factors such as students' varying language proficiency, prior educational experiences, student engagement, reading skills, vocabulary knowledge, and motivation. These issues indirectly affect students' reading literacy, as there is a noticeable lack of encouragement to read. These challenges highlight the need for more inclusive and adaptive instructional approaches, as well as greater collaboration among educators, families, and policymakers to support literacy development in diverse learning environments.

**Keywords:** Project-based Learning; Reading Literacy; Linguistic; Educational diversity.



## **Exploring The Digital Transformation of English Language Teaching in Indonesian Pesantren: Voices from Teachers and Students**

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### **Abstract**

While educational technology is increasingly embedded in classrooms, its adoption in multilingual, Islamic educational contexts such as pesantren remains underexplored, particularly concerning English language teaching. To address this gap, the present study aims to explore the digital transformation of English language teaching within pesantren in Indonesia. This qualitative case study adopts the Technology Acceptance Model (TAM) developed by Fred Davis (1985), focusing on perceived usefulness and perceived ease of use in shaping technology adoption. Data were collected through semi-structured interviews with four English teachers and twelve students from two Islamic boarding schools (pesantren) in Central Java, Indonesia. Thematic analysis was employed to analyze the data, allowing for the identification of recurring patterns and categories aligned with TAM constructs and emerging contextual themes. The findings reveal not only a shared recognition of digital tools as facilitators of language acquisition and access to diverse learning resources but also a nuanced interplay of cultural and institutional factors that mediate this process. While digital literacy gaps and infrastructure limitations pose challenges, participants also voiced a growing digital awareness and adaptive agency in navigating these tools. Additionally, the study unveils how teachers and students in pesantren integrate spiritual values with technological engagement, redefining digital English language teaching practices in culturally meaningful ways. Ultimately, this study contributes additional insights into how technology is recontextualized within Islamic education and proposes context-sensitive strategies for advancing ELT in similar settings.

**Keywords: Digital Transformation, English Language Teaching, Educational Technology, Indonesian Pesantren, Technology Acceptance Model (TAM)**



**Exploring the Impact of the English Language Teacher Training (ELTT) Program on  
Madrasah English Teachers' Teaching Methods and Feedback Practices**

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The teacher's instructional role is well known to be the most influential factor in enhancing students' learning outcomes, and therefore, it is crucial to continuously improve teachers' teaching quality, as seen in their instructional roles. The RELO US Embassy sponsored the English Language Teacher Training Program (ELTT) held in collaboration with World Learning and the Indonesian Ministry of Religious Affairs, and this paper intends to report the result of the program in improving madrasah English teachers' ability to implement various teaching methods and provide feedback to their students. There were 20 English teachers from DKI Jakarta and Banten who voluntarily participated in the study, which data were collected using a questionnaire and a Focus Group Discussion. Descriptive and content analyses were employed to analyse the data. The findings indicate that all teachers confirmed improvement in delivering English skills using various teaching methods, formative assessment, and constructive feedback they learnt during the training. These findings suggest that targeted professional development programs for teachers, like the ELTT initiative, can strengthen their teaching practices and potentially lead to better student learning outcomes.

**Keywords:** English Language Teacher Training Program (ELTT); teacher professional development, instructional roles; teaching methods; teacher feedback

**Exploring the Role of Perceived Control in Enhancing  
Reading Motivation and Comprehension Among EFL Learners**

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**Abstract**

This study explores the role of perceived control as a dimension of reading motivation and its impact on students' reading comprehension. Employing a quantitative correlation design, the research utilized path analysis and Structural Equation Modeling (SEM) through AMOS to analyze the data collected from second-semester students of the English Department at Muhammadiyah Makassar. The findings reveal that perceived control significantly influences students' reading comprehension, with higher levels of perceived control linked to improved performance in vocabulary and inference tasks. Descriptive statistics indicated that students excelled in vocabulary comprehension but showed relatively lower scores in detail recognition. The analysis supports the existing literature on intrinsic motivation, highlighting the importance of fostering students' sense of control to enhance their reading engagement and comprehension skills. These results underscore the need for educational strategies that emphasize student autonomy to promote effective reading practices. Future studies are recommended to explore the interplay between perceived control and other motivational factors to optimize reading instruction and learning outcomes.

**Keywords:** comprehension; Efl learners; motivation; perceived control; reading



## **From Planning to Practice: A Narrative Inquiry of Student-Teachers' Experiences**

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### **Abstract**

This study investigates the real-life experiences of student-teachers as they developed and delivered English for Children (EFC) programs during their practicum in primary schools. It focuses on how they planned lessons, conducted classes, and evaluated their teaching, while also exploring the challenges and opportunities they encountered along the way. A total of 22 student-teachers took part, spread across five different schools. Data were gathered through Focus Group Discussions, and a narrative inquiry approach was used to capture the stories and reflections shared by the participants. The findings show that many of the student-teachers struggled with self-confidence, managing young learners, and effective communication. However, these challenges also became opportunities for growth. Through the process, they began to develop key 21st-century skills such as collaboration, creativity, adaptability, and effective communication. The experience helped them gain a deeper understanding of teaching English to young learners and highlighted the value of hands-on, reflective practice. Overall, the study shows that while teaching practice can be demanding, it plays a vital role in shaping capable, adaptive, and reflective future educators.

**Keywords: 21st-century skills; EFC; narrative inquiry; student-teachers**



## **From Tongue to Teaching: Phonological Transfer and ELT Implications in Multilingual Indonesia**

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### **Abstract**

While a large body of work on cross-linguistic transfer has focused on Indo-European languages, only a few studies have analyzed data involving non-Indo-European languages. It is even fewer focused on the ethnolinguistically diverse society of Indonesia, which provides a rich setting for the study of multilingual acquisition and transfer. This project, therefore, investigates the phonological transfer of English among multilingual learners in Indonesia and explores its potential contribution to English Language Teaching (ELT) practices. Through picture naming, data were collected from 95 learners in two trilingual primary schools – in an urban center and a smaller community – and were statistically analyzed using generalized linear mixed-effects modeling in R to scrutinize the transfer factors. The evidence of transfer was indicated from the production of stop consonant VOTs (Voice Onset Time), with the results of acoustic analyses indicating that the voiceless stops [p, t, k] were produced significantly shorter and the voiced [b, d, g] were fairly longer than the average of native speakers. The short aspiration interval in the voiceless series reflected transfer from learners' background languages, Indonesian and Javanese. Meanwhile, the short-lag VOT values for the voiced stop counterparts were interpreted as evidence of hypercorrection in the learning of a foreign language. The statistical analyses showed that region predicted production, with urban children exhibiting better phonological performance. Taken together, the findings have highlighted the prominent role of social factors, particularly region, in which the more advanced development of English among children and ELT practices in the big city was due to more accessible resources for English learning.

**Keywords:** Phonological transfer; multilingual learners, ELT implications



**Grammatical Investigation: English Education Students' Proficiency in Using the Past Tense in the Digital Era**

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**Abstract**

The purpose of this research is to analyze English Education Department students' proficiency in grammar, especially in using the past tense for writing a recount text. This research was held at Universitas Negeri Yogyakarta, Indonesia. Specifically, this study was held recently where digital technology, including AI, is highly glorified. This is a mixed-methods research, which has a written test as the instrument to understand how far the students' proficiency in using the past tense in writing a recount text. The qualitative data was gained from an interview with the students. Purposive sampling was used to choose the participants in this research. 31 students who took the writing for social intercultural course have participated in this research. The findings reveal that students demonstrate a moderate to high level of proficiency, with frequent errors involving determiners, verbs, punctuation, and spelling of past tense. The research highlights several key factors affecting these results, including teaching methods and the extent of language exposure outside the classroom. The study offers recommendations for instructional strategies to improve past tense teaching, to enhance overall language proficiency among English Education department students. This analysis adds to the ongoing discussion on language acquisition and curriculum development in secondary education.

**Keywords: Grammar, English Education, Students, Digital, Writing Proficiency**



**Graphic Novels as Reading Materials  
in a Foreign Language Reading Course: A Study of Learner Affect**

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**Abstract**

Graphic novels and comics may be viewed as a modern, creative materials to better capture the interest of young adults who increasingly read less printed content. Duncan and Smith (2009) however have noted that for over 40 years educators have been using visually impactful genres to teach cultural awareness and social implications. Although anime and animated contents are popular in the lives of young adult learners, a gap exists in understanding the attitudes of this target learner group toward graphic novels and comics as authentic materials for use in foreign language classes. An exploratory study investigated the use of both (a) a series of fantasy titles and classic literature stories printed as graphic novels (from Classic Comics) and (b) the American cartoon classic, the Archies as supplementary reading material in a freshman English Reading & Writing course at a private university in Western Japan. This presentation will look at the research methods used to gauge reading comprehension as provided through: (1) a vocabulary list of unfamiliar words created by the readers, (2) a character analysis, and (3) similarities and differences in culture recorded in a graphic organizer. Survey results will also be reported that captured the learner profiles and experience in reading graphic novels and comics in their L1 and L2 together with the perceived value of such material for: (a) reading skills and enjoyment, (b) language learning, and (c) improved cultural awareness. Participants will take away familiarity with the data and ideas for potential implementation in their teaching context.

**Keywords:** Graphic novels; Reading materials; Reading research; University learners

## **Green Behaviour of Adiwiyata School Graduates and Their Awareness of the English Terms Used in the Environmental Issue**

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### **Abstract**

As the issue of global warming arises, it is time to start to link the connection of the environment, curriculum, and green teaching. In Indonesia, Adiwiyata school is expected to be the answer to solve the problems. The awareness of doing the green behaviour is high due to the high exposure of the green behaviour inside school. Thus, this research focuses on the students who have graduated from Adiwiyata school. The purpose of this research is to explore Adiwiyata school graduates' perception, green behaviour, and awareness of English terms used in the environmental issue. A purposeful sampling technique was used for the Adiwiyata School graduates. A mix-method was used in this study. The distribution of the questionnaire was conducted as the first phase. A semi-structured interview was conducted in the second phase. The result indicates that the participants mostly linked their perception and experience of Adiwiyata school as a school which is green and clean. Another result shows that Adiwiyata school graduates tend to apply simple everyday practice such as throwing something according to its type (mean: 3.70) and turning off the lamp (mean: 3.50). The last result shows that Adiwiyata school graduates are familiar with the terms (reduce, reuse, recycle, go green, save the electricity, save the water, global warming, climate change, and endangered species) since they learnt such topics in English subject while they were studying in Adiwiyata school.

**Keywords: Adiwiyata; Awareness; Green Behaviour; Green school**

## Higher Education Students' Problems in Acquiring English Collocations

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### Abstract

To express ideas fluently, precisely, and acceptably, vocabulary mastery is as important as grammar mastery. However, observations in the language skill classes at the English Education Study Program, UNY such as writing and speaking classes showed that students still had difficulties and made errors in using English vocabulary, especially the collocations. Therefore, this study was conducted with the aim of obtaining a description of the types of collocation errors made by students in writing abstracts of their thesis and the factors that led to the emergence of the errors. To achieve this goal, a qualitative descriptive study was employed. The data source was determined by purposive sampling, namely the abstract of the final project of the English Education study program students who graduated in 2020. The data were analyzed using a qualitative analysis technique model from Miles, Huberman and Saldana (2014) which includes data condensation, data display, drawing and verifying conclusion. The results of this study indicated that the total number of collocation errors in the 42 abstracts studied was 233. The most collocation errors were made in the N-N category (80 collocation errors/34.3%), while the least was in the Adv-A category (not found). From the errors found, it was known that the factors causing collocation errors were L1 interference and overgeneralization. As result, the research results suggested that collocation is taught explicitly to mitigate L1 interference and overgeneralization, moreover, students increase awareness and sensitivity to the emergence of collocations.

**Keywords:** Collocation error; English learning; vocabulary learning



## **HOW DOES MEANINGFUL, MINDFUL, AND JOYFUL DEEP LEARNING APPROACH ENHANCE GRAMMAR MASTERY IN EXTROVERTED STUDENTS FOR EFFECTIVE WRITTEN COMMUNICATION?**

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### **Abstract**

This study examines how the deep learning approach encompassing meaningful learning, mindful learning, and joyful learning affects grammar mastery in extroverted students within the context of effective written communication. As communicative competence becomes increasingly important in English language education, it is essential to understand how deep learning strategies can improve grammatical accuracy, particularly for learners with specific personality traits like extroversion. The main objective is to explore whether and how integrating these three learning dimensions can significantly enhance extroverted students' grammar skills and their written expression. A mixed-methods design was used to collect data from forty-nine extroverted students who engaged in a eight-week deep learning-based instructional program. Data sources included writing tests, classroom observations, and interviews. Quantitative data were analyzed using statistical methods to assess improvements in grammar accuracy, while qualitative data were analyzed thematically to understand student engagement and perceptions. Results showed a notable improvement in grammar mastery among students exposed to the deep learning approach. Extroverted students, in particular, displayed higher motivation and participation, which enhanced their writing performance. Qualitative findings also revealed that combining meaningful, mindful, and joyful elements made grammar instruction more engaging and relevant. In conclusion, the deep learning framework effectively supports grammar development in extroverted students, contributing to better written communication skills. This study highlights the importance of aligning teaching methods with students' affective traits to create more impactful and enduring learning experiences.

**Keywords:** Deep learning approach (meaningful, mindful, and joyful learning), extroverted students, grammar mastery, written communication

## **Impacts of Artificial Intelligence Feedback on the Model of Academic Writing Materials- A Mixed Method Study at IAIN Pontianak**

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### **Abstract**

This research aims to investigate the impacts of Artificial Intelligence (AI) generated feedback as a peer reviewer on the model of EFL academic writing teaching materials. It addresses four research questions: What are common paragraph writing issues identified by AI based on peer review tools?, How does students' trust influence the use of AI as a peer reviewer in paragraph development?, What is the model design of academic writing material based on AI generated feedback?, and How does English lectures' intention influence the adoption of the model in teaching learning process? Implementing a mixed method, this research is conducted in the context of the fourth semester students enrolled at a guided writing course at English Study Program at Faculty of 'Tarbiyah' and Teacher Training at IAIN Pontianak. Participants are selected based on purposive sampling. Data collection involves students' writing documents (a corpus), AI generated feedback, a student trust questionnaire regarding the use of AI as a peer reviewer, an English lecture intention questionnaire concerning the adoption of the the model design. Qualitative data, derived from students' writing and AI feed-back are analyzed thematically. Quantitative data from student trust and lecturer intention are analyzed using Structural Equation Modelling-Partial Least Square (SEM PLS).

**Keywords:** AI feedback;the model design of writing material, mixed method



**Improving Grade X Broadcasting Students' Speaking Ability Through One Minute Sharing (OMS) Technique of SMK Muhammadiyah 1 Yogyakarta**

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**Abstract**

This classroom action research aims to improve the English speaking ability of Grade X Broadcasting students at SMK Muhammadiyah 1 Yogyakarta through the implementation of the One Minute Sharing (OMS) technique. Initial observations and pre-test results revealed that students' speaking abilities were low, with an average score of 63 and only 15% achieving the Minimum Mastery Criteria (SKM). Most students lacked confidence and were reluctant to speak in front of the class. The study was conducted in two cycles. In Cycle I, students began participating more actively, and the average score increased to 70. However, some students remained hesitant. In Cycle II, improvements were made by incorporating more engaging topics, providing direct modelling and correction, and offering small rewards for participation. As a result, the average speaking score rose to 81, with 84% of students achieving scores above the SKM. Furthermore, student feedback indicated that 88% felt more confident and 85% found the OMS routine enjoyable and motivating. The findings support the idea that regular individual speaking opportunities, such as OMS, can significantly improve speaking fluency, confidence, and classroom engagement. OMS proved to be an effective strategy to foster autonomous speaking practice and can serve as a practical alternative in vocational high school English instruction.

**Keywords:** classroom action research; motivation; One Minute Sharing (OMS); self-confidence; speaking ability



## **Incorporating Workplace Setting in English Speaking Skill Development**

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### **Abstract**

The growing challenges of society today encourage foreign language learning to respond better to a changing world to prepare learners for effective functioning in the modern world where communication, collaboration, creativity and critical thinking skills which are the four skills of the 21st century are essential to connect to today's global society. Therefore, it is urgent to promote English language learning to encounter the actual use of it in multilingual contexts which turns the language operative. On the other hand, learner's speaking skill development is still less satisfying compared to the development of other skills of language. Considering speaking skill development and the actual use of English, this study is aimed to explore how learners developed their speaking skill in workplace situation where English was used authentically to communicate plans and activities. The respondents were students who were conducting apprenticeship in a major media industry in Indonesia. A qualitative research approach was employed to cover various influential aspects in the development of speaking skill and subtle differences during the process. Semi-structured interviews and observations had been conducted to gain invaluable insights on how to improve speaking skill. Individual motivation, experience, and characteristics are forceful stimulus corresponding with fluency and instrumental function of learning foreign language accomplishment.

**Keywords:** fluency; speaking skill; workplace setting;

## **Integrating Content and Language Integrated Learning (CLIL) and Cambridge Curriculum Into English, Science, and Math Subjects**

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### **Abstract**

This paper reports action research conducted in a Junior High School in Malang City, for the teachers of the International Class Program (ICP) that employs the Cambridge Curriculum Framework (CCF) and Content and Language Integrated Learning (CLIL). The study is motivated by ICP teachers' lack of knowledge about CLIL as can be seen in their lesson plan and instrument of assessment. Ten participants (3 English, 4 Science, and 3 Math teachers) received intensive training for one month to analyze and revise their lesson plan and assessment instruments (test and non-test) based on CLIL principles and CCF. A document analysis of the learning instrument, questionnaire of CLIL and CCF general information, and scoring rubric for instrument evaluation were employed to measure the training effectiveness. The results demonstrated that after having the intensive training, all teachers' average scores increased up to 17% in all categories (content, communication, culture, cognition, and CCF alignment). However, most of them were still struggling to integrate the CLIL components of communication and culture into their assessment. Thus, further assistance in those two aspects is recommended for the ICP teachers to make the implementation of CLIL and CCF more explicit in lesson plans and assessments to ensure quality education in the ICP.

**Keywords:** Content-and-Language-Integrated-Learning, Cambridge-Curriculum, International-Class-Program



## **INTEGRATING ECOLINGUISTICS INTO ENGLISH EDUCATION: PRACTICAL APPROACHES FOR LANGUAGE AND ENVIRONMENTAL AWARENESS**

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### **Abstract**

Integrating ecolinguistics into English education enhances students' language proficiency while fostering ecological awareness, equipping them with the critical skills necessary to analyze and engage with sustainability issues through linguistic expression. Despite its potential benefits, many English education programs lack structured frameworks to effectively incorporate ecolinguistics, resulting in missed opportunities to connect language learning with environmental consciousness. This study investigates practical approaches for embedding ecolinguistic principles into English language teaching at Universitas Muhammadiyah Tangerang using a mixed-methods research design. Quantitative surveys were conducted to assess students' baseline knowledge of ecolinguistics, while qualitative interviews and classroom observations provided deeper insights into instructional effectiveness and student engagement.

The study implements three key strategies: (1) an interdisciplinary curriculum integrating environmental themes into reading, writing, speaking, and listening activities; (2) community-based learning projects where students collaborate with local ecological organizations to develop sustainability-related language materials; and (3) critical discourse analysis of environmental narratives in media texts to enhance students' analytical and argumentative skills. Findings reveal substantial improvements in students' academic vocabulary, particularly in relation to environmental discourse, as well as enhanced critical reading abilities and heightened ecological awareness. However, challenges such as a lack of ecolinguistics-specific teaching resources and insufficient educator training were identified. The study underscores the importance of aligning ecolinguistics integration with global sustainability initiatives, offering recommendations for curriculum development, teacher professional development, and resource creation. Ultimately, this research highlights the transformative potential of ecolinguistics in English education, preparing students to use language as a tool for addressing contemporary environmental challenges.

**Keywords:** Critical discourse analysis; ecolinguistics; English education; environmental sustainability; language learning



**Integration of Language Education and Global Culture for Sustainable Development in the International Cultural Exchange Collaborative Class**

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**Abstract**

This study aims to explore the integration of language education, global cultural understanding, and their connection to problem-solving related to sustainable development. The research is conducted through an international collaborative classroom implemented in both online and offline settings, involving several universities across several countries such as Yamaguchi University, Chiba University, and Nagasaki Junshin Catholic University (Japan); Sofia University (Bulgaria); and Udayana University, Mahasaraswati University (Indonesia) and many more.

The study engages 50 students from various universities in Indonesia, Japan, Bulgaria, and other countries, all of whom come from diverse cultural and linguistic backgrounds. Through culturally and linguistically grounded discussions and presentations, the participants examine topics related to the United Nations Sustainable Development Goals (SDGs). The integration of language and culture within the learning process encourages students to think critically, fosters global awareness, particularly in the realms of education and culture, and promotes comparative reflection on local and global issues. This process enables students to collaboratively seek meaningful solutions to shared global challenges.

The research employs a descriptive qualitative approach, incorporating literature review, observation, and interviews within a multicultural learning environment. This methodological framework allows for in-depth observation of student interactions and the dynamics of classroom discussions on sustainable development topics. Furthermore, it examines the implementation of technology and collaborative project-based learning in fostering cross cultural dialogue and engagement.

**Introducing Acronyms through Sundanese Snack Names in BIPA Learning:  
A Morphological Study**

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**Abstract**

Forms and variations of acronyms should be introduced in the Indonesian for Foreign Speakers (BIPA) learning to enhance their understanding of acronym usage in everyday communication. The introduction of relevant and contextual acronyms can be effectively achieved through the context of Sundanese snack names. This study employs a qualitative method to analyze the forms and variations of acronyms found in Sundanese snack names, utilizing both morphological and onomastic approaches. Data were collected in the form of a corpus of snack names and analyzed through the process of word formation. The research findings indicate that acronyms in Sundanese snack names are typically formed by abbreviating phrases, which generally consist of a combination of nouns and passive verbs (e.g., *cireng*, *cilok*, *cilung*), with some also incorporating active verbs (such as *cibay*). The results of this study can serve as a valuable reference for BIPA teachers in introducing contextual forms of acronyms that are enriched with local cultural content. Furthermore, the regional food context in the introduction of these acronyms can support Indonesia's soft power diplomacy through culture for BIPA learners. Consequently, the inclusion of acronym material in BIPA learning will be more meaningful for learners.

**Keywords:** Acronyms; BIPA learning; Indonesian culture; Morphology



## **Kindergarten Teachers' Self-efficacy in Teaching English as a Complementary Class Activity**

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### **Abstract**

Learning English offers numerous benefits for children, particularly in a globalized world. It enhances communication, boosts cognitive skills, and opens doors to future opportunities. Teaching English to young learners requires a fun and engaging approach, focusing on making the learning process natural and enjoyable. Teachers face numerous challenges in teaching children, including diverse learning needs, limited resources, and difficulties with classroom management and communication. Teacher self-efficacy refers to a teacher's belief in their ability to positively impact student learning. This belief influences their teaching practices, persistence, and effort in the classroom, ultimately affecting student engagement and achievement. Teachers with high self-efficacy are more likely to persevere through challenges and implement effective strategies, leading to improved student outcomes. The study aims to investigate kindergarten teachers' self-efficacy in teaching English as a complementary activity and analyze the influential factors their self-efficacy. Qualitative study was applied within the umbrella of phenomenology study. The respondents of the study consist of 25 kindergarten teachers taken by purposive sampling technique. Those teachers are from three different kindergartens, and all schools have different institutional backgrounds. Data collecting technique employed structured interviews continued with focus group discussions. The results of the study show that most respondents have low self-efficacy. External factors become the most influential tacit in shaping teachers' self-efficacy.

**Keywords: Complementary activity; Kindergarten teachers; Self-efficacy**



## **Language Bias and Inclusivity Issues in the Design of Assessment Rubrics**

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### **Abstract**

As generative artificial intelligence (AI) tools like ChatGPT have been widely used in education, the assessment rubrics that Gen AI produce requires critical examination, particularly concerning inclusivity and bias. This qualitative study analyzes how ChatGPT-generated rubrics reflect, or overlook, the issue of equity related to English language. Using document analysis and critical discourse analysis, we examine a set of AI-generated writing prompts and assessment rubrics. The findings indicate that AI-generated content is shaped by the ideological framing of the instruction. Prompts that fail to emphasize diversity tend to produce rubrics that reinforce standard language ideologies, Western-centric perspectives, and rigid academic norms. On the contrary, prompts framed around equity produced rubrics that are relatively inclusive: They support alternative forms of expression and employ gender-neutral language. This study highlights that AI is not ideologically neutral. AI reflects the values and assumptions embedded in the writing prompts that human input. Thus, educators must cultivate critical AI literacy to guide the ethical use of AI in assessment design. We recommend incorporating inclusive prompt design into teacher training programs and encouraging AI users to explicitly seek culturally responsive assessment criteria. This paper advocates for a more conscious and ethical integration of AI in education: promoting inclusion and valuing learner diversity.

**Keywords:** AI in education, ChatGPT, inclusive assessment, language bias, assessment rubrics



## **Learning English through Cultural Diversity through CRT Approach**

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### **Abstract**

The use of English instruction has become increasingly essential in Indonesia, especially as it relates to improving global competitiveness and educational opportunities. However, traditional English language pedagogy often lacks cultural relevance, which can hinder student engagement and motivation in learning. Therefore, the study aims to explore the importance of Culturally Responsive Teaching (CRT) approach to be integrated in English classrooms. It highlights cultural competence, cultural relevance, and social justice in education and highlights the benefits of adopting a culturally responsive approach for both pre-service teachers of English language education. Additionally, the study also discusses how pre-service teachers perceived and tried to implement their perspectives on how to integrate CRT into their learning process and maintaining students' engagement and motivations. Through a qualitative research method, the use of questionnaires, class observations, and reflections on how CRT was implemented to help pre-service teachers to design their lessons and make interactive activities that was hoped to improve and their confidence to use English as a means of communication means will be achieved.

**Key words:** Culturally Responsive Teaching (CRT) approach, cultural diversity, students' engagement in learning.

## **Local Voices, Global Languages: Interactive Digital Storytelling and Multilingual Growth in EFL Young Learners**

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### **Abstract**

The integration of digital storytelling rooted in local culture has been a promising path to enable young learners' multilingual development and identity formation in early language learning. This study investigates kindergarten teachers' perceptions of local-based digital storytelling and multilingual approaches in early childhood English as a Foreign Language (EFL) class. Grounded within an interpretivist paradigm, it explores how culture-sensitive narratives and multilingual input influence young learners' language acquisition, identity construction, and intercultural competence. Semi-structured interviews with the teachers of EFL were conducted to enquire about three primary areas: the limits of technology integration among young learners, the impact of local-based storytelling on intercultural communication, and the role of multilingualism in early language learning. Thematic analysis revealed that teachers perceive local-based storytelling as a very powerful tool in verifying cultural identity and enhancing learner engagement. While multilingual approaches were seen to be enhancing cognitive flexibility and linguistic awareness, some potential challenges were noted. Teachers emphasized that technology utilization was to be countered by developmental appropriateness. Findings were interpreted within the theoretical perspectives of second language acquisition and multilingual development. The study contributes to the empirical body of literature on early multilingual education in the following manner. Curriculum developers are offered practical suggestions for connecting local culture, multilingual practice, and global competence in young EFL learners.

**Keywords:** interactive learning media; local-based digital storytelling; multilingual development; second language acquisition; young EFL learners



**LOOKING FAR ENOUGH AHEAD ON THE ELT HORIZON:  
AN AUTOETHNOGRAPHY OF A COOPERATIVE LEARNING PROFESSOR  
WHO IS FOND OF GIRAFFES**

**Puji Astuti**

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Universitas Negeri Semarang, Indonesia**

**Abstract**

For their huge hearts and broad vision, I—a professor of cooperative learning in ELT—love giraffes, a fondness that drove me to write an op-ed article entitled: Giraffes and a Professor. The same title was then used to name my collection of op-ed articles (written between 2022-2024 with narrative approach) for Suara Merdeka newspaper and published nationwide in 2024. Overall, these narratives served as my tools for reflectivity. To better understand professional identity construction as a social phenomenon, I conduct an (ongoing) autoethnography to analyze the narratives and address the following questions: 1) How have my learning experiences shaped my professional identities in ELT? 2) How have practicing and researching cooperative learning molded my identity construction in ELT? I employ Freire's (2000/1970) liberating education and Biesta and Tedder's (2006; 2007) ecological perspectives of teacher agency to organize, analyze, and interpret the data. Preliminary findings show that drawing on my past learning experiences, I regard interaction with significant others (e.g., mentors, inspirational figures in education known through readings, and trusted colleagues) as significant in shaping my identities as an academic and teacher educator. Additionally, through practicing and researching cooperative learning, I attain the agency needed for constructing my professional identities and use it for advocating through my writing for dialogical education and identity construction, mainly by unpacking the theories and, from there, detailing the classroom application. With giraffes' symbolic values in mind and based on the findings, I will sketch implications for the present ELT practices and project future possibilities.

**Keywords:** Autoethnography; cooperative learning; identity construction; liberating education; teacher agency



## **Needs Assessment of Strategies for Teaching English to Young Learners in Multilingual Context of Toraja**

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### **Abstract**

The study investigates the strategies employed in teaching English to young learners within the multilingual context of Toraja. The primary objective is assess which teaching strategies are perceived as most effective by the instructors engaged in community service and classroom instruction for young learners. A 4-points Likert Scale was conducted with 29 students and lecturers from UKI Toraja who were selected using purposive sampling based on their experience in Teaching English to Young Learners (TEYL). The result showed that strategies like roleplay, games, singing, reading bilingual storybook, and using audiovisual/technology were rated important. These finding suggest that engaging and interactive strategies are key to effective English language teaching in Toraja's multilingual classroom.

**Keywords: Teaching English to Young Learners (TEYL); multilingual context; English language teaching strategy**



## **Negotiating Identities and Tensions: The Journey of Becoming EFL Teachers**

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### **Abstract**

Learning to become an English teacher in an EFL setting is a very complex and dynamic process because it involves not only identity but also language and culture, as the three of them are interrelated. This study examines how EFL pre-service teachers (PSTs) experience the initial construction, negotiation, and enactment of their identities during the School Field Introduction Program – School Environment (henceforth, PLP-LS). The PLP-LS is intended to provide PSTs with direct experience of the school environment before engaging with teaching practices in Microteaching class. Therefore, these PSTs had no prior exposure to teaching, pedagogical skill theories, or practical teaching training. Employing a qualitative case study approach, the researchers aim to answer two research questions: (1) How do EFL pre-service teachers construct, negotiate, and enact their identities in their PLP-LS course? and (2) What identity tensions are identified? The participants of this research are 13 Indonesian EFL PSTs who enrolled in the PLP-LS. To understand the phenomenon, the researchers analysed students' PLP-LS weekly journals and reflections and conducted semi-structured interviews. The findings showed that the PSTs constructed their teaching and teacher roles from observing mentors, which helped construct their imagined teacher identity. Furthermore, they enacted their identity through assisting teachers and taking small roles. The identity construction came with tensions around authority, negotiation, and mismatch between how they saw themselves (claimed identity) and how others saw them as teachers (assigned identity). The findings suggest the need for more structured support and mentorship to help PSTs develop their teaching readiness.

**Keywords:** EFL pre-service teachers; identity tensions; teacher identity construction



**Pandemic, Online Learning and Teacher-Student Interactions: A Systematic Review of  
EFL Teachers' Digital Pedagogic Competencies**

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**Abstract**

The COVID-19 pandemic has caught all teachers around the world by surprise. Unlike teachers of other subjects, who can still enact the traditional lecturing role through one-way teacher-learner computer-mediated face-to-face communication, English teachers are challenged more with the need to engage the learners in intra- and intergroup interactions. Shifting away from traditional pedagogic competence, English teachers are faced with the need to acquire not only subject-matter and methodological competence but also digital pedagogic competence, enabling them to empower learners in online communicative interactions. The paper evaluates studies on how English teachers around the world and in Indonesia had enacted ELT during the pandemic and examines if these practices had achieved the minimum standard of communication required in ELT practices. Using the European Digital Competence Framework for Educators, the paper addresses the questions and recommends digital competence as one of the essential components of English teachers' pedagogic competence.

**Keywords:** digital competence; online learning; pandemic; pedagogic competence; teacher agency



**Politics of English as a medium of instruction in Diploma in Engineering Education: A case study from Bangladesh**

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**Abstract**

The politics of English as a language in general and as a medium of instruction (EMI) in particular has been manipulated during colonial, postcolonial and neoliberal eras. Different postcolonial countries have reconstructed the politics of EMI differently in response to global and local political, economic and cultural factors. Even within the same country, this politics has often played out divergently. For example, after independence from British rule, Pakistani leaders wanted to replace English with Urdu as a state language but the opposition by Bangla language speakers resulted in the adoption of two state languages: Bangla and Urdu. Later, after independence of Bangladesh in 1971, Bangla was introduced as a medium of instruction in lower technical and vocational education and training (TVET), specifically in the Diploma in Engineering Education in the polytechnic institutes. However, English was retained in higher TVET in colleges and universities. Based on data collected for a doctoral project, this paper will argue that among other reasons replacing EMI with Bangla as a medium of instruction (BMI) has contributed to the decline in proficiency of English and the overall quality of education and skills among diploma students. It has further marginalized diploma education by widening the gap between the lower and higher levels of the same type of education. In an era of higher aspirations and dreams, BMI may have undermined the capability of aspirations itself among diploma students which is a key prerequisite for human flourishing and wellbeing.

**Key words:** English as a medium of instruction (EMI), politics of English, Technical and Vocational Education and Training (TVET), TVET and human flourishing

## Reimagining EFL Grammar Instruction in the Digital Age: Integrating Reflective and Reasoning-Based Learning to Enhance Grammatical Mastery and Critical Thinking

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### Abstract

Traditional EFL grammar instruction often emphasizes rote memorization and rule drilling, limiting learner autonomy and critical engagement. This study aimed to reimagine grammar teaching in the digital age by integrating reflective learning and reasoning-based activities into a curriculum for first-year undergraduates. Employing a sequential explanatory mixed-methods design, quantitative data were gathered through pre- and post-grammar tests, an 18-item Likert survey measuring reflective and reasoning-based learning perceptions, and continued by open-ended questions, and an 11-item classroom observation checklist tracking journal entries, error-analysis tasks, peer and lecturer feedback, and reasoning discussions. Semi-structured interviews with ten purposively sampled students provided qualitative depth. Paired-samples t-tests revealed significant gains in grammatical accuracy ( $p < 0.05$ ) and self-reported critical thinking. At the same time, descriptive analysis of observations and thematic coding of interviews highlighted heightened metacognitive awareness, increased learner autonomy, and greater confidence in articulating complex grammar rules. These findings demonstrate that combining digital reflective journals, collaborative error analysis, and structured reasoning exercises fosters deeper language analyticity and a culturally inclusive, student-centered pedagogy. This model offers a scalable approach for reimagining EFL grammar instruction in the digital era.

**Keywords:** reflective learning; reasoning-based learning; digital grammar instruction; critical thinking.



## **Reimagining Vocational Higher Education in Indonesia: A Critical Review of the Potential of EMI to Enhance Global Standing**

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### **Abstract**

Globally, English as a Medium of Instruction (EMI) has been widely adopted in mainstream higher education institutions (HEIs) as a strategic initiative to enhance the global competitiveness of both institutions and graduates. However, its application in vocational higher education (VHE) has not been sufficiently addressed in scholarly literature. Though vocational education supports a country's socio-economic development and enhances youth employability, its public perception globally remains negative (Agrawal & Agrawal, 2017; Aldossari, 2020; Essel et al., 2014). It is frequently viewed as a pathway for students from lower socio-economic backgrounds, offering limited academic progression and leading to less prestigious, lower-paying jobs. In Indonesia, similar negative perceptions persist (Khurniawan, 2016; Suharno et al., 2020; Suharno et al., 2025). Considering the potential of EMI in enhancing the global standing of mainstream HEIs, implementing EMI in VHE may yield similar outcomes. This paper presents a critical review of EMI practices in Indonesian HEIs, exploring its potential to enhance the standing of VHE by considering the ideological underpinnings influencing its adoption. While EMI has not been widely implemented in Indonesian VHE, the paper argues that its adoption could significantly improve VHE's image and global standing. Ultimately, this paper calls for empirical research into the potential benefits of EMI and the practical challenges to its implementation in Indonesian VHE.

**Keywords:** English Medium Instruction; Indonesia; Vocational Higher Education



## Self-Regulated Learning on Hybrid Writing Class

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### Abstract

Students' self-regulated learning is critical to the success of the online and offline learning process, let alone a hybrid. Previous researchers have expressed significant concern that where there are online and hybrid learning processes, students' self-regulated learning is always used to indicate success and success in teaching and learning together. This study's sample consisted of 34 third-year English Education Study Program students at a private university in Central Java, Indonesia, taking a writing course via hybrid learning. The mixed method was employed, and two types of questionnaires, namely self-regulated learning and the indicators of hybrid learning implementation, were used for the quantitative data. The classroom observation-based genre-based approach is the qualitative data. The finding shows a direct influence, particularly the enthusiasm, formulating strategies, and decision-making components. In addition, the indicators of hybrid learning implementation are attraction, variations in instructional, and communal influence with hybrid learning, while the technological indicator did not influence the hybrid learning process. This current study demonstrates that new findings indicate that enthusiasm, formulating strategies, and decision-making components are closely related to self-regulated learning and hybrid learning in teaching writing.

**Keywords:** hybrid; writing; self-regulated learning



## **Strategies for Teaching English as a Medium of Instruction (EMI) Courses in Indonesian Higher Education**

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### **Abstract**

**In the context of increasing internationalization in higher education, Indonesian universities are experiencing a growing need to cater English as a Medium of Instruction (EMI) courses. These courses often pose challenges for lecturers who need to deliver their academic subjects in English to their students whose first language is not English. Therefore, particular teaching strategies are needed to ensure the success of the courses, which is usually indicated by the students' learning achievements. This practice-oriented paper explores strategies for teaching EMI courses within Indonesian higher education institutions. Drawing on current research and classroom-based practices, the paper highlights strategies that address multilingualism, diverse English proficiency levels, multimodality, classroom interaction, and affective factors. These strategies provide practical guidance for lecturers in Indonesian universities to enhance student engagement and support successful learning in English-medium classrooms with diverse linguistic backgrounds. By implementing these strategies, lecturers can build more linguistically-inclusive, engaging classrooms where students feel supported in learning their subject in English.**

**Keywords: EMI; Indonesian higher education; teaching strategies**

## Student-Centered Learning in English Language Classrooms: Voices from the Teachers

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### Abstract

Student-centered learning (SCL) has been widely acknowledged to enhance students' proficiency more effectively than traditional instruction. In the context of English Language Teaching (ELT), implementing the SCL approach is problematic, particularly due to big class sizes and limited supports available to teachers when teaching in the classrooms. This study reported on the implementation of student-centered learning by three English teachers with different amount teaching experiences – beginning, middle, and experienced teachers. Data were collected through interviews and class observations. The data were then analyzed using a thematic approach following coding techniques proposed by Saldana. To ensure the credibility and reliability of the data, inter-rater crosschecking and dialogic intersubjectivity was conducted. Findings suggest that teachers implemented SCL with different levels of effectiveness. In additions, findings also suggest that such different levels of effectiveness derives from teachers inaccurate and incomprehensive understanding about the principles of SCL. This implies the needs for structured guidelines for an effective implementation SCL.

**Keywords:** English language learning model; learner-centered pedagogy; student-centered learning

## **SUPPORTING LITERACY MOVEMENT AT SMPIT AS SALAM BY UTILIZING QR CODE AND AI: A TEACHER TRAINING PROGRAM**

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### **Abstract**

Some problems related to literacy in this school has been reported. It could be seen in the educational report that this school's literacy score has decreased several points and it turns out that the teacher also needs some professional development. Another problem is some of the students usually spend some time to play online games while waiting for their parents to pick them up. To overcome these problems, therefore, the researchers try to help overcoming them by providing a teacher training program to create a literacy media by utilizing QR-Code and AI. The method for this program consists of planning, acting, and evaluating. To show whether this program is effective or not, a simple questioner is employed. The results of this program will be the increased ability of the teachers in providing literacy media to enhance the students' literacy score. This kind of program is expected to overcome the problems of this school or other schools with the same problems. It will also contribute to the body of knowledge about applied activity for literacy movement using QR-Code and AI in the process.

**Keywords:** AI; literacy movement; QR-Code; teacher; training program



## **TEACHER EDUCATION IN RURAL AREAS: ADDRESSING UNIQUE CHALLENGES**

**Background:** Education is a fundamental pillar for societal development, yet rural areas continue to face significant challenges that hinder the quality of education. This study aims to address these issues by investigating the key challenges faced by teachers and suggesting ways to improve educational practices. **Method:** This study used a qualitative research approach, employing a descriptive-analytical design. Data were collected through in-depth interviews with 16 teachers, 4 school principals, and 10 local education authorities, as well as field observations in 7 schools from 3 (three) rural coastal areas. **Results:** The study's findings showed that the primary challenges faced by teachers are including infrastructure limitations, lack of access to professional development, and socio-economic and cultural barriers. To address infrastructure, teachers commonly rely solely on student-to-student interaction, engage in discussions and question-and-answer sessions related to local contexts and students' daily routines. For professional development, teachers, when returning to city, often request training opportunities from educational authorities. From socio-economic and cultural barriers, teachers encourage parents and broader community to actively involve and support implementation of educational programs. Despite the efforts made by teachers, many challenges remain inadequately addressed. **Conclusion:** the study concludes with a set of actionable recommendations for policymakers and educational stakeholders. The recommendations aim to improve the quality of education in rural areas by addressing the identified challenges. The goal is to bridge the gap between urban and rural educational systems, ensuring that all students, regardless of their location, have access to quality education

**Keywords:** Teacher Education, Rural Areas, Challenges, Strategies

## Teacher Professional Development through the TPACK Program: Based on the Needs of Junior High School English Teachers in Ponorogo Regency

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### Abstract

In the digital age, the integration of technology in language education is essential to enhance teaching quality and learner engagement. However, many English teachers at the junior high school level continue to face challenges in effectively combining content knowledge, pedagogy, and technology. This study investigates the professional development needs of junior high school English teachers in Ponorogo Regency through the lens of the Technological Pedagogical Content Knowledge (TPACK) framework. The primary aim of this research is to identify the specific areas within TPACK that require targeted professional development support for English teachers. Using a survey research design, data were collected through a structured questionnaire distributed to 50 English teachers across public and private junior high schools in the region. The questionnaire focused on teachers' self-assessed competencies in technological, pedagogical, and content domains, as well as their interest in professional training topics. The quantitative data were analyzed using descriptive statistics to determine patterns of need and competency gaps. The findings reveal that while most teachers demonstrate strong content and pedagogical knowledge, their technological knowledge, especially in selecting and integrating digital tools into language teaching, remains limited. Teachers expressed a high demand for training in designing interactive digital materials, using learning management systems, and applying student-centered technology-based strategies. In conclusion, this study highlights the need for a structured TPACK-based professional development program tailored to the local context. The results serve as a basis for policymakers and education stakeholders to design more effective training that supports teachers in navigating 21st-century EFL teaching demands.

**Keywords:** educational technology integration; English language teaching; teacher professional development; TPACK framework



## **Teachers' Roles in Enhancing Students' Reading Motivation: The Dynamics of Teachers' Cognitive Processes**

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### **Abstract**

Drawing on Borg's conceptualisation of teacher cognition and Cultural Historical Activity Theory (CHAT), this study aims to enhance our understanding of the complex dynamics of teachers' cognitive processes regarding their roles in promoting students' reading motivation. This study also seeks to advance our understanding of how the interactions of the teachers' cognitions with the contextual factors affect the teachers' instructional practices to promote students' reading motivation. Employing a multiple case study design, this study explores the cognition of 6 teachers from 5 different schools in Bengkulu City through interviews, observations, and document analysis. A thematic analysis of the data indicated that the teachers held different views regarding their roles in fostering students' reading motivation. Most teachers (5 teachers) held strong beliefs about their crucial roles in their students' development of reading motivation. However, one teacher expressed doubts regarding the role of her teaching in motivating students to read. Furthermore, this study also found that some contextual elements in the teachers' activity system influenced the enactment of the teachers' cognitions about their roles. The valuable insights shed by this study can pave the way to developing better motivational reading instruction. In particular, the findings of this study suggest potential strategies to strengthen the teachers' roles in motivating students to read.

**Keywords:** activity theory; reading instruction; reading motivation; teacher cognition



## Technique of In-depth Interview on the Research of Translanguaging in Creative Writing

by

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### Abstract

Translanguaging is a method in foreign language teaching which allows students to use another language instead of the target language. The method is considered to be adaptable to the global era with multicultural students. In this research, translanguaging is applied in English as foreign language (EFL) students' creative writing. Students can explore their expression in creative writing with their mother language or other languages they are preferred. This research use qualitative data which is divided in two techniques, in-depth interview and document analysis. The data are taken from the tasks of narrative text and in-depth interview. Students are interviewed in-depth in their process of making creative writing and as long as the process, the researcher keeps on guiding. As narrative text needs imaginative ideas which consist of setting, plot, theme, character revealed in a story, it needs concrete ideas from life experience. By giving freedom to students to write their story with unlimited languages, translanguaging method in creative writing show students' inner speech and authentic ideas.

**Keywords:** translanguaging, creative writing, in-depth interview, narrative text, document analysis



## **The Challenges in Developing ESP Learning Materials and their Meta AI-based Assignments Used for Teaching Civil Engineering Students**

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### **Abstract**

English for Specific Purposes course is a compulsory course taught to the second semester students of Civil Engineering, which requires the English lecturers to provide them with sufficient teaching and learning materials. This study is R&D one so the authors acted as the primary instrument and used interview and library research as their secondary instruments. Since they were intended to develop the mentioned materials based on the first-made-draft of the lesson plan, they preferably applied Graves' framework of components of course development process and followed its proposed seven steps. As for challenges, first was teaching ESP course itself is a challenge for it allows the lecturers/authors to learn new things and, eventually, to develop the materials. Second challenge was to find the right sources/references for the reading materials, including considering their level of difficulty. Third challenge was they had a very short time (around 2-3 months) to develop the materials. The results were half-done-teaching and learning materials (it is considered as limitation as well) used in the classes. They consist of reading passages, comprehension exercises, assignments and grammar section. The last, the classes are still in progress so the authors cannot present the results of students' opinions and suggestions regarding the materials and their assignments. In short, they hope that the developed materials can be used by other lecturers, as a reference to teach the related course.

**Keywords:** ESP course; materials development; R&D study

## **The Cultural Influences in Learning Styles between Thai and Indonesia Students in Learning English**

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### **Abstract**

How importance of cultural diversity in students' learning styles must be known well by an English teacher. Fleming (1987) states that understanding student's learning style could enhance the quality of their performance in learning process. Learning styles are often culturally-based and students from different culture would have different ways of learning, thinking and behaviors. Therefore, this study aims to analyze the differences of students' learning style between different cultural, Thailand and Indonesia, in learning English. This study employed Comparative Study in Descriptive Qualitative Method. The instruments used were questionnaire and interview. The subjects from primary school at Makassar Indonesia and at Krabi Thailand were selected by using Purposive Sampling Technique. Data were analyzed through data reduction, display, and verification. The results showed that Indonesia students of Telkom School Makassar enjoyed learning English by media such as pictures and movies and they are delighted when taught through songs (visual and auditory preferences). In Banhuayseit School Thailand, the students reflected their culture in productive activities that significantly influences their learning styles and also encourage them to be more active such as storytelling, singing, and dancing on stage (kinesthetic preference). Furthermore conclusion, there is distinctive difference in kinesthetic learning style, students in Thailand enjoyed learning English through dancing, however, in Indonesia, students enjoy learning English by doing tasks by hand or creating things like drawings. The results implies that learning styles with concerning to cultural dimension must be highlighted by English teacher to use the learning methods in learning process.

**Keywords: cultural dimension; kinesthetic; learning styles**

## The Effective Teacher Educators: in the Eyes of Indonesian EFL Student Teachers and Teacher Educators

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### Abstract

This study explores how Indonesian EFL student teachers and teacher educators perceive the attributes of effective teacher educators, focusing on four key dimensions: pedagogical knowledge (PK), socio-affective skills (SAS), subject matter knowledge (SMK), and organization and communication skills (OCS). Using a qualitative descriptive approach, data were collected through semi-structured interviews with eight participants (four student teachers and four teacher educators) from English Education Departments in Indonesia. The interviews were transcribed, coded, and categorized to identify emerging themes, employing open coding, axial coding, and selective coding. The findings reveal differing perceptions between the two groups. While mastery of SMK and PK was acknowledged as essential, both groups emphasized that an effective teacher educator must also demonstrate strong interpersonal skills and a positive personality. In addition, awareness of students' local cultural contexts and societal values emerged as an important trait. These insights suggest that beyond academic competence, teacher educators should address students' psychological needs and expectations, contributing to the overall improvement of teacher education quality in EFL contexts.

**Keywords:** effective teacher; EFL student teachers; perceptions; teacher educators

## THE EFFECTIVENESS OF INDUSTRY-BASED LEARNING (IBL) IN ENHANCING COMMUNICATION SKILLS IN TOURISM POLYTECHNICS

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### Abstract

Industry-Based Learning (IBL) has become an integral component of tourism education, particularly in enhancing students' communication competence, which is critical for success in a globalized industry. This study explores students' perceptions of the effectiveness of IBL in improving their English language skills within the context of tourism polytechnics. This research employed a quantitative descriptive approach. Data was collected through a structured survey administered to 84 students of Tourism Polytechnics of Makassar and Lombok who had completed an IBL program prior to their internships.

The findings indicate that 82% of respondents agreed that IBL significantly contributed to their overall competency development before entering the workplace. Specifically, 46% of students reported finding it easier to express themselves in English after participating in the program, while 77% became more aware of the importance of English for their future careers. Additionally, 65% agreed that the English materials taught on campus were appropriate and aligned with workplace needs. However, only 43% of students perceived a direct improvement in their English proficiency as a result of their IBL participation.

These results suggest that while IBL effectively raises students' awareness of communication demands and boosts their confidence in professional settings, it may require further enhancement to yield measurable improvements in language proficiency. The study highlights the need for closer integration between academic English instruction and real-world language use within IBL programs to maximize students' communicative competence.

**Keywords:** Industry-Based learning, internship, workplace, proficiency, competence



## THE EFFECTIVENESS OF USING BLOOKET IN INCREASING ENGLISH STUDENTS' VOCABULARY

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### Abstract

This study investigated the effectiveness of using Blooket as a learning medium to enhance English vocabulary acquisition among second-grade students at Madrasah Tsanawiyah Pembangunan UIN Jakarta during the 2023/2024 academic year. The sample consisted of 50 second-grade students, divided equally into an experimental group and a control group. This quantitative research employed a quasi-experimental design. A vocabulary test comprising 20 multiple-choice questions was used as the research instrument and administered as both a pretest and a posttest. Data were analyzed using non-parametric statistical methods, specifically the Wilcoxon signed-rank test and the Mann-Whitney U test. The findings revealed a notable improvement in the experimental group's vocabulary performance following the implementation of Blooket. The experimental group's average pretest score was 87.29, while the control group scored 82.50. In the posttest, the experimental group achieved an average score of 95.63, compared to 89.17 in the control group. The hypothesis test yielded an Asymp. Sig. (2-tailed) value of 0.002 ( $p < 0.05$ ), indicating a statistically significant difference and leading to the rejection of the null hypothesis ( $H_0$ ) in favor of the alternative hypothesis ( $H_1$ ). Additionally, the calculated effect size was 0.452, suggesting a moderate effect. Therefore, the use of Blooket was found to be effective in improving English vocabulary acquisition among the students.

**Keywords:** Blooket, English vocabulary acquisition, quasi-experimental, second-grade students



**The Impact of Online Teacher Professional Development Workshop  
in view of TPACK**

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**Abstract**

The development of technology influences the teachers' awareness in utilizing technology for their teaching learning process. The primary goals of this study were to determine how Online Workshop on Technology Integration in view of TPACK impacted teachers in their teaching learning process. To collect the required data for this study, three questionnaires and interviews were organized in OTPD Workshop which was held in three times. Some research instruments were devised, namely Pre Workshop questionnaires which was combined with the pre workshop interview, TPACK Questionnaire which was combined with the On-Workshop Interview and TPACK Implementation Questionnaire which was combined with Post Workshop Questionnaire. The results of Pre Workshop questionnaire and interview revealed that technology experiences and age of the participants showed differences in social media chosen and communication system with the students. Second, it was found that the implementation of TPACK has influenced the teachers in their teaching learning process. It can be seen that the differences of teachers' generations influence the tech-tools chosen and the way to improve their technological and pedagogical knowledge.

**Keywords:** OTPD, teachers generation, TPACK

## The Impact of Teaching Models and Cognitive Styles on Students' Critical Thinking Skills

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### Abstract

The development of students' critical thinking skills could be influenced by received pedagogical treatment and individual styles of information processing. This study was aimed to investigate the differences in critical thinking skills among students taught with three different teaching models and those with different cognitive styles, as well as the interaction effect between the models and the styles. The study employed a quasi-experimental design with three treatment models such as Flipped Classroom, Pure Online, or Direct Instruction. The samples consisted of 96 English majors, evenly divided to participate in each model, with each class comprising students with differed cognitive styles (Field-Independent and Field-Dependent) determined by giving a questionnaire before treatment. Data were collected through a critical thinking skills test and analyzed using a 2-way ANOVA factorial design. The results showed that the three groups exhibited varying levels of critical thinking scores with Flipped Classroom yielding significantly higher scores. Meanwhile, the variance in the scores was not obvious between the Field-Independent and Field-Dependent students, similarly no interaction effect between the models and the styles. Despite this, the Field-Independent students from Flipped Classroom achieved significantly higher scores than those from the other two models. As for the Field-Dependent students, they displayed comparable scores regardless of the teaching models. Overall, the study concluded that different teaching models impacted students' critical thinking skills, with Flipped Classroom being more effective, particularly for Field-Independent students. The study recommended using this model to enhance the skills to the students.

**Keywords:** Cognitive Styles; Critical Thinking Skills; Teaching Models



## **Topic Preference and Reflective Reasoning in EFL In-class Debate: Insights from Indonesian University Learners**

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### **Abstract**

Debate-based pedagogy has emerged as a pedagogically promising approach in English as a Foreign Language (EFL) education, recognized for its potential to enhance learners' critical thinking, communicative competence, and engagement. Nevertheless, limited empirical attention has been paid to how topic selection and learner reflection influence the quality and effectiveness of in-class debates, particularly in non-native English-speaking contexts. This study investigates the topic preferences and underlying reflective reasoning of Indonesian university students enrolled in a Speaking for Debate course. Drawing on a mixed-methods design, data were obtained from 158 EFL university learners through an online survey comprising 40 ranked debate topics and three open-ended reflection questions. Quantitative data were analyzed descriptively, while qualitative responses were subjected to thematic analysis. The findings reveal that topics related to education, technology, and social welfare were consistently ranked highest. Students' reflective responses underscored the centrality of personal interest, topic familiarity, and perceived real-world relevance in shaping their engagement and argumentation strategies. Moreover, learners expressed greater confidence and depth of reasoning when engaging with familiar topics. These results highlight the importance of integrating student-driven topic selection and structured reflection into debate-based instruction to optimize linguistic performance and critical engagement in EFL contexts.

**Keywords:** critical thinking; debate pedagogy; EFL learners; reflective reasoning; topic preference

## **Toward Merdeka Curriculum in Indonesia: Revealing Educators' Perspectives in ELT Context**

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### **Abstract**

The Merdeka Curriculum's emphasis on adaptability, student-centered methods, and project-based learning marks a revolutionary change in English language instruction in Indonesia. Through the viewpoints of educators, this qualitative study investigates how the curriculum affects instructional strategies. Semi-structured interviews, classroom observations, and document analysis were used to gather data on the experiences, difficulties, and coping mechanisms of educators as they adapted to the new framework. The results show that although the curriculum promotes creativity and critical thinking, there are obstacles to its implementation, such as the need for ongoing teacher preparation, administrative workloads, and unequal access to technology. Teachers emphasized how crucial it is to use technology to improve student engagement, adapt instructional methodologies to different classroom settings, and encourage cooperation among stakeholders in order to promote curriculum delivery. Creating focused professional development programs, increasing access to digital technologies, and simplifying administrative procedures are some of the main suggestions. The study emphasizes the necessity of longitudinal research to assess the curriculum's long-term effects on students' engagement and English competence. The Merdeka Curriculum has the ability to completely transform English language instruction in Indonesia by tackling these issues and creating strong support networks. In order to ensure that both teachers and students gain from this cutting-edge educational paradigm, it promotes an inclusive and flexible approach to curriculum implementation.

**Keywords:** Merdeka Curriculum, ELT, Indonesian Context, Perspectives, ELT Educators



**Towards Integrated Pedagogy: Exploring Cooperative, Critical, and Playful Learning in Elementary English Classroom**

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**Abstract**

Teaching English to young learners require pedagogy that include essential 21<sup>st</sup> century skills such as cooperation and critical thinking. Playful learning offers a meaningful context for young learners to engage language interactively, yet it can be cooperative and critical at the same time. While existing research has explored cooperative learning, critical thinking, and playful learning individually or in pairs, there is a lack of studies investigating the combined implementation of all three in English language classrooms. This study aims to explore how cooperative learning, critical thinking, and playful learning are implemented together in the teaching practices of elementary school English classrooms. Using a qualitative case study design, the research involves six elementary school teachers who participated in a cooperative learning workshop and have implemented the approach alongside play-based learning for at least one year. Data collection methods include semi-structured interviews with the teachers, classroom observations, and focus group discussions with students. Thematic analysis is used to identify emerging patters and themes related to the integration of these three pedagogical approaches. As the research is still in progress, we will share the findings during the conference.

**Keywords:** cooperative learning; critical thinking; playful learning



## **Transformative Continuing Professional Development for EYL Teachers in Indonesia: A needs Analysis**

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**Universitas Negeri Yogyakarta**

### **Abstract**

The study aimed to present the result of the needs analysis of a designed-based research (DBR) study intending develop a model of continuing professional development (TCPD) to address the problem of low-quality English teachers in primary schools in multicultural Indonesia. The study involved 300 and homeroom who were in charge of or projected to teach English in the elementary schools. Data collection methods included questionnaires, focus group discussions, and interviews. The data collection involved various stakeholders, such as the government, academicians, private sectors, teachers, and professional organizations (quadruple helix). Thematic analysis is used to analyze the data, and the triangulation technique is employed to ensure data validity. The needs analysis results showed that majority of teachers hold Elementary School Teacher Education (PGSD) degree with very little English ability. Although familiar with how children learn, these teachers lack Pedagogical Content Knowledge (PCK) and Technological Pedagogical Content Knowledge (TPCK) for the teaching of English to young learners (TEYL). The teachers also require CPD TEYL trainings to support the implementation of the emancipated curriculum in primary schools. The recommended developed training model should incorporate a multidimensional approach involving various stakeholders representing multiple parties. It should also focus on developing transformative learning through critical reflection and collaborative dialogue. In addition, the model should involve culturally responsive teaching practices that enable inclusive curriculum development and allow and support diverse instructional strategies, including creative pedagogy.

**Keywords:** EYL; CPD; culturally responsive; model; teacher; transformative

## **Transforming Music Majors' Language Learning to Enhance Speaking Skill in the EFL Classrooms through On-the-Spot Concert Interviews**

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### **Abstract**

Extensive research has integrated music into the language learning context, yet few studies have examined how music students learn English as Foreign Language (EFL) through the areas they are consistently immersed on a daily basis as part of their college learning. This study addresses this gap by exploring how aligning language tasks with students' regular exposure to music can foster more authentic English learning. This aims to equip the students with the skills demanded in today's fast-paced world as the growing importance of communication skills; thus, speaking skill in EFL is increasingly valued. The present study elaborates how music-related activities were incorporated in EFL through on-the-spot concert interview conducted by first-year music major students in higher education. This research utilized qualitative method through case study approach as an effort to gain a deeper understanding of how ELT can be integrated with real-time, on-the-spot concert interviews. The data were collected through video project, interview, and focus group discussion (FGD). The findings allowed the students to expand their musical knowledge and simultaneously boost their confidence in speaking English. Moreover, the students' genuine interest in the concert experience led to vocabulary enrichment and spontaneous speaking enhancement during interviews, contributing positively to their speaking skill development. In addition, students enjoyed the visual installations, suggesting that the project offered a multimodal learning environment, combining auditory and visual stimulation to enhance the learning experience. In conclusion, the project demonstrated that immersive, interest-driven, and multimodal experiences can effectively enhance first-year music major students' speaking skills in English.

**Keywords:** EFL learning; learning experience; multimodal; music students; speaking skill



## **Understanding Generation Z in Language Learning: A Systematic Literature Review of Characteristics, Learning Material and Learning Media in EFL Contexts**

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### **Abstract**

This systematic literature review explores how English as a Foreign Language (EFL) instruction can be optimized for Generation Z (Gen Z) learners by addressing three core research questions: (1) What are the defining characteristics of Gen Z in language learning? (2) What types of learning materials best support their engagement and achievement? and (3) What learning media are most effective for their language acquisition? A total of 36 articles published between 2017 and 2024 were initially gathered using targeted keywords, and 16 peer-reviewed studies were selected after applying inclusion criteria based on relevance, language, and academic rigor. The findings reveal that Gen Z learners are digitally fluent, highly visual, and motivated by autonomy, collaboration, and real-world relevance, but often struggle with short attention spans and limited patience for traditional instruction. In terms of learning materials, they favor multimedia, gamified, and context-based content that is interactive and delivered in short, personalized segments. Regarding learning media, Gen Z thrives in environments supported by blended and mobile-assisted platforms such as Google Classroom, Padlet, Flipgrid, and Kahoot, which promote participation, autonomy, and feedback. This review provides valuable insights for educators and curriculum developers aiming to design English language instruction that aligns with Gen Z's behavioral traits, cognitive styles, and technological expectations.

**Keywords:** EFL; Generation Z characteristic; language learning; learning materials; learning media



## Using English Film to Stimulate Students' Interest in Vocabulary Acquisition

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### Abstract

Using English films to stimulate students' interest in vocabulary acquisition is an innovative and effective approach in English language teaching. Films offer authentic language exposure that presents vocabulary within meaningful and realistic contexts, enabling students to understand word usage, pronunciation, and connotation in a natural way. Unlike traditional vocabulary instruction that often relies on rote memorization and isolated word lists, films immerse learners in engaging storylines, dialogues, and visual cues, making vocabulary more memorable and relevant. When students watch English-language films, they encounter new words in action, which helps them infer meaning through context and reinforce retention through repetition and usage. Moreover, films appeal to multiple learning styles; visual, auditory, and even emotional, thereby increasing student motivation and engagement. Teachers can design pre-viewing, while-viewing, and post-viewing activities such as vocabulary prediction, comprehension checks, discussions, and vocabulary journals to further enhance the learning process. These activities encourage students to interact with new words actively, think critically, and apply vocabulary in speaking or writing tasks. Additionally, using films creates a relaxed and enjoyable learning environment that reduces anxiety, making students more open to language input. Over time, students are likely to develop a stronger interest in learning vocabulary as they begin to see how words function in real-life situations. Therefore, integrating English films into vocabulary instruction not only promotes language acquisition but also fosters a deeper connection between students and the English language, turning passive learning into a more dynamic and meaningful experience.

**Keywords:** English Films, Students' Interest, Vocabulary Acquisition

## Utilizing the Genre-Project Based Approach for Enhancing Students' English Research Article Writing: A Rhetorical Move Analysis

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### Abstract

Having enhanced rhetorical moves of research article writing in English for Specific Purposes (ESP), genre analysis, a genre-based approach and a project-based approach in the classroom may be useful strategies to attain this goal. This study describes how the rhetorical moves of research article (RA) sections are enhanced by employing a genre-project based approach and why they operate the rhetorical moves. This study utilized a content analysis of qualitative research. There were forty-six students who worked in pairs and produced twenty-three research articles (RAs). The data were collected through documents and interview. We combine the genre-based approach following the three steps proposed by Burgos (2017) and project-based learning exhibiting the five phases adapted from Argawati & Suryani (2020). Students were allocated in pairs to compose the mini research into a 2500-3000-word research article. The data of RAs were, then analyzed by exhibiting rhetorical moves of Swales & Feak (2012), while the interview data were analyzed by reducing data, displaying data and drawing or verifying a conclusion. At last, the data were validated through using peer debriefing. The results demonstrate that the students use certain rhetorical moves for each RA section. Some moves are poorly structured, while others meet the necessary limits. The students can easily structure the abstract, method, and results sections; however, the introduction and discussion sections are more difficult to write. Thus, composing RAs and understanding genres are two alternate approaches to assisting novice writers in developing their rhetorical consciousness. The current study makes several recommendations.

**Keywords:** English Research article writing; Genre based approach; Project based learning; Rhetorical moves

## What Do Future Doctors Need? A Needs Analysis of English for Medical Students

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### Abstract

This study investigates the English language needs of medical students in Makassar, Indonesia, a multilingual context where Bahasa Indonesia, regional languages, and English are used in academic and professional settings. The study aims to identify which English language skills medical students perceive as most important for their studies and future careers, explore their difficulties in acquiring these skills, and examine their use of AI tools to support English learning. The research uses English for Specific Purposes (ESP) Theory, the Needs Analysis Framework, Translanguaging Theory, and emerging perspectives from Computer-Assisted Language Learning (CALL) to guide the investigation. Data were collected from 250 medical students in Makassar, Indonesia, through a survey consisting of background questions, Likert-scale items on skill importance and difficulty, AI usage, and open-ended questions on preferred learning activities. Descriptive statistics were used to analyse quantitative responses, while qualitative data were examined through thematic coding. The findings highlight the most critical English skills needed for academic and clinical purposes, students' common challenges, and their attitudes and practices regarding AI tools such as translation apps and chatbots. These insights suggest practical improvements for English for Medical Purposes (EMP) instruction. The results are expected to inform the development of a more tailored, digitally-supported EMP curriculum that addresses the linguistic and technological challenges in multilingual medical education settings.

**Keywords:** English for Medical Purposes, multilingual learners, needs analysis, AI tools, medical education



**Why students stop reading: the causes of low reading interest in elementary school**

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**Abstract**

The four language skills are listening, speaking, reading, and writing, and reading is the most essential skill for students, however, many elementary school students in Indonesia have problems in reading. The National Library reveals that only 10% of the Indonesian population aged over 10 years are interested in reading. This study aims to map the factors causing the low reading interest among upper-grade elementary school students and propose alternative solutions. This study employed a mixed-methods approach, integrating both qualitative and quantitative research designs. Observations were conducted in two elementary schools with different backgrounds, namely at the State Elementary School and the Muhammadiyah Islamic Private Elementary School in the Surakarta Residency, Indonesia. The qualitative aspect involved interviews to explore the cause of low reading interest, and focus group discussion to propose the solution of the low reading interest among the upper-grade students in elementary school, analysed using interactive analysis approach. The quantitative aspect was analysed using descriptive statistics. The results show that there are four primary causes of low reading interest and five important ways to deal with these problems. The conclusion of this study is the need for a holistic approach to increasing reading interest in elementary school students.

**Keywords: Elementary school students; Low reading interest; Reading motivation**



## **WORD ORDER LEARNING IN EFL LEARNERS THROUGH GAMIFICATION USING WORDWALL**

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### **Abstract**

This study explores the effectiveness of gamification in enhancing word order learning among EFL (English as a Foreign Language) learners through the interactive platform Wordwall. Participants were divided into two groups: one is an experimental group that utilized the gamified Wordwall platform, while the other is a control group, engaged in traditional teaching methods. Pre and post-tests were administered to assess improvements in performance, emphasizing the impact of the gamification approach on learners' engagement. The results revealed that the experimental group using Wordwall significantly improved their word order accuracy compared to the control group. Moreover, learners in the experimental group reported higher levels of motivation, engagement and enjoyment throughout the learning process. The gamified approach fostered collaboration, enabling learners to interact and learn from one another effectively. This study highlights the advantages of integrating gamified learning tools in EFL learning and offers valuable insights into innovative teaching methodologies. By incorporating such tools, educators can create a more dynamic and effective learning environment, ultimately promoting greater engagement and success among learners.

**Keywords:** Gamification; Language Acquisition; Teaching methodologies; Word order; Wordwall



**Voices of Reflection: International doctoral students' professional development experience  
in an EFL classroom in Indonesia**

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Education, Universitas Pendidikan Indonesia, INDONESIA**

This qualitative study explores the experiences of international doctoral students in an English as a Foreign Language (EFL) classroom in Indonesia, focusing on reflective activities as part of their professional development. Aligned with Larrivee's perspective, reflective practice is regarded not merely as thoughtful action, but as a dynamic process that drives professional growth and improvement. The study involved 16 first-year international doctoral students enrolled in a Learning Module course. Data were collected through questionnaires, analysis of students' written reflections, and semi-structured interviews. Through thematic analysis, the findings highlight that reflective practices play a critical role in teacher professional development (TPD), promoting ongoing self-improvement, adaptability, and the creation of innovative teaching strategies. However, this study is not without limitations, notably language barriers and time constraints. Therefore, future research is advised to consider the use of bilingual tools or conduct interviews in participants' native languages to enhance data accuracy. Moreover, the limited duration of data collection restricted the depth of the analysis.

**Keywords: Reflection; International Students; Professional Development; English as a Foreign Language (EFL)**



**“I Came All the Way to Thailand to Learn”: Identity and Resilience of Pre-Service Teachers in an Overseas Practicum**

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**Abstract**

This study explores the lived experiences of Indonesian pre-service English as a Foreign Language (EFL) teachers during their international teaching practicum (ITP), focusing on how they construct professional identity and develop resilience in cross-cultural classrooms. While prior research has highlighted the benefits and challenges of teaching practicums, not many have examined the experiences of Indonesian pre-service teachers (PTS) teaching in Thailand, a neighboring Southeast Asian country with distinct educational norms, language environments, and cultural expectations. Using a qualitative phenomenological approach, data were collected through open-ended questionnaires from seven participants and in-depth interviews with three informants. Thematic analysis revealed that participants faced challenges such as language barriers, unfamiliar content, and diverse student proficiency levels. Resilience was fostered through reflective practice, peer collaboration, and creative lesson planning. The practicum also prompted shifts in how participants perceived themselves as teachers, enhancing both their confidence and intercultural sensitivity. Although limited by its small sample size and single-country focus, the study offers valuable insights into the development of teacher identity in regional cross-border practicums. Future research could expand this work by comparing experiences across multiple host countries and examining long-term impacts on professional growth.

**Keywords:** International teaching practicum; pre-service teacher; resilience; teacher identity construction



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# ABSTRACTS

## SUB-THEME 8 AI/DIGITAL-MEDIATED LANGUAGE TEACHING AND LEARNING

**“I Came All the Way to Thailand to Learn”: Identity and Resilience of Pre-Service Teachers in an Overseas Practicum**

**Yoannes Yuka Krisdianata<sup>1\*</sup>**

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**<sup>4</sup> English Education Master's Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta, INDONESIA**

**Abstract**

This study explores the lived experiences of Indonesian pre-service English as a Foreign Language (EFL) teachers during their international teaching practicum (ITP), focusing on how they construct professional identity and develop resilience in cross-cultural classrooms. While prior research has highlighted the benefits and challenges of teaching practicums, not many have examined the experiences of Indonesian pre-service teachers (PTS) teaching in Thailand, a neighboring Southeast Asian country with distinct educational norms, language environments, and cultural expectations. Using a qualitative phenomenological approach, data were collected through open-ended questionnaires from seven participants and in-depth interviews with three informants. Thematic analysis revealed that participants faced challenges such as language barriers, unfamiliar content, and diverse student proficiency levels. Resilience was fostered through reflective practice, peer collaboration, and creative lesson planning. The practicum also prompted shifts in how participants perceived themselves as teachers, enhancing both their confidence and intercultural sensitivity. Although limited by its small sample size and single-country focus, the study offers valuable insights into the development of teacher identity in regional cross-border practicums. Future research could expand this work by comparing experiences across multiple host countries and examining long-term impacts on professional growth.

**Keywords:** International teaching practicum; pre-service teacher; resilience; teacher identity construction



## **Pre-Service English Teachers' Experience in Using Artificial Intelligence During Teaching Practice in Schools**

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### **Abstract**

With the rapid development of Artificial Intelligence (AI) in education, pre-service English teachers are increasingly expected to explore its potential during their teaching practice. Thus, this study uses a mixed-methods approach to explore the experience of pre-service English teachers in using AI during teaching practice in schools. The participants in this study will consist of approximately 100 pre-service English teachers from a public university in Indonesia who had completed the teaching practice. The quantitative data will be collected through a four-point Likert scale questionnaire. In addition, the qualitative data will be obtained from in-depth interviews with two participants selected based on the diversity of their responses to the questionnaire, such as high or low scores on certain aspects. Data analysis will be conducted descriptively for the quantitative data and thematically for the qualitative data. The findings and their implications will be discussed further.

**Keywords:** artificial intelligence; pre-service English teachers, teaching practice

**Getting More Expressive and Confident In English:  
Reels In Boosting Indonesian Students Speaking Performance**

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**Abstract**

The research objectives are to elucidate the process and benefits of producing reels on Instagram in an English-Speaking classroom. This qualitative research employs the interview method as the sampling technique. Purposive sampling of students enrolled in the English-Speaking class was employed. The study presented a framework outlining the content of producing reels, as well as the benefits of their implementation. The primary findings of this study are as follows: Process of Producing Reels in Learning, Benefits of Producing Reels: (a) Expressing and Confidence of the students (b) Grammatical Mastering (c) Enhance Pronunciation Ability (d) Vocabulary Knowledge. This study investigates students' perceptions of Instagram reels as a learning tool in a speaking class at a higher education institution. The research found that students effectively followed the reel implementation process, resulting in improvements in expression, confidence, grammatical understanding, pronunciation, and vocabulary expansion. The majority of students (88.2%) reported an impact on their speaking skills, while 70.5% showed improved grammatical understanding. Based on the analysis, the study highlights the potential benefits of using Instagram reels in speaking classes, such as expressing confidence, mastering grammar, enhancing pronunciation abilities, and expanding vocabulary knowledge.

**Keywords: Reels; Instagram; English; Speaking**



**“Deep or Surface Learning?”: Investigation of Students’ Learning Approaches in the AI-Assisted EFL Learning Context**

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**Abstract**

Artificial Intelligence (AI)-assisted learning has reshaped education in the 21st-century amid technological advancements and diverse educational contexts. This study investigates the students’ learning approaches of English Education students in a public university in North Bali, Indonesia. Using an explanatory sequential mixed-methods design, the research employed the Revised Study Process Questionnaire on Two Factors (R-SPQ-2F) and semi-structured interviews to gather the data from a total of 308 students, representing the setting’s population through Slovin’s formula. The survey and interview guide were checked prior to the distribution and found to be valid (.90) and reliable ( $\alpha = .88$ ). Data analysis revealed a predominant deep learning approach among students, shaped by supporting factors like student-centered learning, self-directed learning, flexible online environments, and AI-enhanced digital literacy. Barriers included reliance on rote learning, fear of errors, language complexity, and technological limitations. These findings highlight the dynamic nature of students’ learning approaches, influenced by both enablers and constraints. Policymakers, educators, and students must address these factors in AI-assisted EFL learning to foster mindful, meaningful, and joyful educational experiences aligned with 21st-century demands.

**Keywords:** AI-assisted learning, deep learning, English as a foreign language learning, students’ learning approaches, surface learning



**Do They Trust the Bot? A Pilot Study on AI vs. Teacher Feedback Preferences among Indonesian Junior High Students**

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**2 English Language Education Study Program, Faculty of Language and Literature  
Education, Universitas Pendidikan Indonesia, INDONESIA**

**Abstract**

This pilot study examines Indonesian EFL junior high students' and teachers' perceptions of AI-generated versus human feedback in English writing tasks. As digital tools like ChatGPT are being brought into the classrooms activities. The research involved 20 students (8th grade) completing two writing assignments and two teachers were interviewed about their experiences and concerns regarding AI implementation in giving feedback to their students. Adopting a mixed-methods approach, students completed two short writing assignments: one graded by ChatGPT and another by their teacher.

Initial findings reveal a tangled dynamic: 65% of students preferred AI feedback for it is more instant and perceived objectivity, while qualitative responses showed preferences toward the teachers' feedback, specifically for cultural-specific contexts. Teachers acknowledged AI's efficiency but concerns about its ability to address local language interference (e.g., Sundanese-influenced errors) and provide moral support for EFL students. As lower-proficiency students demonstrated reliance on teacher explanations.

This pilot study contributes to two of TEFLIN 2025's discussions regarding AI/Digital-mediated Language Teaching and Learning by providing not only empirical data about Indonesian adolescents, an infrequently researched demographic within AI-ELT research, but also by identifying relevant cultural factors for design relating to AI tools, and proposing a 'moderated' feedback model of utilizing AI efficiency in conjunction with teacher expertise. This was a small-scale investigation and it is useful to note that the study emphasizes the need for localized forms of educational technology, while also providing a grounded perspective into teachers' experiences with the digital transformation of the classroom context in Indonesia.

**Keywords:** AI feedback; educational technology; Indonesian context; junior high EFL; writing assessment.



## **EFL LECTURERS' AND STUDENTS' PERCEPTIONS IN THE USE OF TELEGRAM IN ESP INSTRUCTION**

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### **Abstract**

In the evolving realm of education, technology integration has profoundly transformed instructional approaches. Innovations like hybrid learning, which seamlessly blend traditional face-to-face teaching with online components, have broadened educational horizons, prompting educators to explore novel tools and platforms for enhanced learning experiences. This research delves into the use of Telegram as a widely-used messaging platform for facilitating English for Specific Purposes (ESP) instruction in a hybrid learning setting. In addition, it investigates lecturers' and students' perceptions of the use of Telegram in enhancing ESP instruction. This descriptive research investigated the use of Telegram as a crucial tool in hybrid ESP instruction, specifically in the context of English for informatics. It involved two lecturers and fifteen first-semester students of Informatics Management in reputable state polytechnic in Indonesia. This is because Telegram, more particularly Telegram Group, was used by the lecturers and students in English for informatics. The results showed that both lecturers and students had positive perceptions related to the efficacy of Telegram as a valuable tool in ESP instruction, specifically English for informatics. Thus, the use of Telegram group (TG) in ESP instruction was very useful for the lecturers and the students.

**Keywords: English for informatics; ESP instruction; Informatics management; Perceptions; Telegram**

## **From Face to Space: Exploring Argumentation by Debating through Virtual Reality - Spatial Platform**

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### **Abstract**

Technological advancements have significantly transformed education, particularly through the use of Virtual Reality (VR) embedded in the classroom. VR, with its immersive environment, provides students with a unique opportunity to practice speaking and debates in a simulated setting, reducing anxiety and improving performance. This research intends to describe the integration of Spatial Platform as a learning media for argumentative speaking through debate activities in English language learning. Participated by students in pharmacy-major of an Islamic Vocational High School in Banjarmasin-South Borneo, 44 participants were observed during debating sessions employing Spatial Platform. Furthermore, five students who showed their enthusiasm in all activities were interviewed. From the qualitative analysis, the findings revealed that students increased confidence in speaking English, reduced their nervousness compared to in-person debates proved by more engaging and fun classroom experience from opportunities to collaborate and interact with classmates in new ways. On the other hand, there were challenges mentioned by students including internet connection instability, initial confusion or difficulty in navigating the platform, and limited access to suitable VR devices for all students. They were performed on data collected from observations of integration Spatial Platform in learning and one-on-one interviews with the students. It was concluded that students were more enthusiastic to participate in a debate within Spatial Platform without knowing the real debaters for expressing their arguments. Recommendations include incorporating Spatial Platform into curriculum and addressing technical accessibility in order to ensure fair learning opportunities.

**Keywords: Argumentative speaking; spatial platform; virtual reality**



## **"HOW ROBOTS' ASSIST WRITERS?": IMPLICATIONS OF CHATGPT-ENHANCED FEEDBACK ON LEARNERS' PERFORMANCE ACROSS SKILL LEVELS**

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### **ABSTRACT**

This study investigated the effectiveness of artificial intelligence and ChatGPT-based instruction used as the tool for students' corrective feedback in their writing skills in a natural setting. The study involved 70 Indonesian students learning English as a foreign language (EFL), randomly assigned to either an experimental group receiving AI of ChatGPT-based instruction for writing correction and the control group receiving traditional instruction by using manual correction. The results show that (1) there is a significant difference between manual correction, AI, and ChatGPT in students' writing performance in writing courses, (2) there is a significant difference of writing performance in using corrective feedback via manual correction, AI, and ChatGPT in both high and low proficiency level students in writing courses, and (3) there is an interaction effect among the use of AI, ChatGPT, and manual correction in influencing the students' abilities in writing subjects. This implies that the use of Chat GPT and manual correction influence students' learning proficiency.

**Keywords:** AI, ChatGPT, Feedback, Learners' Performance.

## **A Mixed-Method Exploration of AI Use in Academic Writing: Insights from Indonesian EFL Students and Lecturers**

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### **Abstract**

**This corpus-based, mixed-methods study explores the use of grammatical cohesion, lexical cohesion, coherence, and thematic progression in academic writing by English as a Foreign Language (EFL) students in Indonesia. Participants were third-year undergraduates in English Language Education programs. Using corpus linguistic tools, the study analyzed students' essays to identify commonly used cohesive devices and thematic structures. To complement the qualitative analysis, the study employed quantitative tools, including a Likert-scale questionnaire with open-ended items, semi-structured interviews, and a photovoice component. These instruments captured students' perceptions of artificial intelligence (AI) in academic writing. Reference, reiteration, and constant thematic progression emerged as the most frequently used strategies, indicating a reliance on familiar discourse patterns. In contrast, ellipsis and substitution were less common and often misused, likely due to limited lexical resources and first language interference. Furthermore, while many appreciated AI tools for improving efficiency, correcting errors, and offering structural models, concerns were raised about overdependence, diminished critical thinking, and risks to academic integrity. The findings reveal a dual-edged perspective on AI in writing; it can enhance language development when used responsibly but may hinder autonomy if overused. This highlights the need for updated pedagogical frameworks that balance AI support with critical language skills. The study offers valuable insights for educators, curriculum designers, and policymakers, advocating for teaching strategies that foster responsible AI use, enhance metalinguistic awareness, and align with sound pedagogical principles. In doing so, it contributes to ongoing discussions around learner corpus research and technology integration in EFL contexts.**

**Keywords: academic writing; artificial intelligent; EFL; integration; pedagogy**



## **Academic Writing in the Age of AI: Insights from Graduate Students in English Language Education**

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### **Abstract**

The existence of generative AI tools has inevitably transformed academic writing practices in higher education. Tools like ChatGPT, Grammarly, DeepSeek, and Quillbot have the potential benefits for supporting language development and writing efficiency, but their use also draws concerns concerning academic integrity, originality, and ethical considerations. This study aims to investigate how graduate students in English Language Education programs engage with GenAI tools within their academic writing process. Through the use of qualitative study design, the data were collected using 3 different instruments, among others: surveys, semi-structured interviews, and document analysis of the students' writing assignments. To gain a more in-depth understanding of how students use AI, the researcher requested that the participants submit GenAI reflections describing how they use it. In addition, they were also asked to send screenshots of their interaction with AI tools, including the prompts they use and the responses from AI. The survey was grounded in the Technology Acceptance Model (TAM), which explores the perceived usefulness, ease of use, and ethical awareness. The findings of this study show the extent to which undergraduate students utilize GenAI in their writing process and how well they are aware of using AI responsibly. The reflection and screenshots highlight the variation of strategies and ethical considerations that the students have during their interaction with GenAI. The findings reveal that students widely use GenAI for paraphrasing, grammar checking and idea development. Finally, this study underscores the need for institutional guidance, ethical AI literacy, and pedagogical frameworks that can promote responsible and transparent use of AI in academic writing

**Keywords: Generative AI; Academic Writing; Technology Acceptance Model**



## **Adapting TPACK for Integrating Gamified Learning: Opportunities and Challenges**

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### **Abstract**

The rapid advancement of digital technology has encouraged teachers to integrate innovative tools for learning instructions. As a part of preparing third-semester English education majors to become future teachers, they are required to develop games in ICT in Education Class. This qualitative study explores the process of designing and implementing a gamified learning environment as a way to adapt the framework of technological Pedagogical Content Knowledge (TPACK) to foster engaging learning experience. The data for this study were collected through focus group discussion and reflection paper to capture students' perceptions, experience, and challenges during the project. The findings reveal that designing game-based learning could promote their creativity, collaboration as well as motivation, enabling them to actively engage in the activities while practicing to prepare media for teaching. However, some challenges also encountered by the students such as technological barriers and difficulties in aligning the game with the learning objectives at schools. These findings highlight the potential of TPACK framework to support gamification in learning language. This study is expected to contribute to discussion on technology-enhanced language learning and offer practical insights for teachers to develop and incorporate gamification in English classrooms.

**Keywords:** English education; game-based learning; gamification; technology-enhanced learning; TPACK



**AI and EFL students' challenges in Thesis Writing: A Double-Edged Sword**

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**Abstract:**

The integration of Artificial Intelligence (AI) tools into academic writing presents both opportunities and challenges for English as a Foreign Language (EFL) students, particularly in the demanding task of thesis writing. This paper explored the challenges faced by EFL students as they navigate the use of AI in their thesis endeavours. These challenges encompass issues of academic integrity, the development of critical thinking and writing skills, the potential of over reliance, and the linguistic and cultural nuances inherent in academic discourse. By examining these hurdles, this paper aims to provide inside for EFL teachers who supports their students in thesis writing process and EFL students on fostering responsible and effective AI utilization in their thesis writing.

**Keywords:** AI, EFL students, thesis writing, academic challenges, language learning, higher education



## AI as a Writing Partner: Exploring Students' Academic Writing with ChatGPT

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### Abstract

The rapid development of Artificial Intelligence (AI) has introduced new opportunities and challenges in the field of education, particularly in writing instruction. This study explores how students in the English Education Study Program at Universitas Negeri Makassar utilize chat-based AI tools to improve their essay writing skills. The research focuses on four key aspects: vocabulary development, grammar correction, maintaining originality, and avoiding plagiarism. Using a qualitative approach and single case study design offering valuable insights into 11 higher achiever students' experiences with AI in their writing activities, data were collected through in-depth semi-structured interviews. Thematic analysis was employed consisting of identifying, analyzing, and reporting those above themes to interpret the data.

The findings reveal that ChatGPT-based AI tools greatly assist all students in expanding their vocabulary and refining word choice. These tools also help identify and correct grammar errors, fostering better understanding of sentence structure and appropriate usage. Moreover, students develop strategies to preserve originality and prevent plagiarism by paraphrasing AI-generated content and integrating their own ideas. Despite the benefits, concerns about ethical implications and overreliance on AI persist, particularly regarding content originality and critical thinking skills. The study highlights the importance of responsible AI use in academic contexts and recommends that both students and lecturers receive guidance on ethical integration of AI tools into the learning process. Overall, chat-based AI shows great potential in supporting students' essay writing development when used thoughtfully and reflectively.

**Keywords:** Chat-based AI, Essay Writing, Vocabulary Development, Grammar Assistance, Maintaining Originality, Plagiarism Avoidance.



## **AI in the Hands of EFL Teachers: Exploring Its Role in Curriculum Design and Online Learning in Indonesia**

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### **Abstract**

**This study examines how English as a Foreign Language (EFL) lecturers at a public university in Indonesia incorporate artificial intelligence (AI) tools in the design of online and distance learning curricula. In a series of workshops aimed at enhancing the development of syllabuses, instructional materials, and multimedia resources for online courses, lecturers engaged with AI tools to support their design processes. Using a mixed-methods approach involving surveys and semi-structured interviews, this study explores lecturers' awareness and use of AI, their perceptions of its potential benefits, and the challenges they face in integrating AI into their curriculum development practices. Additionally, the study highlights the role of institutional support, digital literacy, and workload in shaping how lecturers engage with AI. The findings offer valuable insights into how AI can support EFL curriculum design and the professional learning needs of EFL teachers in higher education.**

**Keywords: AI in education; curriculum design; higher education; instructional technology; online learning**



## **AI-Powered Reading Strategy Training: Using Manipulation Techniques to Prepare EFL Learners for Standardized English Tests**

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### **Abstract**

Standardized reading tests often challenge English as a Foreign Language (EFL) learners due to their demand for advanced cognitive and metacognitive strategies. This study introduces an AI-assisted learning model that incorporates manipulation strategies—including paraphrasing recognition, inference-making, keyword prediction, and distractor elimination—to enhance reading proficiency among Indonesian university students. Employing a quasi-experimental design, the study involved 60 second-year EFL students from a private university in East Java, Indonesia, divided into control and experimental groups. Over a four-week intervention period, the experimental group received explicit instruction in manipulation strategies supported by AI tools such as ChatGPT and Grammarly, while the control group followed traditional reading instruction. Data were collected through pre- and post-tests modeled after standardized English mastery assessments, classroom observations, and student reflection journals. Quantitative results indicated statistically significant improvements in the reading scores of the experimental group compared to the control group. Qualitative findings further revealed increased learner confidence, motivation, and awareness of strategic reading processes. This study fills a gap in existing literature by demonstrating the pedagogical potential of combining AI integration and manipulation strategy training to better prepare EFL learners for high-stakes English reading assessments.

**Keywords:** AI-assisted learning, manipulation strategies, English reading proficiency, standardized English tests



## **AI-ASSISTED THESIS WRITING OF UNDERGRADUATE STUDENTS: STRATEGIES AND CHALLENGES**

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**Abstract:** The burgeoning presence of Artificial Intelligence (AI) in academic life presents a double-edged sword for students. While offering unprecedented ease in tackling assignments, concerns arise about its potential to stifle the very creativity essential for scholarly endeavours, particularly the capstone experience of thesis writing. This qualitative case study delved into the nuanced reality of AI's integration into the thesis writing process of final-year English Education students at Sriwijaya University. We sought to understand not only how these students navigate and utilize AI-generated information in their theses but also the specific hurdles they encounter along the way. Sensemaking theory (Dervin, 1998) and Self-regulated learning theory (Zimmerman, 2008) were adopted as the theoretical frameworks of this study. Through in-depth, semi-structured interviews with ten students, the data were thematically analyzed using the established framework of Miles, Huberman, and Saldaña (2014). Our findings illuminate three key practices: students selectively evaluated AI outputs based on topic relevance while still incorporating its content; they employed paraphrasing and alignment strategies when integrating AI-generated text; and they grappled with challenges such as complex AI language, information inaccuracies, overgeneralizations, feature limitations, and mismatches with their expectations. Ultimately, the study reveals that these students largely maintained an active role in their thesis development, refraining from complete reliance on AI. The insights gleaned offer valuable recommendations for educators, students, institutions, and future researchers within the field of English Language Teaching.

**Keywords:** AI, thesis writing, strategies, challenges



## **AI-Driven Approaches to Written Feedback in Academic Setting**

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### **Abstract**

**New opportunities for improving teaching and learning processes have been made possible by the use of artificial intelligence (AI) into educational activities. The usefulness, efficiency, and pedagogical consequences of using AI tools to provide written comments on student work are examined in this paper. It explores how AI-powered feedback systems might assist teachers by providing prompt, tailored, and consistent feedback, particularly in big classrooms or writing-intensive courses, by drawing on recent research and real-world examples. Potential drawbacks are also covered in the essay, including an excessive dependence on technology, moral dilemmas, and the requirement for human supervision to guarantee worthwhile educational opportunities. All things considered, the application of AI to written feedback delivery is seen as a promising addition to conventional feedback techniques, fostering more dynamic and learner-centered learning settings.**

**Keywords: Academic Setting; AI; written feedback**



**Application of NotebookLM in English Language Learning to Enhance Students' Speaking Skills: A Qualitative Study at Sekolah Putri Darul Istiqamah**

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**Abstract**

Proficiency in English speaking is a crucial skill in the modern world, yet fostering this ability in young learners presents unique pedagogical challenges. This qualitative study explores the application of NotebookLM, an AI-powered learning tool, within English language learning contexts specifically aimed at enhancing the speaking skills of students. The research focuses on understanding the experiences, perceptions, and interaction patterns of young learners as they utilize NotebookLM for speaking practice. Employing qualitative methodologies, such as observations, semi-structured interviews, and analysis of student interactions with the tool, this study seeks to provide in-depth insights into how NotebookLM facilitates (or potentially hinders) the development of oral communication abilities. Key areas of investigation include learner engagement, the nature of human-AI interaction for language practice, perceived improvements in confidence and fluency, and the ways NotebookLM supports personalized learning pathways for speaking development. The findings aim to illuminate the potential benefits and challenges of integrating advanced AI tools like NotebookLM into pedagogical strategies for early English language acquisition, offering valuable perspectives for educators and curriculum developers seeking innovative ways to improve children's speaking proficiency.

**Keywords:** NotebookLM, English Language Learning, Speaking Skills, Qualitative Research, Students, Young Learners, Language Technology, AI in Education, Communicative Competence.



## **Applying the DREAM Framework in AI-Assisted Material Design: A Reflective Practice in an Integrated English Skills Course**

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### **Abstract**

Generative AI tools such as ChatGPT have shown potential in supporting language material development, yet their effectiveness depends largely on how they are framed and implemented. This best practice article reports on the application of the DREAM framework—Determine the needs, Render the prompts, Evaluate the suggestions, Adjust the prompts if necessary, and Make the final decision (Xin, 2024)—within the context of an undergraduate Integrated English Skills course in a private university in Indonesia. The framework was used as a reflective guide to improve the process of generating teaching materials using AI. Materials developed prior to DREAM implementation focused primarily on surface-level text modifications and task generation. After adopting the framework, the use of AI expanded to include pedagogical considerations, prompted by an initial focus on identifying learners' needs and classroom context. A content analysis was conducted to examine both the teaching materials produced and the evolution of prompt quality before and after DREAM. The findings indicate that using a reflective, need-based prompting framework can enhance not only the relevance of the resulting materials but also the teacher's critical engagement with AI. This study highlights the value of structured prompting and pedagogical decision-making in optimizing generative AI for classroom use.

### **Keywords:**

**Generative AI; DREAM framework; integrated English skills; material development; prompt design**

## **Architectural Identity: A Semiotic and AI-Enhanced ESP Approach at Yogyakarta International Airport**

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### **Abstract**

This study explores the architectural identity of Yogyakarta International Airport (YIA) through a semiotic perspective, combined with AI-enhanced English for Specific Purposes (ESP) writing strategies in a student-centered learning context. As a key gateway to a culturally rich region, YIA incorporates traditional architectural elements to reflect local values. The research analyses how these elements act as cultural symbols, using semiotic analysis to understand their role in conveying identity to travellers.

In the instructional context, students undertake a project to create social media content—such as images or short videos—explaining the cultural significance of YIA's design. AI-assisted writing tools are used to help students craft clear, engaging, and culturally sensitive captions or scripts that accompany the visuals. The study also evaluates students' experiences with these tools to assess overall satisfaction.

This approach demonstrates how architecture can communicate cultural expression and how AI technologies can support ESP learning by helping students create authentic, multimodal content for real-world audiences. The findings offer insights into the cultural messages embedded in airport architecture and the integration of digital tools in language education. Students use AI for various purposes, including idea generation, proofreading, and writing content. The study also reveals that cost-free AI tools remain the most popular choice among students, highlighting a preference for accessible, no-cost options when creating content and engaging in creative projects.

**Keywords: AI-assisted ESP Writing; Airport Identity; Cultural Expression; Semiotics**



## **Argumentative Writing in the Age of AI: A Comparative Analysis of Human and AI-Generated Texts in EFL Contexts**

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### **Abstract**

**This study focuses on how argumentative texts written by humans and artificial intelligence (AI) tools present meaning. Particularly, it explores the differences and similarities between the texts written by English as a Foreign Language (EFL) students and AI-based tools. Using content analysis, twelve human-written texts and twelve AI-generated texts, representing varying levels of language proficiency, were analyzed through the lens of Systemic Functional Linguistics (SFL) framework proposed by Halliday and Matthiessen (2014) and Eggins (2004). The analysis focuses on how the texts realize three metafunctions: ideational, interpersonal, and textual. To deepen the understanding of the writing processes, semi-structured interviews were conducted with twelve participants, and the AI algorithms were described. The findings reveal that AI-generated texts are generally cohesive and well-structured, though they may lack depth and personal stance. In contrast, human-written texts feature richer content and a more personal voice but often suffer from issues with cohesion and organization. This study offers valuable insights into the potential integration of AI in the writing process.**

**Keywords: AI-generated texts; argumentative texts; content analysis; EFL writing**



**Artificial Intelligence Application in English Speaking Class:  
Students' View and Obstacles**

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**Abstract**

This study aims to find students' view towards the implementation of Artificial intelligence (AI) in learning speaking and its obstacles. Mixed method was used to conduct this research. the total population is 105 students. While, the sample of this study was thirty five students of English Education Department, Bengkulu University, Indonesia. It was just because only class C that the lecturer implemented Artificial intelligence application in public speaking class. Thus, the sampling technique was purposive sampling. Questionnaire and interview were addressed as instruments to answer the research questions. The questionnaire was addressed to thirty five students, while only fifteen students were interviewed. The data were analyzed quantitatively and qualitatively. For quantitative analysis, the data were analyzed by using simple calculation to know the percentage and mean score. For qualitative data analysis, coding was used for it. The result showed that students had positive responses towards the implementation of Artificial Intelligence in English speaking classes. However, few students faced several obstacles in applying it when they spoke English. Those obstacles were poor internet connection, incomplete feature of the AI application, language skill and psychological problem. In short, AI applications can be as one of media for students in learning speaking because it helps them for speaking, even though, those still have limitation.

**Keywords:** Artificial Intelligence; English speaking; obstacle; view.

## Artificial Intelligence in Thesis Writing: Exploring Student Self-Confidence and Time Efficiency

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### Abstract

The increasing integration of artificial intelligence (AI) tools in academic writing has raised critical discussions regarding their impact on students' self-confidence and time management. Although AI technologies offer potential advantages, concerns persist about their influence on students' independent writing development. Therefore, this qualitative study investigates students' perceptions of self-confidence and time efficacy in using AI to support thesis writing. A structured questionnaire, adapted from Ozfidan, El-Dakhs, and Alsalm (2024), was administered to 45 undergraduate and graduate students from four universities across different majors. A five-point Likert scale was used to assess five items that assessed perceptions of writing skills, motivation, time management, and confidence. After general trends were identified by descriptive statistical analysis in Excel, new themes were identified through thematic analysis. Two primary themes were identified: students' self-confidence and time efficacy in using AI for thesis writing. The findings indicate that while AI tools significantly enhance time efficiency and moderately improve writing confidence, their impact on intrinsic motivation remains limited. These results suggest that AI can be an effective support mechanism for academic writing, particularly in promoting productivity and reducing writing anxiety.

**Keywords:** Artificial Intelligence (AI); self-confidence; time efficacy



## Assessing Textbooks Suitability from Students Vocabulary Knowledge Levels

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### Abstract

Textbooks written in English as resources for content subject lectures could be found hard by university students to comprehend, partly due to students' insufficient vocabulary. The purpose of this study was to assess English textbooks appropriateness to students' levels of vocabulary knowledge. This study was conducted by analyzing the vocabulary load of text books used in Research subject courses and examine the students' levels of vocabulary knowledge. Two textbooks, one written by non-native and the other by native speakers, were analyzed using the RANGE program (Heatley & Nation) to determine the required number of word families for text comprehension. As for the students' levels, these were measured by means of the Updated Vocabulary Levels test given to 158 second- and third-year undergraduate students of Halu Oleo University. The findings showed that 3,000- and 4,000-word families were required to reach the coverage of 95% and 98% of the whole texts of the first textbook corpus, respectively; whereas the second textbook required knowledge of 3,000 and 5,000 word families. This indicates that the students needed to possess the 3rd and 4th 1,000-word level in order to well comprehend the first text book and the 3rd and the 5th 1,000 for the second. Meanwhile, the study showed the students' vocabulary knowledge, on average, to have not yet reached the number of targeted words at each level of the test. This finding reveals a mismatch between both textbooks demands and the students' current knowledge of vocabulary.

**Keywords:** Suitability; Textbooks; Vocabulary Knowledge Levels

## **Balancing AI-Driven Strategies with Traditional Teaching Methods in English for Specific Purposes**

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### **Abstract**

The integration of Artificial Intelligence (AI) into English for Specific Purposes (ESP) education is reshaping language instruction by offering personalized learning experiences, adaptive content, and real-time feedback, particularly in specialized fields such as engineering. AI-driven tools-including chatbots, intelligent tutoring systems, and automated assessment platforms-have demonstrated significant potential to enhance language proficiency, motivation, and self-regulated learning among ESP students. However, traditional teaching methods remain indispensable for fostering human interaction, contextual understanding, and critical thinking skills, which are essential for real-world communication and professional success. Recent studies highlight that while AI can provide immediate feedback, individualized pacing, and tailored exercises, it cannot fully replace the nuanced guidance and cultural context offered by human instructors. Balancing these approaches is crucial to maximize learning outcomes and address the diverse needs of ESP learners. This paper reviews empirical research and comparative studies, revealing that a blended approach-combining AI-driven strategies with traditional teaching-yields superior results in language achievement, student engagement, and the development of interpersonal and problem-solving skills. The findings underscore the importance of equipping educators with the necessary training to effectively integrate AI tools while maintaining pedagogical best practices and ethical standards. Addressing challenges such as technological bias, over-reliance on digital tools, and data privacy is also essential for sustainable implementation. Ultimately, a balanced, blended strategy leverages the strengths of both AI and traditional methods, fostering comprehensive language development and preparing ESP learners for the demands of the digital age.

**Keywords: Artificial Intelligence, English for Specific Purposes, blended learning, traditional teaching, self-regulated learning**



## **Between Assistance and Dependency: AI's Role in EFL**

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### **Abstract**

Artificial Intelligence (AI) is becoming more and more ubiquitous in English as a Foreign Language (EFL) writing, offering learners tools for developing ideas, structuring arguments, and pushing forward language utilization. However, its impact on argument development and critical thinking among students is controversial. This study compares AI-written and non-AI-written argumentative essays by Indonesian senior high school students to analyze differences in argument structure, coherence, and independent reasoning. Using a qualitative case study design, this study thematically explores 15 essays from students who enrolled in elective English courses, supplemented by semi-structured interviews, in examining the use of AI and the writing process. Two patterns are identified in the study. One set of students employs AI as an optimization and brainstorming tool, engaging actively with AI-generated content, whereas others engage passively with AI, resulting in weaker argumentation and lower critical thinking. Additionally, non-AI-written text often contains students' first thoughts but is not coherent and grammatically correct. These findings suggest the need for clear instructional guidelines on how to use AI in teaching writing. This study suggests that instead of banning AI, teachers should implement systematic structures that compel students to use AI as a learning aid and not as a content deliverer. This study offers practical recommendations for teachers, policymakers, and curriculum developers on how to maximize the utilization of AI-enabled learning in developing students' critical thinking.

**Keywords:** Artificial Intelligence (AI); argument structure, critical thinking, writing pedagogy



## **Beyond Adoption: How ESP Lecturers in Indonesia Perceive AI's Role in Language Teaching**

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### **Abstract**

The application of Artificial Intelligence (AI) in English for Specific Purposes (ESP) instruction is rapidly developing in Indonesia. However, studies on ESP lecturers' perceptions are still scarce. This research tries to investigate ESP lecturers' knowledge, experience, and issues in implementing AI in the classroom. With a qualitative research method, this study utilizes semi-structured interviews with ESP lecturers as members of the Indonesian ESP Teachers Association. Fieldwork will be carried out from January to September 2025, considering both the psychological and professionalism factors of lecturers in handling AI, as well as their hopes for this technology to evolve in ESP teaching.

These are anticipated to promote existing knowledge regarding the role of AI in more efficient ESP teaching, issues related to implementation, and influence on curriculum development and education policy. This study will also result in more participatory AI-driven teacher training programs. Thus, the current research does not only contribute implications in academia but also at national and international policy-making, especially when handling language teaching concerns within multilingual and multicultural contexts.

**Keywords:** ESP, Artificial Intelligence, English language learning



## Beyond the Algorithm: EchoLing and the Deep Architecture of Language Learning

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### Abstract

The euphoria surrounding digital transformation and AI-driven innovation has swept through education, leading to expectations of a quick-fix solution for language learning. Yet no matter how advanced the tools become, you cannot hack your own brain. The core neurocognitive pathways essential for acquiring language remain unchanged across generations. Despite extensive investment from elementary to senior high school and decades of methodological innovations under communicative teaching paradigms, English language education in Indonesia continues to show systemic failure in developing students' communicative fluency. This study identifies a fundamental issue: fragmented practices that neglect the biological, cognitive, and neurological principles underlying real language acquisition. EchoLing emerges as a novel and deep architecture of language learning, grounded in the cognitive realities of the human brain. It offers not just a new method, but a comprehensive framework designed to realign education with the brain's natural pathways—a framework not yet developed elsewhere, including in Indonesia. Integrating insights from cognitive neuroscience, ecological learning, and first and second language acquisition theories, EchoLing addresses three critical barriers in Indonesian EFL contexts: the absence of the "keterpaksaan principle," insufficient linguistic input, and lack of meaningful engagement. This ongoing fundamental research employs a design-based research methodology, combining theoretical synthesis with preliminary field validation. Initial findings indicate that EchoLing's Structured Classroom Activities and Structured Real-life Engagement components effectively support cognitive deep learning, positioning technology and AI as facilitators—not substitutes—for natural language acquisition. EchoLing offers a promising pathway to reimagine English education through a brain-aligned, culturally sensitive, and technology-supported architecture.

**Keywords:** Cognitive neuroscience; deep learning; ecological learning; EchoLing framework; English language education

**Beyond the Classroom: Leveraging Artificial Intelligence Write & Improve Apps. to Enhance English Writing Skills**  
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**Abstract**

Artificial Intelligence (AI) has been a powerful tool to support language learning, particularly in writing. One of the AIs used for English writing learning is Write & Improve Apps, which employs natural language AI control processing to evaluate texts written by the learners. It provides CEFR link feedback on vocabulary, grammar, consistency, and proposed revisions in real time. This study was a qualitative case study design of 11th-grade students from a Science-Based Islamic Indonesian high school in Central Java as the participants. Employing semi-structured interviews, classroom observations, and analysis of W&I feedback, the data were analyzed using thematic analysis. The results showed that regular use of AI Write & Improve Apps. has motivated the students to write explanation texts. It was reported that the use of these Apps. can improve students' self-confidence and give valuable support in developing students' writing accuracy and vocabulary use. It is capable of correcting students' grammar errors, helping the students to recognize and revise their mistakes independently. However, there was a challenge among students with different levels of digital literacy, and there was a need to align feedback with the existing curriculum. It was concluded that Apps. helps students write better, but overusing without guidance may limit deeper skills. Future research should examine the effects of these Apps in a larger, diverse cohort, compare their effectiveness with traditional teacher feedback, and examine how digital skills can be set up to maximize tool adoption.

**Keywords:** AI writing tools; digital learning; english writing; W&I

## **Beyond the Pixels: Developing English Vocabulary and Demystifying Artificial Intelligence through Imperfect Images**

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### **Abstract**

The proliferation of artificial intelligence (AI)-generated imagery presents both novel opportunities and inherent limitations. While these images can often appear photorealistic at a glance, closer inspection frequently reveals significant imperfections. This paper proposes a pedagogical approach that leverages these very imperfections as a unique tool for English as a Foreign Language (EFL) instruction. This study explores the development and implementation of a lesson plan that utilizes AI-generated images to enhance EFL students' vocabulary acquisition and critical observation skills. The objective of this study is to explore the potential of AI-generated image imperfections as a creative and engaging resources for contextualized EFL learning.

The proposed lesson plan that will be implemented around the end of May or early June 2025 in an informal learning settings involves engaging students in a two-stage process. Initially, students are tasked with scrutinizing AI-generated images, identifying and articulating perceived flaws or anomalies in Bahasa Indonesia. Subsequently, the instructor facilitates the translation of these observations into precise English vocabulary, such as "distorted," or "asymmetrical," explicitly connecting the Indonesian terms (e.g., "bengkok" for "bent") to their English equivalents. This method not only provides contextualized vocabulary learning but also implicitly demystifies AI. Descriptive qualitative analysis will be used to find meaning behind the lesson's observation data. By "exploiting the imperfection," this study aims to transform a potential drawback of AI imagery into a pedagogical advantage, offering a novel and relevant approach to EFL teaching while simultaneously cultivating digital literacy and critical thinking in students.

**Keywords: AI; Critical Thinking; Vocabulary Learning**



## **Bridging Genre and Technology: Students' Reflections on Using AI in Telling Fractured Stories**

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### **Abstract**

This study explores how senior high school students reflect on their experience using Artificial Intelligence (AI) tools to practice speaking English by telling fractured stories in a genre-based learning environment. Although AI is becoming more common in education, there is still little research on how students actually feel and benefit from using AI in speaking activities, especially when combined with genre-based instruction in EFL (English as a Foreign Language) classrooms. The study aims to understand students' perceptions of the benefits and challenges of using AI tools, such as ChatGPT and ELSA Speak, in learning to speak English more fluently and creatively. A qualitative case study was conducted involving 32 tenth-grade students in West Java, Indonesia. Data were collected through classroom observations, student artifacts (including speaking recordings and AI conversation logs), and a post-intervention focus group interview. The data were analyzed using thematic analysis, allowing patterns and key themes to emerge from students' responses and interactions. Findings show that students felt AI tools helped them develop ideas, improve pronunciation, and build confidence in speaking. Many appreciated the instant feedback and flexibility AI provided, although some raised concerns about cultural relevance and over-reliance on the tools. The study suggests that integrating AI with genre-based instruction can enhance student engagement and speaking development. Future research should explore how AI can be balanced with teacher guidance to support deeper genre awareness and sustained speaking improvement.

**Keywords:** Artificial Intelligence (AI); fractured stories; genre-based instruction; speaking



**Click, Swipe, Engage: Analyzing Nearpod's Impact on Student Engagement through the SAMR Model in ESP Class**

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**Abstract**

ESP (English for Specific Purpose) classes often face challenges in sustaining student engagement, particularly among non-English majors who experience low motivation and high academic load. This qualitative study investigates how Nearpod, a digital-mediated learning tool, supports student engagement in ESP class for Pharmacy students when examined through the lens of the SAMR (Substitution, Augmentation, Modification, Redefinition) model. The study aims to explore the nature of student engagement—behavioural, emotional, social, and cognitive—as supported by different levels of technology integration. Data were collected through classroom observations, Nearpod post-session reports, field notes, and semi-structured interviews. Thematic analysis revealed that most Nearpod activities aligned with the augmentation and modification levels of the SAMR model, effectively boosting behavioral, emotional, and social engagement. However, few learning tasks reached the redefinition stage, which may explain the limited impact on deep cognitive engagement. Students reported feeling more motivated, involved, and connected during sessions involving interactive slides, polls, quizzes, and collaborative boards. The findings suggest that while Nearpod offers a valuable digital-mediated environment for fostering student engagement, achieving transformative learning outcomes requires deliberate instructional design aimed at higher-order thinking. This study provides insights into how educators can purposefully integrate technology to enhance engagement while navigating the continuum of the SAMR framework.

**Keywords: Digital-mediated learning; ESP; Nearpod; SAMR model; student engagement**



## **Coding Using Twine in An EFL Writing Course: Creating Multimodal Text**

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### **Abstract**

**Coding is one of the 21st century skills that has become important today as a result of the development of digital technology. By coding, students' problem-solving, logical and critical thinking skills can be enhanced. The purpose of this study was to describe the activity of using coding with Twine in learning to write, identify whether coding with Twine can improve students' writing skills and find the benefits and challenges of using coding through Twine in learning to write. The research design is a mix-method research design: qualitative and quantitative (one pretest and posttest). The participants were 29 students of Paragraph Writing course in English education department of one state university in South Sumatera. Data were collected by observing learning activities in class, writing tests at the beginning and end of the semester and open-ended questionnaire. Data analysis was carried out by using theme analysis and paired sample t-test. The findings showed that during class, the students were exploring Twine, learn how to write good paragraph, writing draft, and coding. Additionally, the findings suggested that there was a significant increase in their writing abilities subsequent to the implementation of coding activity. Finally, students perceived the value of coding activities for writing and found them to be quite difficult to complete as technical problem emerges.**

**Keywords: Coding, Twine, EFL Writing, Multimodal Text**



## **Shifting from Apathy to Curiosity: Correlating Parental Socioeconomic Status and English Motivation through TPACK in an International Islamic Boarding School**

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### **Abstract**

This study investigated the relationship between parental socioeconomic status (SES) and students' motivation to learn English in International Islamic Boarding Schools. Recognizing the increasing role of digital tools in language education, this research also exploring the in-service teachers' experiences in designing and implementing teaching materials by using of the Technological Pedagogical Content Knowledge (TPACK) framework through the Learning by Design (LBD) approach. Furthermore, it involved the challenges faced by the in-service teachers and students in designing and implementing teaching materials. Employing a mixed-methods design, the quantitative phase involved a correlational analysis of data collected from 100 students through questionnaires measuring parental SES and English learning motivation. In the qualitative phase, semi-structured interviews, focus group discussions, and classroom observations were conducted with 10 in-service EFL teachers to gain insights into their experiences using TPACK-based materials. The findings revealed a positive correlation between parental SES and students' motivation to learn English. Moreover, the integration of digital tools through the TPACK framework appeared to support higher student engagement and motivation. However, challenges such as limited digital literacy among some teachers and inconsistent access to technological infrastructure were also identified. These findings suggest that while SES significantly affects motivation, pedagogical strategies like TPACK can help bridge motivational gaps across different student backgrounds.

**Keywords:** Correlational study, Islamic boarding schools, parental SES, student motivation, TPACK

**Creating AI-Generated Animated Indonesian Folktales  
as English Learning Media for Children**

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**Abstract**

The challenges of teaching English to children include internal and external factors, including students' interests, learning motivation, learning styles, the attractiveness of learning materials, the variety of learning sources, and teaching strategies. Another major task in children's education is character education. One way to bring Indonesian culture and local wisdom into English learning in elementary schools is using folktales from various regions in Indonesia as English learning materials. This study was aimed at developing an AI-generated animated Indonesian folktales as English learning media for children. The study was a Design and Development Research (DDR) which consists of 5 stages: analysis, design, development, implementation, and evaluation. Respondents were students, parents, and teachers of an elementary school in Malang. Instruments used to collect data included direct observation, questionnaires, and interview guides. An application based on Android of an English learning medium for children was developed. The main content of the application is English version Indonesian folktales equipped with AI-generated animation. Exercises in the form of gamification were added, comprising exercises on simple vocabulary and reading comprehension. There were 50 Indonesian folktales translated into English. At the evaluation stage, it was found out that the animated folktales application was well-received by students for its engaging features, improved their comprehension, and their interest in Indonesia culture. Positive feedbacks were received, confirming that the application is effective to be used as a supplementary English learning medium for children studying at elementary schools in Indonesia.

**Keywords: AI-Generated; Animation; English Learning Media; Indonesian Folktales**



## **Critical Reflections on Learning with AI: Insights from Pre-service EFL Teachers**

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### **Abstract**

As students in higher education become more familiar with using Artificial Intelligence (AI), such as Chat GPT, DeepL translation, Grammarly, QuillBot, Canva, Beautiful.ai, etc., for their academic work, questions have started to emerge about how these tools are actually shaping their learning. This study investigates the use of AI tools by pre-service EFL teachers throughout their courses. Using reflection and semi-structured interviews, this study examines how they first started using AI and how their practices have evolved, exploring how these tools have shaped their language skills, critical thinking, and personal voice. The findings show that students experienced a transformative learning experience with improved comprehension of English language texts, shaping their lesson planning skills, improving their research skills, being more responsible users of AI, growing awareness of the limitations, and ethical concerns associated with AI-generated content. The findings also reveal that while many students acknowledged improvement in writing fluency, grammar accuracy, and vocabulary, they also expressed concerns about their overdependence on AI, reduced confidence in their English, and risking losing their creativity. The study demonstrates the need of teaching critical literacy in AI-related pedagogy to enable student teachers to handle AI tools effectively and mindfully.

**Keywords: Artificial Intelligence (AI) Tools, Critical Reflections, Learning with AI, Pre-service EFL Teachers**

**Ctrl+C, Ctrl+V, Crisis?  
A Case Study of AI Use in Digital Multimodal Composing Tasks**

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**Abstract**

**Digital Multimodal Composing (DMC) has appeared in L2 writing classrooms because it can facilitate student engagement, creativity, and multimodal literacy. However, the easy access to generative AI tools gives challenges to the pedagogical goals of DMC. This case study examines the reasons and how EFL university students used AI tools during DMC tasks in a writing class and how the practices affected their linguistic building and writing. Data were collected through classroom observations, students' DMC products, and semi-structured interviews. The results revealed that students used generative AI tools such as ChatGPT, Gemini, and DeepL due to their insecurity in organizing sentences in English and their desire to submit their perfect paragraphs. Some of them over-relied on it to generate sentences and paragraphs with little revision or attention. It undermines their critical thinking, language building, and authorship. The findings identify an increasingly tense between the affordances of AI and the pedagogical goals of DMC. To cover this, the study recommends that teachers incorporate self-regulated learning into DMC tasks to enable students to use AI in a responsible and strategic way.**

**Keywords: AI tools, Digital Multimodal Composing, AI tools, L2 writing**



**Delving into Eighth-Grade Students' Stories  
in ChatGPT-Assisted English Learning**

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**Abstract**

There are several problems at schools regarding English learning, for instance, less formal learning time, less varied learning techniques employed in the classroom, and no assistive learning technology available (students are forbidden to bring smartphones to schools). To cope with these problems, teachers can integrate technology and flip the learning by assigning students to interact with AI at home. The study aimed to delve into students' stories and experiences in learning English using ChatGPT outside of the school and/or at home, as the enrichment of their classroom learning. Framed with narrative inquiry, three eighth-grade students of SMP Negeri 2 Samarinda participated in the study by sharing their learning experiences assisted by ChatGPT. The data was collected by utilizing in-depth interview, documentation (chat-logs), and reflective questions, and analysed with thematic analysis. Findings revealed that the students demonstrated positive engagement and emotional connection when interacting with ChatGPT. The students also perceived tangible learning benefits from using ChatGPT, particularly in certain English skills, despite the challenges they encountered, which did not significantly hinder their overall learning experience. From the study, it is also figured out that students emphasized that there are distinctive differences between AI-assisted and traditional classroom learning, but they still envisioned a future where ChatGPT and human teachers can complement each other in English teaching and learning. These findings encourage teachers to thoughtfully integrate AI into classroom practice as an innovative supplement as well as provide students more autonomous learning experiences.

**Keywords:** AI, autonomous learning, ChatGPT; learning experiences; stories



## **Descriptive Analysis of Student Engagement in Digital-Mediated English Language Classrooms**

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### **Abstract**

The rapid integration of digital technology, especially in education, has provided a changing landscape in English language learning, leading to the importance of student engagement for success in learning. The purpose of this study is to analyze the levels and dimensions of engagement of EFL students from different majors in digitally mediated general English classes at the university level. A descriptive quantitative approach and a structured questionnaire instrument were used to measure emotional, cognitive, and technological behavioral engagement on a 1 - 5-point Likert scale. Descriptive statistics, including mean, standard deviation, and presentation distribution, were used to analyze the data. The results showed that the students were at a high level of technological and cognitive engagement, behavioral engagement was at a moderately high level, and a moderate level of emotional engagement. The findings suggest that students are generally engaged in digitally mediated English classes, but emotional connection remains a challenge. It is concluded that enhancing supportive and interactive elements can improve emotional, as well as language learning outcomes.

**Keywords:** Digital-mediated learning; English language classrooms; student engagement



## **Designing 4Cs-Integrated ESP Reading Materials for Vocational Education: A Framework for Pre-Service Teacher Training**

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### **Abstract**

This mixed-methods study evaluated a research-based framework for training pre-service English teachers to design ESP reading materials integrating the 4Cs (Critical Thinking, Collaboration, Communication, and Creativity) across four vocational fields: automotive, hospitality, IT, and culinary arts. Using a design-based research approach, 35 UNIMED teacher candidates developed interactive activities on Moodle (discussion forums) and H5P (interactive videos), followed by classroom implementation and evaluation. Results demonstrated significant improvement, with 83% of activities meeting 4Cs standards (pre-intervention: 38%), showing field-specific strengths: automotive manuals excelled in Critical Thinking (87%), hospitality role-plays in Collaboration (91%), and culinary tasks in Creativity (83%). However, IT materials showed marked improvement but faced persistent challenges in Communication (72% success rate). Qualitative data revealed that H5P's multimedia tools enhanced creativity for 82% of participants, while Moodle's peer feedback improved collaboration by 85%. The framework's success was further evidenced by high teacher confidence (92%) in adapting 4Cs to vocational contexts, though discipline-specific adjustments were needed, particularly for IT. These findings confirm that structured digital pedagogy, combined with 4Cs principles, effectively prepares educators for ESP material design. The study offers a replicable model for vocational teacher training programs, emphasizing strategic technology use and industry-aligned task design in resource- constrained settings.

**Keywords:** ESP materials; Mixed-method design; Moodle-H5P; 4Cs framework



## **Designing a Feedback Model Integrating AI, Peer, and Teacher Input: Fostering Deep Learning in English Writing**

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### **Abstract**

This study presents the design and implementation of a blended feedback model for English writing instruction that integrates AI-generated, peer-mediated, and teacher-provided feedback to foster deep learning. The objective is to examine the model's effectiveness in improving students' writing performance and engagement. Employing a quasi-experimental design, the study involved intermediate-level English learners divided into an experimental group (receiving AI-integrated feedback) and a control group (receiving conventional peer and teacher feedback). Instruction was delivered through iterative writing tasks, where AI tools offered preliminary feedback on grammar, vocabulary, and coherence, peers contributed collaborative input, and teachers facilitated reflective learning. Data were collected through pre- and post-writing assessments, classroom observations, and student perception surveys. The findings revealed that students in the experimental group outperformed those in the control group in terms of writing quality, engagement, and critical thinking. The model thus offers practical insights for designing AI-supported, teacher-and peer-supported feedback ecosystems that promote both linguistic competence and higher-order thinking skills in writing classrooms.

**Keywords:** AI-enhanced feedback; blended feedback model; Deep Learning; English language learning; student engagement.



**Designing AI-Assisted Quest Learning Materials for Young EFL Learners:  
Current Developmental Phase**

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**Abstract**

Research conducted by the Curriculum Team at Lembaga Bahasa LIA showed that Quest Learning is the best approach to be implemented for our young learners as it emphasizes exploration, collaboration, and meaningful discovery. However, due to limited availability of commercial learning materials to cater to this approach, the team began developing materials to suit the learning needs and styles of young EFL learners. To support the writing of such materials, AI tools have been incorporated in the syllabus writing, story development, visual resources, and lesson procedures. While the materials are still in the early stages of development, this presentation will share the result of the research findings that lead to the adoption of Quest Learning approach, the initial design ideas, the rich syllabus, and the lesson procedures needed to help develop the learning materials to ensure it is teacher-friendly. It will also discuss the benefits and challenges of using AI tools, particularly in promoting language acquisition and cultural awareness.

**Keywords:** AI-assisted Language Learning; Materials Development; Quest Learning; Young Learners



## Designing AI-supported L2 Learning Schemes

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### Abstract

Given the rise of Artificial Intelligence (AI) technologies, their application to the task of foreign language learning introduces some exciting possibilities. The current state of AI for L2 study, while promising, is certainly not a stand-alone solution for language learning. While many commercial software packages advertise in such a way as to make it seem that AI-mediated software can effectively replace traditional classroom/teacher learning dynamics, these applications are widely seen to fall significantly short of a truly independent language-learning system.

The following presentation will present data from a study on the effectiveness of using commercially available AI language learning software for learning a language from a zero-level of proficiency. Case study data on a longitudinal (one year) learning program will be presented, using human interaction and instruction as the key variable being manipulated, with periods of study varying from zero human support to an 80/20 split in time of human instruction vs. AI support. Progress tests and subject diary entries are analyzed to ascertain effective and affective results on learning at various ratios of human vs. AI interaction during the learning process. Ultimately, no upper limit on human interlocutor effectiveness was found, but negative effects on subject affect were found when AI-mediated study passed the 50% margin (i.e., when over half the amount of study time was without a human interlocutor). While the AI was quite effective at teaching and drilling vocabulary and phrases, human instruction was more effective and preferred for grammar instruction and most communication practice.

### KEYWORDS

AI-mediated communication; AI-mediated Instruction; Human element in L2 instruction; VR communicative practice



**Developing a Self-Study E-Module for English Medical Terminology:  
A Needs Analysis of Health Science Students**

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Yogyakarta, Indonesia**

**Abstract**

Mastery of English medical terminology is crucial for health science students, especially for accessing academic resources, comprehending clinical content, and engaging in international professional communication. Many learners have challenges stemming from an absence of specialized, self-directed learning resources suited to their field of study. This study explores the need for a self-study e-module designed to support English medical terminology acquisition among health science students. This research employed the initial phase of the Research and Development (R&D) process namely needs analysis, within the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data were gathered from 87 students enrolled in nursing, midwifery, and medicine science programs through a validated questionnaire and semi-structured interviews with health faculty lecturers. The findings indicate a distinct deficiency in current instructional resources, particularly those that provide adaptable, contextual, and practice-focused and self-study learning experiences. Students indicated a preference for mobile-compatible digital tools that incorporate practical language usage, visual elements, and interactive self-evaluation tasks. Lecturers verified the deficiency of discipline-specific resources that facilitate autonomous learning. The findings robustly endorse the creation of a practice-oriented self-study e-module that may improve vocabulary proficiency, foster learning independence, and correspond with the practical requirements of health science education. The study provides valuable input for curriculum designers and ESP material developers seeking to enhance digital resources that support independent medical English learning.

**Keywords:** self-study e-module; medical English terminology; health science students; needs analysis; English for Specific Purposes



## **Developing a Web-Based English Proficiency Assessment Tool as Part of Digital Transformation in Language Testing**

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### **Abstract**

The high demand for accurate and effective proficiency tools has increased the development of digital testing solutions. Traditional proficiency test has many challenges such as inefficient scoring and high paper consumption. This study objectives to develop a web-based English proficiency test to assess listening, structure and reading skills following the Dick and Carey instructional design model, those are; determining learning objective, conducting instructional analysis, assessing learner needs and environments, defining learner outcomes, designing assessment instrument, designing teaching approaches, developing and selecting instructional materials, designing and implementing formative evaluation, revising instruction, designing and implementing summative evaluation. To measure the effectiveness of the developed tool, questionnaire and interview were used to gain the data from test administrators, test facilitators and test-takers. Descriptive statistical method was used to analyse the questionnaire response while the qualitative thematic analysis was used to analyse the data from interview. The results indicated that the developed tool has positive feedback regarding its usability, scoring efficiency, and interactive features. Based on the questionnaire responses, 92% test takers found that the developed tool is user friendly and easy to use while 90% test administrator and test facilitators found that the tool reduce the human error in scoring and paper consumption. Overall, the study found that the tool can be successfully developed based on the users need and provided more effective and efficient solution.

**Keywords:** Assessment Development; Digital Transformation; Language Testing; Web-Based English Proficiency Test



## **Developing Digital Game Based English Learning And Assessment**

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### **Abstract.**

The research design used in this study was Research and Development (R &D). This research was conducted due to problem of low ability of students of SMPN Unggulan Sindang in speaking English. This study aims to develop Digital Game based English learning and assessment. The research subject used were students of class VIII at SMPN Unggulan Sindang. The research was carried out through collecting information, planning, developing preliminary form of product, experts'validation, testing product, product revisions, testing product (2), product revision and dissemination. Data were collected using questionnaires, interviews, and test. The collected data were analyzed using qualitative and quantitative descriptive analysis. The expert validation showed that the game is appropriate for the students to help develop objectives of the study. This digital game also fulfills the criteria of a good game as teaching medium. Based on the results of the study, it can be concluded that Digital Game is practical, effective and low cost because this game is offline game. This game also support student 'communicative competence and increase their speaking skill. In the area of assessment, this digital game support diversity of assessment methods and tools.

**Keywords :** assessment, digital game, English learning.

## **DEVELOPMENT OF ESPAI, AN ENGLISH LEARNING DIGITAL APP BASED ON SELF-REGULATED LEARNING CONCEPT TO ENHANCE NURSING STUDENTS' SPEAKING SKILLS**

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### **Abstract**

Health Polytechnics in Indonesia are now in the process of preparing their students to gain competence in international communication by emphasizing speaking skills as essential soft skills for nursing students. However, there is currently a lack of digital learning tools that focus on speaking in the context of ESP in Nursing. Given that recent English learning tools have been developed only for general English, there is an urgent need to develop a digital learning application that focuses on English speaking for nursing students. Thus, this study aims to develop an innovative digital learning tool (application) that focuses on enhancing nursing students' speaking skills by adopting the concept of speaking through self-regulated learning with the participation of experts in validation process. This study adopted a Four-D instructional design by applying the stages of define, design, develop, and disseminate. It employed online questionnaires, semi-structured interviews, focus group discussions, and other professional meetings to collect data from ESP educators, nursing students from six Health Polytechnics in Indonesia, as well as stakeholders and practitioners. Qualitative and quantitative data analysis was conducted based on the feedback and scores from the design and development stages and expert validation instruments. The result of this study is a digital speaking learning application called E-SPAI. The validation confirms the suitability of E-SPAI as a speaking learning application that facilitates nursing students with features and menus to accommodate speaking practice in the context of ESP in Nursing.

**Keywords: development; digital learning tool; ESP; nursing students; speaking skills.**

## **Development of Interactive Multimedia for English Learning of Historical Recount Texts in Senior High Schools**

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### **Abstract**

Reading historical recount texts can be challenging for senior high school students due to their complex and unfamiliar contexts. In this case, technology offers valuable support through interactive multimedia. This study aims 1) to develop interactive multimedia for historical recount text materials in senior high schools and 2) to find out the feasibility of the developed product. It used a design and development model by Alessi and Trollip, consisting of three phases: planning, design, and development. The process involved a media expert, an English materials expert, an English teacher, and six senior high school students. The data were collected through an interview, a survey, and documentation. They were analysed by using quantitative and qualitative description analysis techniques. This study produced a computer-based interactive multimedia of historical recount texts focusing on reading skills, which can be used for independent learning. The program consists of seven main menus: Learning Goals, User Guide, Learning Activities, Glossary, Games, Evaluation, and References. The Learning Activity menu consists of the preparation zone, text zone, grammar zone, more practice, summary, and reflection. This product is categorised as "highly feasible" in terms of materials, media, teachers' responses, and students' responses. The mean scores of the product in the scale of 4 are 3.97 for the media aspect, 3.76 for the materials aspect, 3.6 for the teacher's response, and 3.37 for the students' response. To conclude, this interactive multimedia is feasible to be tested on students for learning historical recount texts.

**Keywords:** Historical recount text; interactive multimedia; multimedia development

## Digital Mind Mapping for Higher Education: Enhancing Critical Thinking, Information Organization, and Student Engagement

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### Abstract

Digital mind mapping has emerged as an innovative approach to fostering reading media literacy, particularly in the digital age. This study explores its impact on 48 university students from two different classes, PBS C and PBS D, comprising 26 students (54.2%) and 22 students (45.8%), respectively. Utilizing qualitative research methods such as questionnaires and observations, the study measures the effectiveness of digital mind mapping in enhancing students' engagement, motivation, and cognitive learning outcomes. The findings demonstrate significant improvements in critical thinking, information organization, and engagement with textual content. Specifically, when asked about the impact of digital mind mapping on their confidence in learning English materials, 22.9% of students responded neutrally, 54.2% agreed, and 22.9% strongly agreed. Similarly, when assessing whether digital mind mapping increased their motivation to complete reading tasks, 25% responded neutrally, 43.8% agreed, and 31.3% strongly agreed. These findings highlight that digital mind mapping not only enhances comprehension and retention but also fosters a more confident and motivated learning environment. Furthermore, digital mind mapping encouraged creative and analytical thinking, transforming reading from a passive activity into an interactive process. The research provides educators with insights into leveraging digital tools to improve media literacy skills, emphasizing their potential in addressing challenges such as information overload and misinformation. The findings underscore the value of digital mind mapping as a pedagogical tool in higher education. Future research should explore its applications across disciplines and investigate its long-term effects on learning outcomes, particularly in developing independent learning strategies and interdisciplinary cognitive skills.

**Keywords:** Critical thinking; digital mind mapping; higher education; information organization; reading media literacy.



**DIGITAL READING COMPANIONS: EXAMINING STUDENT ENGAGEMENT AND  
LEARNING WITH  
MICROSOFT READING COACH**

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**Abstract**

This qualitative research investigates the experiences of primary school students using Microsoft Reading Coach, an AI-powered digital literacy tool designed to enhance reading fluency, engagement, and motivation. The study examines how students interact with the application, how its features influence reading behaviour and English language development, and the broader pedagogical implications of its classroom integration. Grounded in sociocultural and metacognitive learning theories, as well as English language learning frameworks, the research employed a case study design involving classroom observations, semi-structured interviews, and student journals. Thematic analysis revealed that students experienced increased motivation, autonomy, and self-efficacy in reading due to personalized pathways, gamified experiences, and real-time feedback provided by the application. The findings underscore the role of AI-driven tools in shaping 21st-century literacy and English language skill development, contributing valuable insights for educators, policymakers, and researchers advocating for inclusive, personalized, and technology-enhanced learning environments.

**Keywords:** AI; digital literacy; Reading Coach



## **Digital Storytelling Era AI: Exploring EFL Students' Voices in Developing Adaptive and Innovative Microteaching Learning Materials**

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### **Abstract**

Digital storytelling has increasingly gained recognition within the field of foreign language education for its pedagogical potential, having demonstrated effectiveness in facilitating the development of various language skills. Building on its recognized value to the current teaching approach, this study delves into a contemporary innovation focusing on artificial intelligence integration. Specifically, it aims to explore the perceptions of English as a Foreign Language students enrolled in a Microteaching course regarding their experiences in developing AI-based digital storytelling integrated into their microteaching lesson plans. This qualitative case study involved 50 EFL students who produced narrated digital storytelling videos with the assistance of AI as part of their coursework. Data were collected through open-ended questionnaires and semi-structured interviews, along with document analysis of students' lesson plans and storytelling videos. Thematic analysis was employed to identify patterns and themes relevant to the student's experiences, perceptions, and challenges in utilizing AI to create digital storytelling within the context of teacher training. The findings of this research are expected to provide valuable insights for English teachers concerning the potential integration of AI and digital storytelling in developing adaptive and innovative learning materials.

**Keywords:** Artificial Intelligence; Digital Storytelling; English as a Foreign Language; Microteaching



**Do Indonesian EFL Pre-service Teachers' Perspectives on Their Digital Wellbeing  
Contribute to Their Digital Competence?**

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**Abstract**

Taking one of the provinces in Indonesia context as a case study, the main objective of this study was to learn how digital wellbeing contributed to the digital competence of Pre-service Teachers (PSTs) as conceptualized in the DigCompEdu theoretical framework (Economou, 2023 Redecker & Punie, 2017). An electronic survey and semi-structured interview were used to collect the data. The quantitative methodological approach emphasized that the participants' digital wellbeing was distributed in knowledge, attitude, and skill. The study involved 100 pre-service teachers. The findings from the sample of 20 PSTs demonstrated the consistency of their perspectives in semi-structured interviews with the survey they answered. We identified the unique characteristics of most PSTs, which have lower digital competence in the dimension of digital resources and facilitate learners' digital competence. Although PSTs have a high digital wellbeing, it does not mean that they are capable of helping facilitating learners to achieve overall wellbeing. Thus, specific strategies from teacher training should be implemented to develop PSTs' digital competence.

**Keywords:** Digital Competence, Digital Wellbeing, Indonesia EFL Pre-service teachers

## **EFL Graduate Students' Perspectives towards AI: A Study of Meaning, Opportunities and Confronting Fears**

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### **Abstract**

The potential of Generative AI, as shown by some tools, covered many parts of language education including in English education. Therefore, it offers great opportunities for students by producing large amounts of natural language text. However, alongside the opportunities delivered by AI in English education, there exist notable challenges and considerations. This study aims to explore graduate students' perspectives on AI, especially focusing on the meaning and roles of AI in their academic studies, opportunities that are provided by AI in enhancing learning experiences, the challenges that are faced when using AI, and how to navigate these issues. The participants of this study were five students who are actively using AI for language learning and currently pursuing their master's degree in the English education study program at a public university in Yogyakarta, Indonesia. This current study employed qualitative phenomenological research design to explore students' conscious experiences and reflections towards interaction with AI. Furthermore, the data were collected through interviews and subsequently analysed using thematic analysis. The results of this study demonstrated that students perceived AI as a learning assistance that empower and enhance their English learning and growth. Despite the opportunities, students fear that unreliable information and over-dependence on AI can lead to addiction, dishonesty, suppressing critical thinking, and losing effective writing and reading skills. Therefore, while AI enhances English education, it is vital to address these concerns to ensure its positive impact on academic growth.

**Keywords:** Artificial Intelligence (AI); English as a Foreign language (EFL); Graduate Students; Perspectives; Phenomenological Research

**EFL Prospective Teachers' Reflective-Adaptive Competencies for AI Integration in Designing Multiliteracies-based Instructional Activities**

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**Abstract**

This study explores the reflective-adaptive competencies of EFL prospective teachers in integrating Artificial Intelligence (AI) into the design of multiliteracies-based instructional activities. Although students, as part of Generation Z, are familiar with GenAI tools, their AI literacy in assisting them to designing instructional activities remains unexplored. The aim of this study is to identify the necessary AI literacy competencies for EFL teacher candidates and to develop a conceptual framework for AI-supported Project-Based Learning. The data were collected from 35 prospective teachers in Poso, Central Sulawesi, through a survey and in-depth interviews during their project-based learning activities. Findings indicate a significant gap between prospective teachers' reflective-adaptive skills and the potential of AI integration. The study concludes that developing AI literacy is essential for fostering autonomous, innovative prospective teachers capable of designing multiliteracies-enriched learning activities for multicultural contexts. This research contributes to curriculum innovation for EFL teacher education by providing a framework that can be adopted for improving digital and reflective-adaptive competencies needed by EFL prospective teachers.

**Keywords:** AI Literacy; Curriculum; Prospective teachers; Reflective-Adaptative; PBL

## **EFL Students' Use of ChatGPT in Doing English Language Tasks**

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### **Abstract**

Undoubtedly, Artificial Intelligence (AI) has been massively used in the last recent years, it has also been considered to be a helpful tool for students' learning. One of the AI that is used nowadays is ChatGPT (Chat Generative Pre-trained Transformer). The recent study would like to investigate EFL students' perceptions towards their use of ChatGPT in doing their English language tasks and to find out, out of four English skills, which one that they preferred to use ChatGPT on. The recent study conducted a descriptive study. The subjects involve were 34 students of Universitas Muhammadiyah Palembang majoring English Education Study Program considering that they all have experienced four English skills classes namely Speaking, Writing, Reading and Listening. The questionnaire consisting 20 statements and 1 question. The results of the study showed that EFL students perceived ChatGPT as something insightful and useful in helping them to do the language tasks. The students also used ChatGPT the most for Writing (64,7%), followed by Speaking and Reading, and none of them utilized it for Listening tasks. Thus, ChatGPT must be considered to be valuable tool for learning process.

**Keywords:** Artificial Intelligence (AI); ChatGPT; English Skill



**Empowering Communication Skill through Internet of Things Implementation (Need Assessment of Engineering Students in Language Learning)**

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**Abstract**

Due to the implementation level of the 4<sup>th</sup> industrial revolution in many companies, the demand of ready to use Engineering graduates develops higher. The graduates must complete themselves with not only hard-skill but also soft-skill to enhance towards the achievement of working professional. And communication skill which is one of the soft skills becomes the embedded factors for successful Engineer to comply the demand of industry. Through this qualitative research with narrative inquiry, picturing the students' needs in language learning, especially in improving their communication skill, was conducted. The result of interview and questionnaire to male and female students are able to explore the important role of Internet of Thing (IoT) in empowering the engineering students' communication skill. The technology application of IoT in the form of E-learning in language classroom enables the transformation of teaching learning to Education 4.0 becoming more efficient, interactive, collaborative, and accessible. The result also indicates that verbal, written, interpersonal, visual, non-verbal, and active listening, contributes them to interpret engineering language and the complexity of machinery and technology used as well as the common people's understanding.

**Keywords:** communication skill; E-learning; Engineering students; IoT; language learning



## **Empowering EFL Teachers: Affordances of Digital Technologies for Informal Teacher Learning**

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### **Abstract**

**This study explores how digital technologies support informal teacher learning (ITL) among English as a Foreign Language (EFL) teachers. While much research has focused on the role of technology in classroom teaching, limited attention has been given to how it enables self-directed professional development outside formal training contexts. Drawing on qualitative data, this study identifies key digital tools—such as YouTube and WhatsApp—that teachers use to access information, experiment with new strategies, reflect on their practice, and collaborate with peers. Findings reveal that both novice and experienced teachers engage in informal, technology-enhanced learning that is flexible, autonomous, and teacher-driven. These practices challenge traditional assumptions about experience-dependent professional growth and highlight the significance of digital affordances in fostering reflective and collaborative learning. The study offers practical implications for schools, teacher education programs, and policy, advocating for the integration of digital tools in both formal and informal professional development to support sustained teacher growth in a digitally connected world.**

**Keywords: informal teacher learning (ITL), digital technologies, EFL teachers, professional development, self-directed learning**

## **Empowering Hospitality Educators: Professional Development Through AI Integration in English Language Teaching**

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Universitas Brawijaya, INDONESIA**

### **Abstract**

The rapid advancement of artificial intelligence (AI) has transformed educational landscapes, significantly impacting English language teaching within hospitality. English lecturers in hospitality management programs face the dual challenge of comprehending AI technologies and effectively integrating them to meet dynamic industry needs. While existing research explores AI's educational applications, a gap remains regarding lecturers' professional development amid digital transformation, particularly within vocational and hospitality contexts. This study addresses this gap by employing a qualitative grounded theory approach to investigate lecturers' experiences, strategies, and challenges in enhancing their professionalism through AI integration in hospitality-oriented English teaching. Participants were purposively selected from Universitas Brawijaya, Universitas Negeri Malang, Universitas Merdeka. Data gathered through in-depth interviews, observational analysis of AI-based teaching practices, and academic document reviews underwent constant comparative analysis. Findings reveal that lecturers developed professionalism in three key stages: initial awareness and comprehension of AI technologies, practical experimentation in classroom settings, and reflective adaptation based on student feedback and industry demands. Identified strategies include continuous professional training, collaborative learning among educators, and active participation in industry partnerships to align educational outcomes with hospitality industry standards. Challenges encountered included technological adaptability, limited institutional support, and varying degrees of digital literacy among lecturers. In conclusion, this research underscores the necessity of structured institutional support and ongoing professional development programs for lecturers to effectively integrate AI into hospitality-focused English education. The findings offer theoretical insights and practical recommendations for educational institutions to foster effective lecturer professionalization in the digital era, ensuring alignment between educational practices and evolving hospitality industry requirements.

**Keywords:** Artificial Intelligence (AI); English for hospitality; digital transformation; lecturer professionalism, vocational education.



## **Empowering Pre-Service English Teachers through Digital Storytelling: Perceptions and Experiences**

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### **Abstract**

This study investigates the perceptions of undergraduate students of English Language Education Department on the use of digital storytelling videos in supporting their teaching readiness. The background of the study highlights the potential of digital storytelling not only in enhancing students' understanding of learning materials but also in building pre-service teachers' confidence and promoting more systematic lesson planning. The research employed a pre-experimental study design in investigating 85 pre-service teachers. The resulting data were analyzed descriptively and revealed that the majority of the pre-service teachers' perceive digital storytelling as highly beneficial in developing teaching skills, boosting their confidence, and encouraging structured learning delivery. Challenges such as technical limitations and time management were also identified. Overall, digital storytelling was perceived as an effective medium to enhance pre-service teachers' readiness for real classroom settings.

**Keywords:** digital storytelling, teaching readiness, pre-service teachers, perceptions, English language education

## **“Empowering the Pen with AI”: EFL Students’ Acceptance and Utilization of ChatGPT for Academic Writing**

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### **Abstract**

The present study examines the acceptance and pedagogical application of ChatGPT among English as a Foreign Language (EFL) students, positioning the tool as a digital assistant for academic writing. Utilizing a sequential exploratory mixed-method design, the research engaged 456 undergraduate students enrolled in English education programs across the Surakarta municipality, Indonesia. Quantitative data were collected via a four-point Likert-scale questionnaire grounded in Davis’s Technology Acceptance Model (TAM) and analyzed using SPSS version 24. Complementary qualitative data were derived from semi-structured interviews with 15 purposively selected participants and examined through thematic analysis. The quantitative findings indicate a robust level of student acceptance, with regression analyses revealing that perceived ease of use, perceived usefulness, and attitude toward use significantly predict behavioral intention to adopt ChatGPT for academic writing tasks. The qualitative data further elucidate students’ interaction with the tool, highlighting its utilization for ideation, syntactic refinement, text paraphrasing, and structural organization of essays. Additionally, students reported leveraging ChatGPT to expand vocabulary repertoire and comprehend genre-specific writing conventions, viewing the tool as both an intelligent facilitator and an interactive learning companion. The findings contribute to theoretical discourse on AI integration in language learning and offers actionable recommendations for educators and institutional stakeholders. Embedding AI-assisted writing technologies within academic curricula holds the potential to advance students’ academic literacy, provided that ethical considerations and the cultivation of critical thinking remain central to pedagogical implementation.

**Keywords:** Academic writing; Artificial intelligence in ELT; ChatGPT for language learning; Technology in ELT

**Enhancing Critical Thinking, Creativity, and Language Skills  
in Indonesian EFL Classroom  
Through Digital Game-Based Learning**

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**Abstract**

The potential benefits of incorporating digital game-based learning (DGBL) into foreign language classrooms, such as the enhancement of critical thinking, creativity, and language development, have not been thoroughly investigated. Hence, employing a mixed methods approach, the objective of this study was to investigate the alterations in critical thinking, creativity, and language proficiency among a sample of 56 Indonesian EFL university students. This investigation was conducted before and after their engagement in a DGBL program. The research employed convenience sampling as a method of data collection, whereby students were selected as participants due to their convenient accessibility. The analysis involved the examination of quantitative data obtained from the 21st century skills scale and pre and post language exams. Descriptive and inferential analyses were conducted to facilitate comparison. A paired t-test was performed to compare the scores of the English proficiency tests and the scales, given that the data had a normal distribution. The qualitative data obtained from an open-ended questionnaire analyzed using the constant comparative data analysis. The qualitative data was subjected to coding, wherein categories, patterns, and codes were identified. The results revealed a statistically significant enhancement in the students' critical thinking and creativity, as well as a notable improvement in their English proficiency scores. Therefore, this study has the potential to offer a framework for English teachers to include DGBL into their instructional practices, thereby fostering the development of language proficiency, critical thinking, and creativity among their students.

**Keywords:** creativity; critical thinking; digital game-based learning; EFL classroom; language skill.



## **Enhancing EFL Learners' Speaking Skills through Digital Storytelling: Impacts on Linguistic Components and Learning Motivation**

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### **Abstract**

Digital storytelling might improve EFL learning by making language use more creative and engaging. This qualitative case study investigated the effects of employing digital storytelling to improve linguistic components and learning motivation for developing speaking abilities among two EFL learners at the Islamic University in Malang, Indonesia. The study exposed that using observations and in-depth interviews, digital storytelling might aid learners facilitate their speaking learning process. The findings showed that digital storytelling helped learners improve linguistic components such as vocabulary, pronunciation, and grammar. Furthermore, learners' learning motivation to improve their speaking abilities was boosted by the fun they gained from using digital storytelling, which enhanced their willingness to practice speaking. The study emphasizes the necessity of incorporating digital storytelling into EFL speaking learning since it has the potential to increase linguistic aspects while also motivating students to acquire speaking abilities. Using digital storytelling effectively, educators might develop engaging and supportive learning environments that accommodate to the different requirements of language learners, ultimately improving learners' speaking skills.

**Keywords:** Digital storytelling; linguistic components; motivation; speaking skill; EFL learning.



## **ESP Lecturers' Perspective of Students' Utilization of AI in the Classroom**

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### **Abstract**

The use of AI in teaching ESP has posed both benefits and threats. AI tools such as ChatGPT, Grammarly, and DeepL can support students' independent learning and assist with language accuracy. However, they also build overdependence on technology, reduce students' critical thinking, and lower academic integrity. This paper explores how lecturers perceive students' use of AI in ESP classes. Survey and interview are conducted to determine lecturers' perspectives on AI utilization by students and how they overcome the flaws resulting from the misuse. The descriptive analysis shows that lecturers notice students using AI as a shortcut whenever they find it challenging to do some exercises. Some lecturers can easily see some AI work submitted by students since it contrasts with the students' daily classroom performance, and some have no clue when their students employ AI. Some lecturers also encourage using AI to enhance their class discussions by exploring discussion topics.

**Keywords:** ESP classroom, AI tools, Lecturers' perspective



## Evaluating the Effectiveness of the EAW Textbook in Meeting Academic Writing Needs of IIUM Students

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### Abstract

This study evaluates the effectiveness of the English for Academic Writing (EAW) textbook in meeting the academic writing needs of students at the International Islamic University Malaysia (IIUM). Analyzing survey responses from 315 students, the findings indicate a generally positive perception of the textbook's effectiveness, with mean scores above the midpoint of 3.5 across all constructs. Notably, "Instructional Support" received the highest score (M = 5.25), demonstrating strong perceived support from instructors.

Additionally, constructs such as "Textual Competence" (M = 4.78) and "Textbook Engagement" (M = 4.80) suggest that students feel equipped to engage with the textbook's content effectively. However, 68.7% of respondents do not own a personal copy, relying on library and online resources instead, suggesting a need for improved accessibility. The results underline the necessity for ongoing curricular enhancements and resource availability to better support students' academic writing development.

**Keywords:** academic writing; EAW; textbook

**Exploring AI-based Social Collaboration in Critical Reading Learning:  
A Case Study in Indonesian Higher Education**

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**Abstract**

This study explores how AI-based social collaboration is implemented in critical reading instruction in an Indonesian higher education and how it affects students' cognitive, metacognitive, and collaborative competencies. Despite the growing role of artificial intelligence (AI) in education, few studies have examined how AI can be meaningfully integrated with collaboration to enhance students' deep engagement with texts. This exploratory case study involved undergraduate students enrolled in a critical reading course in the Indonesian language education program. Data were collected through participant observation, student task documentation, and semi-structured interviews, and were analyzed thematically. The findings show that the integration of AI tools, such as ChatGPT, Perplexity, Humata AI, Scite AI, and NoteGPT supported students in interpreting texts, clarifying implicit meanings, comparing perspectives, and developing evidence-based responses. Social collaboration enhanced student engagement through discussion, idea clarification, and cognitive scaffolding. Meanwhile, AI provided access to diverse information and stimulated reflective questioning. This study concludes that AI and social collaboration can be pedagogically aligned to foster critical reading skills. It offers practical insights for educators in transitioning toward dialogic and AI-supported pedagogies in higher education contexts.

**Keywords: artificial intelligence; case study; critical reading; higher education; social collaboration**



## **Exploring Engineering Students' Perspectives on Classroom and Video Presentations**

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### **Abstract:**

Effective presentation skills are critical for students, particularly in technical fields where clear communication is essential. This study investigates how Engineering students perceive and perform in two distinct presentation formats: presenting live in front of a classroom and recording video presentations. As technology becomes an integral part of education, this research also explores how technological tools—such as video recording, editing software, and classroom technologies (e.g., projectors and microphones)—influence students' comfort, engagement, and presentation quality. The students were divided into two groups: one group presented live, while the other recorded and submitted their presentations. Data were collected using a combination of a structured questionnaire (with Likert-scale and open-ended questions) and an observation checklist to assess key performance indicators like body language, voice clarity, and engagement. The study aims to explore students' confidence, anxiety, and preparation strategies across both formats, providing a deeper understanding of how technology impacts their presentation skills. The findings are expected to guide educators in designing more effective, technology-enhanced learning environments, helping students develop crucial communication skills for academic and professional success.

**Keywords:** communication skills; live presentation; presentation skills; technology in education; video presentation.



## **EXPLORING INDONESIAN PRE-SERVICE EFL TEACHERS' EXPERIENCES IN AN AI-SUPPORTED TEACHING PRACTICUM: OPPORTUNITIES AND CHALLENGES**

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### **Abstract**

The rapid advancement of Artificial Intelligence (AI) in educational contexts presents a range of benefits and drawbacks for pre-service EFL teachers. This case study examined how five Indonesian pre-service EFL teachers engaged with AI technologies and how these engagements influenced their instructional practices during the teaching practicum. Numerous AI technologies, including ChatGPT, Gemini, Copilot, and Quizizz AI, were employed by the Indonesian pre-service EFL teachers to plan lessons, develop learning materials, and assess students. Data were obtained from semi-structured interviews, reflective journals, and artifacts provided by five Indonesian pre-service EFL teachers during a 6-week teaching practicum at a local school. Findings from the qualitative analysis indicate that the Indonesian pre-service EFL teachers identified three major benefits of engaging in the AI-supported teaching practicum: (1) The use of AI technologies supported cognitive processes such as brainstorming and ideation, (2) AI technologies contribute to a more efficient use of time in teaching preparation, and (3) AI technologies help them craft English materials that are specifically designed for students. In addition, they addressed several drawbacks during the practice, including: (1) Overdependence, (2) Ethical breaches, and (3) Inaccurate and misleading information.

**Keywords:** Artificial Intelligence; Indonesian pre-service EFL teachers; Teaching practicum



## Exploring Indonesian Pre-service Teachers' Cognitions and Practices in GenAI-assisted EFL Micro-teaching

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### Abstract

Generative artificial intelligence (GenAI) have gained prominence across various sectors, including education. While GenAI's potential in education is increasingly recognised, research on teacher cognition surrounding its integration in EFL teaching remains limited. This mixed-methods study explores Indonesian pre-service teachers' cognitions and practices regarding GenAI-assisted EFL teaching within a micro-teaching course, a crucial component of their initial teacher education. Framed by pre-service teacher cognition, TPACK, and Technology Acceptance Model, this explanatory case study investigates the extent to which TPACK knowledge and beliefs about GenAI-assisted EFL teaching influence participants' acceptance and intention to use GenAI during micro-teaching. Ninety-seven pre-service teachers in their final year at an Indonesian state university completed GenAI-TPACK and GenAI-TAM scales. Six participants were then purposefully selected for semi-structured and stimulated-recall interviews. Data collection encompassed questionnaires, semi-structured interviews, classroom observations, stimulated recall interviews, and document analysis. Quantitative data were analysed using descriptive statistics and Pearson product moment correlation. Qualitative data were analysed using reflexive thematic analysis, employing NVivo and AI tools through stages of familiarization, initial coding, focused coding, axial coding, and theoretical coding. Quantitative findings revealed a significant correlation between pre-service teachers' GenAI-TPACK knowledge and their acceptance and behavioral intentions to use GenAI during micro-teaching. These results align with qualitative findings, indicating that pre-service teachers' cognitions about GenAI-assisted EFL teaching mediate their acceptance and GenAI usage in their micro-teaching practice. Furthermore, the study discusses the benefits and challenges encountered when integrating GenAI during micro-teaching and proposes training recommendations aimed at improving pre-service teachers' AI literacy.

**Keywords:** EFL Micro-teaching; Generative Artificial Intelligence; pre-service teacher cognition; Technology Acceptance Model; TPACK



**Exploring IT Department Students' Perception on  
the Use of AI for Their English Language Development**

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**Abstract**

English language course is regarded as a supplementary subject in the curriculum of Information Technology (IT) Departments, not to mention for Diploma IV Business Information System Study Program at Politeknik Negeri Malang. During their study, the students are provided with the courses in three semesters, namely Basic English, Advanced English, and English for Job Preparation. The study program itself was established in the year of 2023 (previously Diploma III Informatics Management) due to the needs of the industry and the mandate of the Minister of Education and Culture at that time. Therefore, the relevant teaching materials are needed. In order to develop the materials, the preliminary study was conducted to analyse the students' needs and to decide relevant topics, assignments, teaching methods, and evaluations. On the other hand, language learning nowadays has developed, particularly with the use of Artificial Intelligence (AI), and it has also been proven in effectively assisting the learners develop their language skills. Since AI technology is a part of IT Department student's curriculum, it is assumed that they are aware and familiar with the technology. Yet, it needs to ascertain whether they also utilise it to enhance their language skills due to the limitation of allotted time for learning English in this study program and exposures. In this paper, accordingly, the writer would analyse the students' perceptions on the use of AI for developing their language skills, particularly English. The results of the study will help the writer to adjust the teaching learning strategies and methods as well.

**Keywords:** AI, IT students' perceptions, language development



## **Exploring Language Learning Opportunities in ESL Students' Voice-Based Interview Practice with ChatGPT Through Conversation Analysis**

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### **Abstract**

The integration of Artificial Intelligence (AI) in language learning offers new educational opportunities for enhancing the spoken communication skills of English as a Second Language (ESL) learners. This study explores how voice-based interaction with ChatGPT supports ESL undergraduate students in developing speaking skills through simulated job interview exercises. Six upper-intermediate ESL students from a Malaysian university participated in three voice-based interview sessions with ChatGPT. Audio recordings of the sessions were analyzed using Conversation Analysis (CA) to examine repair sequences and vocabulary use. The findings reveal that learners engaged in self-initiated repairs and exhibited increasingly diverse lexical choices over time during AI-mediated interactions. AI feedback remained consistent and non-judgmental, fostering a low-anxiety environment that encouraged spontaneous spoken English practice. The results suggest that voice-based AI systems enhance learners' fluency and communicative confidence in real-time interactions, while also serving as effective supplementary tools that support autonomous, interactive speaking practice alongside traditional oral instruction. This study contributes to the growing body of research on AI-mediated language learning and highlights the potential of voice-enabled technologies in ESL pedagogy.

**Keywords:** AI-mediated interaction; Conversation Analysis; ESL learners; language learning opportunities; voice-based practice



## **Exploring Pre-service English Teachers' Perceptions on the Use of Artificial Intelligence (AI) in Developing Teaching Modules and Student Assignments**

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### **Abstract**

**This study investigates the perceptions of pre-service English teachers regarding the integration of Artificial Intelligence (AI) into the preparation of teaching modules and the assignment of student tasks. In response to the rapid growth of AI-based educational tools, this survey aims to explore which AI applications are commonly used, which functions are considered most essential, and how future English teachers evaluate the ethical and pedagogical implications of such technologies in micro-teaching contexts. Data were collected through a structured questionnaire distributed among students enrolled in an English Education program. The instrument included both closed-ended questions, focusing on AI tools for grammar checking, lesson planning, activity generation, and student assessment. Preliminary findings suggest that AI is widely perceived as a valuable support tool, particularly in enhancing efficiency and creativity. However, concerns regarding student dependency and authenticity of assignments also emerged. This study offers practical insights into AI-informed pedagogical practices, highlighting the need for digital literacy and ethical AI use in teacher education programs.**

**Keywords: Artificial Intelligence, pre-service teachers, English language teaching, micro-teaching, instructional design**



## **Exploring Student Perspectives on Digital Peer Feedback in Process-Based Second Language Writing: A Qualitative Study**

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### **Abstract**

**This study investigates the role of online peer feedback in second language (L2) writing within an Indonesian university context. The primary aim is to explore how L2 writers (n = 26) perceive the benefits of engaging in a discussion forum on Moodle, used as a Learning Management System (LMS), for online peer evaluation in an academic writing course. Employing a qualitative case study design, data were collected from students' essays, LMS-mediated peer comments, and self-reflection papers. The data were analysed inductively following Braun and Clarke's thematic analysis framework to identify emergent themes. Results indicate that participating in an online writing community not only enhanced the students' ability to perceive and utilize feedback effectively, but also fostered a shared understanding of feedback practices, ultimately establishing a supportive writing community. In addition, the online peer feedback experience was found to significantly boost students' critical thinking skills—an essential aspect of the writing process. The study concludes that incorporating technology-enhanced interactive social settings in L2 writing instruction can lead to substantial improvements in both feedback engagement and writing proficiency.**

**Keywords: critical thinking; discussion forum; L2 writing; online peer feedback; writing community**



## **Exploring Students' Challenges in Producing Climate Change Educational Podcasts in ELT Contexts**

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### **Abstract**

This study aims to explore the challenges faced by students in producing educational podcasts on climate change in the context of English Language Teaching (ELT). Educational podcasts are increasingly being adopted as an innovative learning medium that is able to integrate language skills, critical thinking, and environmental awareness. However, the process of podcast production by students is not free from various obstacles. This study uses a qualitative approach through observation, in-depth interviews, and content analysis of scripts and podcast recordings produced by students. The results show that the main challenges include difficulty in understanding the scientific content of climate change, limited technical skills in audio production, low confidence in speaking English, and obstacles in team collaboration. These findings emphasize the importance of pedagogical support, technical training, and designing structured project-based assignments to help students develop 21st-century skills through podcasts. The implications of this study contribute to the design of a more relevant and contextual ELT curriculum in the era of global change.

**Keywords:** educational podcasts; climate change; student challenges; English learning; 21st-century skills



## **Exploring Students' Metacognition Using Reflective Annotation Practice in an AI-Supported Writing Course**

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### **Abstract**

The use of AI in education has raised questions regarding the interaction between AI and learners, particularly related to how they utilize AI and their awareness of their own learning. This study explored students' metacognition in interactions with AI tools through reflective annotation practice in an AI-supported writing course. It focuses on their metacognitive awareness in learning. Twenty students, enrolled in a basic writing course, were assigned five writing tasks on different topics. In completing the tasks, they were allowed to use AI tools and required to perform reflective annotation practice; they documented how they utilized the AI tools. After the students finished the tasks, their written notes were closely analysed. Two main themes were identified: challenges driving the use of AI tools and uncritical use of AI tools. Subsequently, in-depth interviews were conducted using the two themes as guiding topics. Data obtained from the interview were analysed thematically. The findings revealed that the students played a passive role when using AI tools, reflecting their low metacognitive awareness in learning. Based on these findings, it can be recommended that the pedagogical use of AI tools should be accompanied by preliminary or supplementary activities that can enhance students' metacognitive awareness, thereby ensuring that the use of the tools is beneficial to their learning.

**Keywords:** AI; metacognition; reflective annotation; writing



## **Exploring the Role of Digital Literacy in AI-Mediated Academic Writing Performance among Pre-Service EFL Teachers**

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### **Abstract**

In today's AI-mediated educational landscape, digital literacy has emerged as a crucial skill for language learners and educators. This study investigates the relationship between digital literacy competence and academic writing performance among pre-service EFL teachers at Sriwijaya University. Employing a sequential explanatory mixed-method design, the study involved 68 sixth and eighth-semester students who had completed ICT and academic writing courses. Data were collected through a Digital Literacy Scale (DLS) questionnaire, an online academic writing test monitored using AI-based auto-proctoring tools, and follow-up interviews. Results showed that while the majority of participants demonstrated a high level of digital literacy, there was no statistically significant correlation between their digital literacy scores and academic writing performance. Interview findings revealed that students perceived digital tools as useful for access and formatting, but not as direct enhancers of writing quality. The findings highlight a disconnect between digital fluency and academic writing competence, suggesting that technology integration in language education should move beyond access and convenience, toward fostering critical writing skills. This study contributes to discussions on optimizing digital and AI tools in EFL writing instruction.

**Keywords: Academic writing; AI-mediated learning; Digital literacy; EFL pre-service teachers;**



**Exploring the Role of Digital Literacy in Enhancing Maritime English Proficiency in  
Maritime Education and Training**

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**Abstract**

The rapid advancement of digital technology has significantly impacted various fields of education, including Maritime Education and Training (MET). One of the most crucial skills in the maritime industry is proficiency in maritime English, which is essential for communication on board ships and in maritime-related professions. This study will explore the role of digital literacy in enhancing Maritime English proficiency among students and professionals in MET institutions. By focusing on the context of Sorong, Papua, this research examines how digital literacy contributes to the development of maritime English skills. A quantitative approach utilizing a survey design will be employed to gather data from students enrolled in maritime programs and maritime sector professionals. The findings are expected to highlight the extent to which digital literacy influences the acquisition and use of Maritime English in a local context, as well as to identify the challenges and opportunities presented by digital resources in MET. This study aims to provide insights into how digital tools can be integrated into MET curricula to improve learning outcomes and prepare maritime professionals for the demands of an increasingly digitalized global industry.

**Keywords:** digital literacy; English for specific purposes; maritime education; English language teaching



**Exploring the Synergy of Islamic Ethics and Digital Storytelling in EFL Education: A Study at Ma'had Aly DDI Mangkoso.**

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**Abstract**

This qualitative case study investigates the infusion of Islamic ethical principles into video-based digital storytelling projects as a means to enhance English as a Foreign Language (EFL) education at Ma'had Aly DDI Mangkoso. Anchored in Social Constructivism, Islamic Pedagogy, and Digital Literacy frameworks, the study explores how value-laden digital practices can cultivate not only linguistic proficiency but also critical digital citizenship among learners. Data were collected through classroom observations, semi-structured interviews with instructors and students, and thematic analysis of student-generated video artifacts. The findings demonstrate that embedding Islamic values within digital storytelling activities fosters deeper cognitive engagement, ethical consciousness, and communicative competence in English. Moreover, the integration of collaborative digital projects enhanced students' creativity, critical thinking, and moral reasoning within an authentic learning environment. The study argues that the convergence of Islamic ethics and digital literacy provides a transformative pedagogical model that redefines EFL learning in faith-based educational institutions. Implications for future pedagogical design, ethical digital engagement, and culturally responsive language education are discussed.

**Keywords:** Critical Digital Literacy; Digital Storytelling; EFL Instruction; Islamic Pedagogy; Social Constructivism.

## Extensive Reading as a Tool to Foster Autonomous Learning: Focusing on Self-Regulation and Motivation in the Digital Era

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### Abstract

This study investigates a digital Extensive Reading (ER) program's effects on university students' reading comprehension, motivation, self-regulated learning (SRL), and perceptions in EFL contexts. Inspired by the necessity for engagement in digital learning, a mixed-methods approach was employed with 128 university students across two classes. Quantitative data derived from reading assessments and surveys, supplemented by qualitative reflections and reading logs, facilitated a comprehensive understanding of student experiences and academic outcomes. The digital ER framework encompassed online reading materials, and reflective practices enriched by digital logs and evaluative feedback. Based on self-determination theory and SRL frameworks, the investigation examined changes in reading proficiency, motivation, and regulatory behaviors. Pre- and post-test findings indicated a marked improvement in reading comprehension for the ER group, with mean scores advancing from 68.42 to 80.71, statistically significant at  $p < .001$ , in contrast to the control group which did not show significant enhancement. An independent-samples t-test confirmed the significant difference between groups ( $t = 8.45$ ,  $p < .001$ ). Furthermore, regression analysis demonstrated that engagement in digital ER was a strong predictor of reading comprehension gains ( $\beta = .65$ ,  $p < .001$ ), underscoring its distinct advantage over traditional methods. The self-regulated learning results reflected comparable trends, indicating a significant boost in the ER group's scores (from  $M = 3.21$  to  $M = 3.87$ ;  $t = 10.34$ ,  $p < .001$ ), whereas the control group did not reveal such improvements. Results from perception questionnaires were favorable ( $M = 4.18$ ), particularly regarding motivation and usability. Qualitative data reinforced these findings, as students conveyed a greater sense of enjoyment, confidence, and strategic participation in their reading activities. The components of learner autonomy, individualized feedback, and interactive resources were essential in fostering autonomy and metacognitive growth. The findings support the efficacy of digital ER as a learner-centered approach to enhance reading comprehension and self-directed learning in EFL contexts. By integrating cognitive and affective outcomes, this technology-driven method significantly contributes to contemporary discussions on digital literacy, extensive reading, and pedagogical advancements in language education.

**Keywords:** digital extensive reading; learner motivation; self-regulated learning; learner-autonomy; digital pedagogy

## **External Variables Influencing the Attitudes of Students toward AI acceptance in English Writing: A Systematic Review**

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### **Abstract**

The aim of this systematic review is to investigate the external variables that influence the attitudes of students toward the acceptance of artificial intelligence (AI) in improving English writing skills. This research offers a conceptual framework, AI Constructivist Learning Model (AICLM), based on Technology Acceptance Model (TAM) and Constructivist Learning Theory (CLT), which is significant for exploring the attitudes of students towards AI acceptance in learning the English language especially writing skills. Motivation, engagement, and societal expectations, based on CLT, are identified as external variables in TAM. These three constructs support active, autonomous, and student-centered learning. A systematic search of academic databases was conducted following PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. Twenty-four empirical studies published from 2018 to 2025, indexed in Scopus, Web of Science, ERIC, and Google Scholar were included in this review. Articles were selected on the basis of certain keywords such as, AI, English writing, TAM, and CLT. Findings indicate that students perceive the ease of use and usefulness of AI if they have high motivation, more engagement, and positive societal expectations. Therefore, motivation, engagement, and societal expectations are significant external variables that influence the attitudes of students toward AI acceptance in improving English writing. AI integration in English writing development can be successful if the interaction between the constructs of TAM and CLT is understood well. CLT supports why and how students engage actively with AI tools. Students are more likely to accept AI if it increases motivation, enhances engagement and fulfils societal expectations. This conceptual framework is significant for future researchers and teachers in designing effective AI-based writing instructional strategies and curricula.

**Keywords:** English writing skills, attitudes, artificial intelligence, technology acceptance model, constructivist learning theory, motivation, engagement, societal expectation



**Fostering English Learning through Digital Literacy and Self-Regulated Learning in  
Islamic Higher Education**

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**Abstract**

**In the digital era, technological advancements have transformed various aspects of education, particularly in the process of learning English through digital tools and an autonomous learning strategy. This study used a narrative review method to explore how digital literacy is integrated with Self-Regulated Learning strategies in developing students' English skills in the context of Islamic higher education. It synthesizes relevant literature to investigate how the use of digital tools like online learning platforms and Learning Management Systems (LMS) supports the English language learning process by implementing elements of structured self-directed learning. The results of the study demonstrate that students actively engage with digital technology tools to implement self-regulated learning strategies during the independent learning phase, show high motivation in developing independent learning habits, and maintain awareness of the need to improve their English language skills. The integration of content materials that align with cultural and religious values has also been shown to enhance student engagement in learning. The study suggests that digital literacy and self-regulated learning can enhance learning environments. Educators need to design effective digital-based instruction aligned with students' values and learning.**

**Keywords: digital literacy; English learning; Islamic higher education; self-regulated learning**



**From Challenges to Innovations: Investigating Teacher Agency in Technologically Mediated English Language Teaching Across Urban and Rural School Contexts**

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With a comparative focus on rural and urban school environments, this study aims at investigating how Indonesian EFL instructors exercise agency in incorporating digital tools to address persistent classroom difficulties. This qualitative multiple case study, which draws from the Ecological Model of Teacher Agency and the TPACK framework, includes online semi-structured interviews, online classroom observations and reflective journalings in 12 schools in total, each six junior and senior rural and urban schools located in various geographic locations. Data triangulation, member checking, expert debriefing, and reflexivity were used to ensure the validity and reliability of the instruments and data analysis. The thematic analysis reveals EFL instructors in rural and urban areas faced similar difficulties: mixed-ability students, low student motivation and involvement, but their experiences varied depending on the circumstances. While urban EFL teachers were demanded more sophisticated infrastructure, institutional ICT support, and a greater range of digital tools by using organised platforms like Google Classroom and online video-based assignments, the rural educators exhibited high levels of adaptive agency by repurposing easily accessible resources such as offline media and WhatsApp, encouraging participation through innovations that are culturally and locally appropriate. Teachers in both contexts are likely to exercise agency through projective aims for enhancing digital teaching, practical reactions to contextual conditions, and iterative reflections on past experiences. The study provides useful implications for policy and professional development catered to local digital ecologies in EFL education and advance theoretical understanding by demonstrating how agency is practiced differently across contexts.

**Keywords:** Challenges; Teacher Agency; Technology Mediated ELL; Urban and Rural Schools

**From Consumers to Contributors: Fostering EFL Learners' Digital Literacy through  
Multiliteracies Pedagogy**

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**Abstract**

In current AI-driven digital landscape, EFL learners are constantly immersed to vast amounts of digital content. While this behavior offers opportunities for language exposure, accessible learning resources, and cultural understanding, it also raises concerns, as learners are more likely to become passive consumers rather than active contributors. Multiliteracies Pedagogy (MP), known for its process-oriented approach, has been explored as a strategy to empower EFL students to shift from content consumers to digital authors through structured learning phases: situated practice, overt instruction, critical framing, and transformed practice. However, existing research often emphasizes linguistic gains or final digital products, while overlooking the transformation of learners' digital identities. Furthermore, limited attention has been paid to how this pedagogy cultivates reflective and ethical engagement in digital spaces. This study addresses the gaps by investigating how MP supports such transformation. Grounded from participatory case study design, 28 EFL students at a public university engaged in collaborative, multimodal tasks to guide them analyzing online content, reflecting on digital habits, and producing original digital texts such as infographics, opinion reels, and blog posts. Data collected through observations, student and teacher reflections, and students' project outputs revealed that the approach enhanced learners' awareness of digital making and authorship, credibility, and multimodal communication. It also strengthened their confidence in using English for critical self-expression in wider online communities. This study offers implications for teachers or related institution to integrate MP into EFL instruction to foster both language proficiency and critical digital literacy.

**Keywords: Critical digital literacy; EFL learners; Multiliteracies Pedagogy; Participatory Case Study**



## **From conventional to critical literacy: A University Reading Workshop on Deconstructing Local News Representations from Digital Media**

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### **Abstract**

This ongoing study presents the findings of a university reading workshop on deconstructing local news representation from digital media. Deconstruction of local news from digital media representation in this study, understood as systematically analysing how local news from digital media (online articles/news, and YouTube) construct about community issues, can be introduced into an academic reading classroom where students read and watch local news representations that stimulate their critical analysis and response by interrogating the information, voices and perspectives of the authors. To justify the design of the workshop and its effectiveness in enhancing students' critical literacy, I combine deconstructing and critical literacy as the theoretical framework. It is highlighted that the deconstruction of local news as a way to help readers reveal power relations and inequalities that are also mirrored in society (Vasquez, 2010). In this study, I have chosen the dimensions of critical literacy, synthesised by Luke and Freebody (1990), to illustrate how the workings of local news from digital media deconstruction align with the general principles of critical literacy. To fully achieve critical literacy through interrogation of language, analysis of sources, uncovering omissions and silences, and evaluating point of view, I contend to develop reading that puts a lot of emphasis on reading, followed by analysis and reflection. I hope that this offers insights to bring local news representation from digital media and critical literacy to students.

**Keywords:** Deconstruction, digital media, critical literacy, local news



**From Pesantren to Global Classroom: Digital Strategies for Islamic Students Learning English**

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INDONESIA**

**Abstract**

In today's era of globalization and digital transformation, English proficiency has become essential for Islamic boarding school (pesantren) students, who must balance engagement with global knowledge and adherence to religious values. This study adopts a qualitative-descriptive approach to examine the implementation of digital strategies in English language education within the pesantren context. Data were gathered through literature review and observational insights from Gontor's learning environment. The research identifies several practical digital tools—including mobile apps, social media platforms, podcasts, and online forums—that can enhance English language acquisition. It also highlights challenges such as limited infrastructure, varying digital literacy levels among educators and students, and the need to preserve pesantren's traditional pedagogical identity. The findings suggest that the thoughtful integration of digital learning tools can improve students' English proficiency, promote independent learning, and connect pesantren education with global academic standards—without compromising its Islamic ethos. This study is expected to contribute to further research and broader discourse on digital education in faith-based institutions and offer a model that can be applied in other Islamic boarding schools throughout Indonesia and the Muslim world.

**Keywords: Digital Learning; Educational Technology; Islamic Education; Pesantren**

**From Screens to Skills: Developing an Instrument to Measure Students' Engagement with Online English Content and Their English Proficiency**

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**Abstract**

In the digital age, teenagers increasingly engage with English-language content on various online platforms, presenting new opportunities for informal language learning. This research investigates the relationship between students' engagement with online English content and their English language proficiency, with a primary focus on the development and validation of a reliable data collection instrument. The study involved designing a questionnaire by adapting and integrating items from established instruments that examine adolescents' digital media use and language learning behaviors. The adaptation process followed a rigorous procedure, including expert reviews, pilot testing, and statistical analyses to ensure content validity, construct validity, and internal consistency. Exploratory factor analysis (EFA) and Cronbach's alpha coefficients were employed to evaluate the questionnaire's structure and reliability. Preliminary findings suggest that the adapted instrument demonstrates strong psychometric properties and is suitable for exploring the impact of online engagement on English language development. This paper highlights the methodological steps undertaken to ensure the tool's robustness and discusses its potential application in future ELT research.

**Keywords:** English language proficiency, online English content engagement, questionnaire development, validity and reliability



**From Wall Posts to Paragraphs: Exploring the Effect of Facebook on Students' Skill in Writing Recount Text**

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**English Education Department, Teacher Training and Education Faculty, Unismuh Makassar, Indonesia**

**Abstract**

This study examined how Facebook affects students' skill in writing recount paragraphs. The research used quasi experimental design using nonequivalent model. The study included 230 eleventh -graders from SMA N 1 Sungguminasa as the population. The study sampled 40 students that were purposively chosen from two classes—20 experimental and 20 control. Writing English tests were used as instruments to collect data. The findings revealed that in experimental class, the students' writing in terms of content in pre-test was 33 and in post-test became 59.2, the range of pre-test to post-test was 26.2%, while in mechanics students got 40.7 in pre-test and became 69.6 in the post-test. Meanwhile, in control class, in content, students got 32.5 in pre-test and became 54.05 in the post-test and in mechanics, students got 38.35 in pre-test and became 60.7 in post-test. Statistics hypothesis showed T-test was 36.53 which was higher than T-table (1.78) that indicated (H1) considerable improvement. Based on the results, it can be concluded that Facebook wall affects students' skill in writing recount text.



**Game On, Speak Up: Storytelling through Online Games in Language Learning**  
**Pritz Hutabarat**

**Bachelor degree in English Literature and Linguistics, Faculty of Humanities and Creative Industry, Maranatha Christian University, INDONESIA**

**Abstract**

This study investigates the potential of online story-driven games as tools for developing speaking skills among university students learning English as a foreign language in Indonesia. Recognizing the growing importance of interactive and immersive methods in language education, the research focuses on how narrative-based online games can foster spontaneous language production, improve fluency, and enhance learners' confidence in speaking. Three groups of 60 university students participated in a 10-week program where they engaged with selected online games featuring strong storytelling elements, followed by structured speaking activities such as role-plays, retelling, and discussion tasks. The data were collected through speaking performance assessments through pre- and post-tests, questionnaires, and reflective journals. The data from performance assessment will be analysed by using T-TEST to determine any significant change between pre- and post-test scores. The data from questionnaire will be analysed using descriptive statistics to understand student's perspective and attitude. Finally, thematic analysis will be used to explore recurring themes related to language development, motivation, and engagement to learning English. Preliminary findings indicate that the use of story-driven games created a low-anxiety environment for practice, enriched students' vocabulary, and encouraged more coherent and extended speech. The results suggest that integrating online narrative games into language instruction can be an effective and motivating approach to improving students' speaking skills, offering valuable insights for curriculum designers and language educators seeking to innovate their teaching practices.

**Keywords:** immersive; interactive; speaking skills; story-driven games; storytelling

## **I Am Dating with Artificial Intelligent: Exploring EFL Learner Perceptions and Emotional Reactions in the Use ChatGPT and Metacognitive Strategies**

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### **Abstract**

Speaking English with peers or foreigners is considered the most challenging speaking activity in learning English as foreign language (EFL). While traditional methods with large classes and limited time may slow down students English-speaking skills. This study aims to scrutinize student perceptions and emotional reactions towards the integration of ChatGPT and metacognitive strategies in developing oral communicative competence. The qualitative data gathered using observation sheets, field notes, and in-depth interviews were administered to tourism students in the second semester. The findings indicated that students perceived principally positive perceptions and emotional reactions during speaking with ChatGPT. They expressed that metacognitive strategies are an important strategy for developing speaking skills. Thematic analysis discovers three key dimensions: knowledge, usage, and monitoring. Remarkably, the tourism students show higher proficiency and positive perceptions during the learning process. They gained knowledge by identifying new phrases and expressions through the activities and communications. While the students demonstrated both positive and negative responses during their interaction with the AI tool, positive emotions were frequently observed with feelings of confidence, enthusiasm, and engagement. However, an increased feeling of frustration emerged when ChatGPT led the conversation in unintended directions, but the students were able to manage the situation by continuing to engage in the conversation. These results suggest that integrating ChatGPT into speaking activities not only enhances enjoyment and engagement but also supports the development of learners' self-regulation in oral communication. This research contributes to the educational insight of AI-supported language on emotional, cognitive, and strategic processes in speaking contexts.

**Keywords:** ChatGPT; Emotional Reactions; Experiences; Perceptions; Metacognitive Strategies

**Implementation of the TPACK Framework in the Classroom  
Through Dialogic Reflection: A Study of Prospective English Teachers**

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**Abstract**

Integrating content knowledge, pedagogy, and technology in education is crucial to increase learning effectiveness, especially in foreign language subjects such as English. One framework often used to understand technology integration in teaching is TPACK (Technological Pedagogical Content Knowledge). This study analyzes prospective teachers' application of the TPACK framework in teaching English through dialogic reflection. This study explores prospective teachers' understanding and experiences in applying content knowledge, pedagogy, and technology in teaching English and how dialogic reflection can improve their knowledge of technology-based learning. This study uses a qualitative method with a case study design involving prospective English teachers in the English language education study program. Data will be collected through in-depth interviews, classroom observations, and analysis of reflection documentation written by participants. The dialogic reflection process allows participants to explore and reflect on their experiences using the TPACK framework. The expected output of this study is an increase in prospective teachers' understanding of the application of TPACK and their ability to design and implement effective technology-based learning. This study is expected to contribute to developing teacher education training and curriculum to prepare prospective teachers who can integrate content, pedagogy, and technology more effectively in their teaching practices.

**Keywords:** dialogic reflection, prospective teacher, English language, TPACK framework



## **Inclusive and Personalized English Learning Through AI Voice Tools in Under-Resourced Classrooms: A Classroom Action Research Study**

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**1,2Department of Teacher Profession Education, Faculty of Teacher Training and Education, Universitas Musamus, Merauke, Indonesia**

**3Department of Information System, Faculty of Engineering, Universitas Musamus, Merauke, Indonesia**

**4Department of Informatic Engineering, Faculty of Engineering, Universitas Musamus, Merauke, Indonesia**

### **Abstract**

**This Classroom Action Research (CAR) investigates how two free AI-powered voice tools, Google Docs Voice Typing and TTSReader, can support beginner-level English as a Foreign Language (EFL) learners in under-resourced and digitally limited environments. Conducted in an undergraduate English course for Information Systems and Information Engineering students at Universitas Musamus, Indonesia, the study addresses the urgent need to enhance foundational speaking and listening skills through accessible technology. Over two instructional cycles, 35 first-year students engaged with both tools through structured learning activities. Data were gathered via pre-and post-tests, student journals, peer evaluations, and teacher observations. Findings indicate a marked improvement in learner performance, fluency, and motivation, particularly in oral expression and listening comprehension. Students responded positively to the real-time feedback and interactive features, while the instructor noted increased engagement and reduced anxiety among learners. The study concludes that even in bandwidth-constrained settings, free and simple AI tools can serve as inclusive and personalized support for EFL instruction. These findings offer practical insights for language educators seeking equitable digital solutions in higher education.**

**Keywords: AI in EFL; Google Docs Voice Typing; TTSReader; inclusive education; classroom action research; undergraduate learners; speaking and listening skills**



**Inclusive and Personalized English Learning Through AI Voice Tools in Under-Resourced Classrooms: A Classroom Action Research Study**

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**Keywords: AI in EFL; Google Docs Voice Typing; TTSReader; inclusive education; classroom action research; undergraduate learners; speaking and listening skills**



## **Integrating AI Tools into Teaching Practicum: Insights from Indonesian EFL Preservice Teachers**

**M. Zaini Miftah1**

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### **Abstract**

Recent years have seen mounting attention to the use of artificial intelligence (AI) in teaching practices within teacher education programs. While it is currently enacted in teaching practicum, a scarcity of studies has an obvious focus on exploring the integration of AI tools into teaching practicum in the EFL context to assist preservice teachers preparing to succeed in ELT practicum. The current study delves into the integration of AI tools into teaching practicum to assist preservice teachers' preparedness in micro-teaching. Six Indonesian EFL preservice teachers who enrolled micro-teaching program participated in this case study. The data were garnered from reflective journals and semi-structured interview sessions, and they were analyzed with thematic patterns. The study found that preservice teachers benefited from AI tools in assisting their preparedness in serving various learning materials and enacting pedagogical methods and strategies during the micro-teaching program. Their selected materials and teaching strategies seem to meet their teaching target for student levels in elementary and secondary schools. The research findings imply how integrating AI tools into ELT practicum benefits and insights preservice teachers to get well prepared in micro-teaching to lead them to professional teacher development.

**Keywords:** artificial intelligence (AI); AI tools; EFL preservice teachers; ELT practicum; micro-teaching

## **Integrating Photovoice and Virtual Reality in English Public Speaking Class: beyond Reflection towards Analytical Growth**

**Militansina 1**

**1 English Tadris Study Program, Teacher Training and Tarbiyah Faculty,  
Pontianak State Islamic Institute, INDONESIA**

### **Abstract**

**In the era of digital learning, innovative pedagogical approaches are essential to enhance students' engagement and skill development. Virtual Reality (VR) and Photovoice have emerged as promising tools in English public speaking education, fostering immersive and reflective learning experiences. However, limited research explores their combined impact on pre-service teachers' speaking development and motivation. Previous studies have examined the role of VR in language learning and the reflective nature of Photovoice separately. Yet, there is a lack of research on how integrating these two methods can enhance public speaking skills beyond self-reflection, particularly in the Indonesian context. This study aims to explore how pre-service teachers at an Indonesian university engage in English public speaking through the integration of VR and Photovoice and how this method influences their speaking development and motivation. This qualitative case study employs Photovoice as a data collection method, where participants document and share their learning experiences using images and narratives. Thematic coding is applied to analyze recurring patterns related to emotions, challenges, and public speaking development. The findings reveal that combining VR and Photovoice fosters a deeper analytical understanding of public speaking. Participants reported enhanced confidence, critical self-assessment, and heightened motivation. Thematic analysis identified key themes, including overcoming stage anxiety, developing audience awareness, and improving speech structure through reflective visualization. Integrating VR and Photovoice in public speaking classes extends beyond self-reflection, promoting analytical growth and fostering a more engaging learning experience. The study highlights the pedagogical potential of immersive and participatory technologies in language education.**

**Keywords: English Public Speaking, Photovoice, Pre-service Teachers, Reflective Learning, Virtual Reality**

## **Integrating Photovoice and Virtual Reality in English Public Speaking Class: beyond Reflection towards Analytical Growth**

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### **Abstract**

**In the era of digital learning, innovative pedagogical approaches are essential to enhance students' engagement and skill development. Virtual Reality (VR) and Photovoice have emerged as promising tools in English public speaking education, fostering immersive and reflective learning experiences. However, limited research explores their combined impact on pre-service teachers' speaking development and motivation. Previous studies have examined the role of VR in language learning and the reflective nature of Photovoice separately. Yet, there is a lack of research on how integrating these two methods can enhance public speaking skills beyond self-reflection, particularly in the Indonesian context. This study aims to explore how pre-service teachers at an Indonesian university engage in English public speaking through the integration of VR and Photovoice and how this method influences their speaking development and motivation. This qualitative case study employs Photovoice as a data collection method, where participants document and share their learning experiences using images and narratives. Thematic coding is applied to analyze recurring patterns related to emotions, challenges, and public speaking development. The findings reveal that combining VR and Photovoice fosters a deeper analytical understanding of public speaking. Participants reported enhanced confidence, critical self-assessment, and heightened motivation. Thematic analysis identified key themes, including overcoming stage anxiety, developing audience awareness, and improving speech structure through reflective visualization. Integrating VR and Photovoice in public speaking classes extends beyond self-reflection, promoting analytical growth and fostering a more engaging learning experience. The study highlights the pedagogical potential of immersive and participatory technologies in language education.**

**Keywords: English Public Speaking, Photovoice, Pre-service Teachers, Reflective Learning, Virtual Reality**



**Integrating Retro Digital Games in EFL:  
A Gamified Case Study of London Adventure**

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**Aisyah Hamidiyah<sup>3</sup>**

**123English Education, FKIP, Universitas Sultan Ageng Tirtayasa, Indonesia**

**Abstract**

This study explores the pedagogical integration of the retro-style 8-bit game **BBC Microgames: London Adventure** into the English as a Foreign Language (EFL) classroom through the lens of gamification. The research investigates how minimalist, text-based digital games can contribute to meaningful language learning experiences. Employing a qualitative approach, data were gathered from students' reflective essays following their gameplay experiences. The reflections were analysed thematically to uncover key aspects of learning influenced by the game. Six dominant themes emerged: game literacy, pragmatic competence, motivation, cultural learning, critical thinking, and retro aesthetics. Students reported initial difficulty navigating the game's mechanics but gradually developed strategic and polite language use, heightened cultural awareness, and sustained motivation. The nostalgic design was found to enhance emotional engagement. The study concludes that even outdated or simplistic digital games can promote immersive and socially relevant EFL learning when underpinned by gamification principles and second language acquisition theory. These findings suggest new opportunities for language educators to reimagine retro games as valuable classroom tools.

**Keywords:** gamification, EFL learning, retro games, pragmatic competence, digital pedagogy

## **Interrogating Individual Experiences of Artificial Intelligence Personalised Content in English Language Learning**

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**2 English Language Education, Faculty of Teacher Training and Education of Muhammadiyah University of Parepare, INDONESIA**

### **Abstract**

This paper investigates the influence of AI-tailored content on English language acquisition, filling a critical gap in adaptive content delivery. A mixed-methods explanatory sequential design was used with pre-/post-intervention test scores (N=53) providing quantitative data and semi-structured interviews (n=15) giving qualitative insights. Academic performance was analysed using descriptive and inferential statistics (SPSS v.27) whereas thematic analysis was employed to interpret experiential data. The finding showed that academic achievement was significantly different between AI-personalized learning and non-AI personalized learning, with the AI group (M=88.39, SD=4.94) performing 5.32 points better than the non-AI group (M=83.07, SD=6.29). Indeed, 57.1% of AI learners achieved 90-and-above scores (vs. 21.4% from the non-AI group), illustrating better consistency and performance. Thematically, students described increased engagement and motivation resulting from adaptive feedback, yet challenges remained including technologic reliance and contextual restraints. The results confirm the effectiveness of AI to improve learning outcomes and students' experiences, demonstrating the importance of a combined use with traditional teaching practices. This paper proposes empirically validated framework to perform AI learning specific to language education with the adaptive content strategy.

**Keywords:** adaptive feedback; AI-personalized learning; English language teaching; mixed-methods research



## **Investigating The Practice of Teaching Multimodal Literacy in ELT Classroom**

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Sayyid Ali Rahmatullah Tulungagung, INDONESIA**

### **Abstract**

Communication has been increasingly multimodal, incorporating combinations of audio, images, video, and text. In ELT classrooms, preparing students to develop multimodal literacy has become essential for navigating the complexities of modern communication. Therefore, this study aims to examine the practice of teaching multimodal literacy in ELT classrooms, particularly at the university level. Using a qualitative case study approach, data were collected through open-ended questionnaires, classroom observations, and interviews. The findings reveal that most teachers acknowledge the integration of multimodal literacy in their classrooms, primarily through the use of videos, AI-powered media, and PowerPoint slides. Additionally, the study highlights both the challenges and the strategies teachers face in implementing multimodal practices. Key challenges include limited resources for multimodal activities, insufficient training, which affects teachers' ability to select effective strategies, and technological barriers that hinder the effective use of digital tools. Despite these challenges, teachers have developed strategies including Cooperative Learning, Project-Based Learning, and Problem-Based Learning. By leveraging accessible digital tools, promoting collaborative tasks, and incorporating multimodal activities that cater to diverse learning styles, teachers can foster students' engagement, enhance communication skills, and improve critical thinking abilities.

**Keywords: ELT Classroom; Higher Education; Multimodality; Multimodal Literacy**



**IT-Based Integrated Skills Approach on English Proficiency and Digital Literacy Skills:  
Delving into Students' Views and Teachers' Reflection**

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Issy Yuliasri 1  
Sri Wahyuni 1  
Zulfa Sakhiyya 1**

**1 Language Education, Faculty of Languages and Arts, Universitas Negeri Semarang**

**Abstract**

Understanding students' views on digital learning and incorporating reflective teaching practices, such as maintaining a teacher's journal, are essential for adapting methods to effectively address their needs and improve the overall teaching and learning experience. This research aims to delve into the students' views and the teacher's reflections journal on the IT-based integrated skills approach (ITBISA) for students' digital literacy and English proficiency skills. The research method used is a qualitative approach. The students' views show that ITBISA is well-received by students and significantly enhances their digital literacy and English proficiency, making it a vital component of modern language teaching. From the teacher's reflective journal, the IT-Based Integrated Skills Approach (ITBISA) effectively improved students' digital literacy and English language proficiency, fostering a more dynamic and engaging learning environment. Although initial challenges were encountered, students exhibited substantial progress, indicating the need for ongoing adaptation and support to fully leverage the advantages of digital tools in education.

**Keywords: digital literacy, English proficiency, ITBISA, TEFL; reflection**



**Maintaining Authenticity in Academic Writing: Rethinking Assessment Frameworks  
for the AI Era**

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**Abstract**

The rapid development of generative AI technologies has brought both challenges and opportunities to academic writing, especially in maintaining the integrity of assessments. As AI tools can now produce texts that closely resemble human writing, traditional methods of evaluating essays are becoming less effective. This study explores how generative AI affects academic essay assessments and proposes new strategies to protect academic standards. A mixed-methods approach was used, combining a critical review of existing literature and institutional policies with a questionnaire distributed to lecturers. The questionnaire collected both quantitative and qualitative data about lecturers' experiences, perceptions, and concerns regarding AI use in student work. The analysis identified weaknesses in current assessment practices and evaluated new methods focused on critical thinking, originality, and ethical engagement. The findings show that simply detecting AI-generated content is not enough. To maintain academic integrity, assessment must shift from focusing only on the final product to valuing students' thinking processes, ethical reasoning, and reflection. Strategies such as ongoing feedback, clear documentation of the writing process, and tasks that encourage independent thought are key to supporting authentic student work. In conclusion, this study argues that the future of academic writing in the AI era depends not on avoiding technology, but on strengthening human intellectual skills. Redesigning assessments to focus on the development of ideas rather than just the final text will help ensure that academic writing remains original, meaningful, and ethical.

**Keywords:** artificial intelligence; assessment; generative AI

**Mapping the Roles of Kahoot in Language Learning at Primary Level:  
A Systematic Literature Review**

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**Abstract**

In today's technological era, the use of learning-based applications is very much needed to develop the quality of student learning with interactive platforms like Kahoot. It is a game-based student response system that transforms the class environment into a game show. Kahoot is one of the digital platforms for enhancing students' language learning motivation. Learning motivation will encourage students to be actively involved in a learning process. However, some people doubt the effectiveness of using this application as an educational game. This study explored the role of Kahoot in affecting students' academic learning motivation. This research used the Systematic Literature Review (SLR) method for 11 articles that met the criteria, and the process used to conduct this study is a meta-analysis following the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA). The results of this study showed that Kahoot appropriately boosted students' academic learning motivation in English by providing a unique and enjoyable learning experience for learning English. Suggestions and recommendations to further researchers to explore Kahoot related to students' learning outcomes, students' performance, students' attitudes and perceptions.

**Keywords:** Kahoot; language learning; learning motivation



**Multimodal Literacy Using Gen-AI Feedback: Impact on Adult EFL Learners'  
Motivational Self-System in Extramural Digital Context**

**Nur Arifah Drajati**

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**Andayani**

**Waqas Ahmad**

**Anastasya Bella**

**Universitas Sebelas Maret**

**Education University of Hongkong**

This study explores the impact of Generative AI feedback on the learning process of multimodal literacy (encountering, exploring, evaluating, and expressing) to the Motivational Self System—namely, the ideal self and the ought-to- self in an EFL context. IDLE (Informal Digital Learning of English), a new English practice where adult EFL learners connect with Gen-AI, provided the extramural digital setting for this research. To understand how AI feedback affects the learners' motivation, 230 Indonesian EFL learners aged 20-22 were asked to fill out surveys after using Gen-AI in English learning. Motivational shifts were analysed by hierarchical multiple regression, controlling for demographics. Furthermore, semi-structured interviews with 20 participants, who were purposively chosen because of their active engagement in IDLE activities, provided qualitative data about how AI feedback influenced the ideal and ought-to EFL context. The mixed methods design balanced trends and personal experiences. After controlling for demographic covariates, results from the regression analysis demonstrated that learners' ideal and ought-to selves were considerably improved by AI feedback in extramural digital setting. Interview participants (n = 20) reported that stakeholders used AI feedback to boost engagement and self-efficacy in multimodal literacy practices. Results emphasize the pedagogical value of AI and sense-making activity and provide direction for future research. It also revealed multimodal pedagogical implications that the body gesture, expression, and emotion embedded in AI feedback can motivate students to develop speaking skills and elevate communication orientation in in-class and out-of-class digital environments, both of which are typically venues for communication among today's adult EFL learners.

**Keywords:** Adult-EFL Learners, Informal Digital of Learning English-extramural context, Motivational Self System, Multimodal Pedagogy



## **Navigating Contradictions in Teachers' Digital Pedagogy: A Cultural Historical Activity Theory Approach**

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UNITED KINGDOM

### **Abstract**

Rooted in the idea that contradictions within an activity system can serve as catalyst for change, this study explores how such contradictions drive change and development within the activity system of EFL teachers using digital technology in online, hybrid, and blended teaching. A variety of qualitative data were collected through twenty-three interviews and five classroom observations and analysed thematically using Cultural-Historical Activity Theory (CHAT) as the guiding interpretive framework across the full dataset. The findings reveal both systemic and collective transformations, as well as the significant influence of the post-pandemic reality in shifting teachers' perspectives and reshaping their pedagogical knowledge and practices. As teachers adapted to the demands of digital teaching in the post-pandemic context, various tensions arose within the activity systems. These included digital access and training gaps, increased workload, uneven distribution of skilled teachers, lack of recognition, and student-related challenges—highlighting contradictions embedded in digital teaching practices. The study thus affirms that the post-pandemic digital pedagogy has likely accelerated the government-driven digital transformation and contributed to the new EFL pedagogical reality.

**Keywords:** Activity theory; Contradiction; Digital pedagogical practices; Teacher Professional Development



## **Navigating Creativity in AI-Assisted Creative Writing: The Role of Reflective Experience in Self-Regulated Learning**

**Pungky Ramadhani<sup>1</sup>**

**<sup>1</sup> English Language Education, Faculty of Letter, State University of Malang,  
INDONESIA**

### **Abstract**

The rise of generative AI in creative writing has reshaped the way students approach the writing process, offering enhanced efficiency but potentially diminishing the depth of creative engagement. This study examines the role of reflective experience within Self-Regulated Learning (SRL) as a mechanism to maintain and enhance students' creativity in AI-assisted creative writing. Grounded in Zimmerman's Self-Regulated Learning Theory, this research explores how reflection fosters independent thinking, originality, and sustained creative autonomy despite AI's influence. Zimmerman (2000) identifies three phases of SRL, including forethought, performance, and self-reflection, which enable students to set goals, monitor their creative process, and critically evaluate their output. Through structured reflection, students can critically assess AI-generated content, refine their ideas, and maintain their creative integrity. Using a qualitative approach, this study analyzes student writing samples, reflective journals, and interviews to examine how conscious reflection within SRL reinforces creative integrity in AI-assisted learning environments. Preliminary findings suggest that structured reflection mitigates creativity loss, helping students engage critically with AI-generated content rather than passively accepting its influence. This research contributes to the discourse on AI integration in education by highlighting reflective experience as a key factor in sustaining creativity amid technological advancements, offering pedagogical insights to empower students in self-regulated AI-assisted creative writing.

**Keywords: Self-Regulated Learning; Reflective Experience; AI-Assisted Creative Writing; Creative Writing**



**Neutral but Helpful? Investigating the Use of ChatGPT for Non-Judgemental Feedback in Academic Writing**

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**Abstract**

This study investigates the potential of non-judgemental feedback generated by artificial intelligence, specifically ChatGPT, in supporting academic writing instruction. As AI tools become increasingly integrated into educational contexts, understanding their pedagogical value in formative assessment is essential. The study adopts a qualitative comparative case study design involving 30 undergraduate students majoring in English Language Studies. Each student produced two academic writing samples, which were evaluated using a standardized rubric by both experienced writing instructors and ChatGPT. The written feedback from both sources was analyzed using thematic analysis to identify key patterns in tone, focus, and alignment with rubric criteria. Particular attention was given to the judgementality of feedback to see whether comments conveyed evaluative or supportive language. Findings reveal that ChatGPT provides consistently non-judgemental and encouraging feedback, while teacher feedback, although often more detailed and contextually informed, occasionally includes implicit evaluative language. The study suggests that AI-generated feedback can play a complementary role in academic writing pedagogy by offering timely, neutral input that supports student confidence and autonomy. Implications include the potential integration of AI tools into writing classrooms to enhance formative assessment practices and promote learner-centered feedback environments.

**Keywords:** non-judgement feedback, ChatGPT, academic writing

## On the Effect of Memrise Digital Application to Students' Vocabulary Enhancement

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### Abstract

The study aimed at proving whether Memrise Digital Application had a significant effect on students' vocabulary enhancement. Two classes of the tenth-grade students at a vocational school in Banten, Indonesia were taken as samples of the study. Utilizing a quantitative research method and a quasi-experimental design, one class was assigned as the experimental group (20 students), while the other was as the control one (20 students). To collect the data, pre-tests were distributed to both groups before the teaching learning treatments were given, and the post-tests were given afterwards. During the treatment sessions, the experimental group was taught vocabulary using Memrise Digital Application, while the control group was taught vocabulary without using any Digital Application. The students' tests scores of pre-tests and post-tests were then analyzed using the t-test formula and the effect-size formula. The findings showed that the experimental group exceeded the control group after the Memrise Digital Application use in the teaching learning of vocabulary. The t-test formulation resulted in the value sig (2-tailed) = 0.000 < 0.05; thus,  $H_0$  is rejected, and  $H_a$  is accepted. In addition, the result of the effect size was 2.34, which can be classified as a strong effect. Therefore, it can be drawn to the conclusion that Memrise Digital Application had a significant effect on the students' vocabulary enhancement. The educational implication the study suggested was the wide use of Memrise Digital Application in the teaching and learning of English in other level of education.

**Keywords:** Memrise Digital Application; Teaching Learning of Vocabulary; Vocabulary Enhancement



**Problem-solving Technology, Translation, and Language Learning: A Case Study of a Lower-Proficiency EFL Learner**

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**Abstract**

As language learners increasingly rely on technology to complete assignments, concerns arise about its impact on language development. This case study explores how a lower-proficiency EFL learner's overreliance on problem-solving technology (machine translation and grammar checkers) may reflect patterns of superficial L2 learning. Despite being in her third year in an English Language Education program and completing several writing courses, the learner struggled with translating paragraphs from Indonesian to English in an introductory translation course, relying on word-for-word translation and minimal restructuring. Further analysis of her writing process and follow-up interviews revealed an overdependence on L1, with technology serving as a crutch rather than a learning aid. This study highlights the potential risks of unmediated technology use in language learning, particularly for lower-proficiency learners. It underscores the need for educators to thoughtfully integrate translation as a mediation skill and problem-solving tools into instruction to support more effective L2 learning.

**Keywords: problem-solving technology; translation; lower-proficiency EFL learners**



## **Reflecting on The Use of AI in Undergraduate Thesis Writing: A Narrative Study of EFL Student Teachers**

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### **Abstract**

**This study aims to explore the experiences of EFL studentteachers in integrating Artificial Intelligence while working on their undergraduate thesis in achieving their degree as Bachelor of Education. Drawing on Gibbs reflective cycle, five final-year student teachers from English Education Department engage in narrating their experience in writing undergraduate thesis while integrating AI through narrative frame and semi structured interview. The integration of Artificial Intelligence (AI) into students work has transformed language learning by offering personalized, adaptive, and context-specific instruction. ChatGpt and Grammarly, among others, are AI-powered tools that are chosen by the student teachers due to the fact that these tools facilitate them in acquiring specialized vocabulary, improving writing accuracy, and enhancing communication skills relevant to their future professional fields. In addition, these student teachers expressed concern that frequent use of AI responses risked weakening their academic voice and critical reasoning. Thus, the study further recommends reflective writing workshops and critical thinking frameworks as essential complements to AI integration in academic contexts.**

**Keywords: AI; EFL student teachers; Narrative study; Reflection; Undergraduate thesis writing**

**Revisiting the ELIZA Effect:  
EFL Students' Reflections on Interacting with a Rule-Based Chatbot**

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**Abstract**

This study investigates the pedagogical potential of ELIZA, the pioneering rule-based chatbot developed by Joseph Weizenbaum in the 1960s, within the context of English as a Foreign Language (EFL) learning. The primary aim was to explore how engaging with ELIZA influences students' perceptions of artificial intelligence (AI) and their pragmatic language awareness. Undergraduate EFL students participated in chat sessions with ELIZA and subsequently provided reflective essays detailing their experiences. A qualitative thematic analysis of these reflections revealed a nuanced understanding of ELIZA's capabilities and limitations. Students noted ELIZA's repetitive and contextually limited responses, yet many expressed surprise at its ability to simulate conversational patterns, leading to discussions about the nature of machine understanding and empathy. The interaction prompted critical thinking about human-computer communication and highlighted the importance of pragmatic competence in language use. The study concludes that incorporating ELIZA into EFL instruction can foster digital literacy and encourage learners to critically assess AI interactions, thereby enhancing both linguistic and metacognitive skills..

**Keywords:** ELIZA Effect, EFL learning, chatbot interaction, digital literacy, pragmatic competence

## Scoping Review on AI-Assisted Translanguaging Pedagogy for EFL Writing

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### Abstract

This study provides an overview on the latest relevant research on AI-assisted translanguaging pedagogy in EFL writing. The purposes of the study are to explore the characteristics of translanguaging research, the effects of AI-integrated approaches on students' writing, and the student perceptions of these methods. Having identified 951 articles, 14 empirical studies were reviewed by employing a scoping review methodology. All of the articles were published in the last four years and most of the included studies were carried out using qualitative research method. The findings from the analyzed studies (1) illustrate diverse contexts (i.e. digital tools to multimodal classroom techniques, methodologies (i.e. involving creative writing and home bilingual practices), and translanguaging pedagogies (i.e. spanning various regions and policies), (2) indicate that AI tools enhance lexical precision, structural coherence, and multimodal engagement while fostering inclusivity in multilingual classrooms, (3) identify that students express overall positivity regarding AI-assisted translanguaging, comprising feedback, scaffolding, engagement, inclusivity, and confidence. The drawbacks of the reviewed studies and the future implications are also discussed. In conclusion, the study synthesizes the pivotal key topic of translanguaging pedagogy within the EFL writing context by employing AI, further offering insights, identifying trends, and providing practicality to comprehend reputable scientific journals on presenting how the synergy of AI-translanguaging-EFL writing promotes inclusive education and cultural diversity.

**Keywords:** AI-assisted translanguaging; EFL writing, multilingual education, translanguaging pedagogy

## **Shifting Voices in the Classroom: A Discourse Analysis of Interaction in AI-Integrated EFL Teaching**

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### **Abstract**

**This study investigates how classroom discourse transforms when artificial intelligence (AI) tools are integrated into English as a Foreign Language (EFL) instruction. By employing a qualitative discourse analysis approach, the study focuses on how interactional patterns evolve when AI is used to support speaking and listening practices in a beginner-level EFL classroom at Universitas Musamus, South Papua, Indonesia. Using a framework that incorporates Sinclair and Coulthard's IRF (Initiation-Response-Feedback) model, Critical Discourse Analysis (CDA), and Conversation Analysis (CA), the study analyzes four recorded classroom sessions where learners interacted with voice-enabled AI tools. The finding reveals a significant shift in classroom talk: students initiated turns more frequently, engaged in peer repair, and demonstrated increased use of self-correction behaviors. Moreover, learners began to treat the AI as a discursive participant, referencing its output to validate or revise their spoken English. This phenomenon reconfigured the conventional teacher-student power dynamic and encouraged more dialogic and reflective classroom interaction. The study contributes to the growing field of AI-mediated language education by showing how minimal technological interventions can lead to more equitable, engaging, and learner-centered discourse practices in EFL instruction.**

**Keywords: classroom discourse, AI integration, EFL teaching, discourse analysis, IRF model, technology-mediated learning**

## Speaking Self-Efficacy and English-Speaking Skills Of Adult EFL Learners: Does ChatGpt Help?

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### Abstract

This research addresses the persistent challenge of enhancing speaking self-efficacy and English-speaking skills among adult EFL learners, emphasizing the limited authentic language interaction opportunities available in Indonesia. Speaking self-efficacy, integral to Bandura's social cognitive theory, reflects learners' beliefs about their ability to effectively communicate in English. The emergence of Artificial Intelligence, particularly ChatGPT, presents innovative solutions to this pedagogical challenge by providing personalized conversational interaction and immediate feedback. The primary objective of this study is to assess the impact of regular ChatGPT interaction on Indonesian adult EFL learners' speaking self-efficacy and speaking skills, specifically examining fluency, accuracy, and complexity in their speech. In an experimental methodology, involving 30 first-year students from various majors at a private university in Yogyakarta were randomly divided into an experimental group, using ChatGPT, and a control group, engaging in traditional speaking activities. A lecturer taught standardized speaking topics in both groups to ensure instructional consistency. The research process included pre-tests and post-tests employing a speaking self-efficacy scale adapted from Wang & Sun (2024) and the treatment of speaking activities with or without ChatGPT. The participants' speaking proficiency was measured by coding participants speech recorded from the activity sessions during the treatment. The video was transcribed via AI technology and analyzed based on linguistic accuracy, fluency, and complexity. The results shows that students speaking self-efficacy increased significantly higher from ChatGPT group compared to the traditional group. Implications to the English-speaking classroom will also be presented.

**Keywords:** ChatGPT; speaking self-efficacy; English-speaking skills, artificial intelligence, EFL learners

## Speaking Self-Efficacy and English-Speaking Skills Of Adult EFL Learners: Does ChatGpt Help?

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**Keywords:** ChatGPT; speaking self-efficacy; English-speaking skills, artificial intelligence, EFL learners



## **Sprinkling Technology into Pedagogy: A Recipe for Current EYL Instructional Activities**

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### **Abstract**

Reckoning a lesson plan as a recipe for teachers will ignite their courage to sprinkle the best ingredients into their English teaching as dough. English for Young Learners (EYL) instructional activities should be well planned to pamper the current needs of young learners, their interest in technology. The insipidity of classroom activities could be overcome by adding various technological platforms that foster their English learning. This study stirred into focus how English Pre-Service Teachers (PSTs) blended technology into their lesson plans (metaphorically epitomized as recipes) during a Kids English Camp, a practicum project within a TEYL training program. Employing a qualitative approach, the study examines the lesson plans crafted by the English PSTs, structured in alignment with the Merdeka Curriculum's learning phases: Phase A (Grades 1–2), Phase B (Grades 3–4), and Phase C (Grades 5–6). The findings revealed that the English PSTs seasoned their instructional designs cautiously, tailoring the use of technology based on contextual considerations such as the learning phase, access to digital devices, duration of exposure, and the need to balance fine and gross motor activities. These well-balanced “recipes” suggested that when digital ingredients were added mindfully, they would enrich the flavour of English instruction and serve up developmentally apposite and engaging target language learning experiences for young learners. The present study rounded off by propounding the value of pedagogical creativity, contextual sensitivity, and digital literacy in cooking up effective TEYL instruction.

**Keywords:** EYL; instructional activities; pedagogy; technology



**Strengthening Multimodal Literacy and Self-Talk in Learning Research Methodology:  
Factorial Design on the  
English Language Education Students**

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**Abstract**

This research aims to analyze the influence of strengthening multimodal literacy and self-talk in learning research methodology as well as the interaction effect of these two variables. This is an experimental research using 2 x 2 factorial design. The research subjects were selected using the Cluster Random Sampling technique; one experimental group with 31 students given a multimodal learning approach and one control group with 33 students given a monomodal learning approach. Data in this study were collected using tests and questionnaires. Treatment was given to the experimental group using multimodal literacy and self-talk reinforcement in 9 meeting. For the control group, treatment was also given in 9 meeting using monomodal media and without self-talk reinforcement. The data were analyzed using descriptive statistics, Shapiro-Wilk test and Levene test for prerequisite test, and Two-Way ANOVA for hypothesis testing. Results show that there is no significant influence of the learning approach or self-talk reinforcement on research methodology competence; however, there was an interaction effect between the two variables. Thus, it is important to conduct research methodology learning that combines a multimodal learning approach using various techniques and media with self-talk reinforcement.

**Key Words:** factorial design; interaction effect; multimodal literacy; research methodology subject; self-talk



## **Student Concerns Over AI Chatbot Restrictions in EFL Material Development Classes**

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### **Abstract**

AI chatbots are getting more sophisticated and are being used widely by students of different levels, including on campuses. This paper focuses on what students feel and think when the use of AI is limited. The research was carried out in EFL Material Development classes in a university in Surabaya, in which students were not allowed to consult AI chatbots in doing their tasks. The data of this research were collected from the students by distributing a questionnaire and conducting FGD with 70 students of the aforementioned classes. In general, the students admitted that AI chatbots restriction in doing tasks initially made them confused and exhausted. Yet, they admitted that they eventually were able to survive the challenge gradually and able to manage their tasks without AI chatbots dependance. Despite their ability to survive the rule, there were some concerns they mentioned, for instance, self-confidence issues, lecturer's feedback, and time. All in all, AI chatbots restriction could be said to be manageable to support students to sharpen their own potential in developing EFL learning materials.

**Keywords:** ai chatbots; restrictions; confidence; material development; dependance



## **Enhancing EFL Students' Business Presentation through Harnessing Artificial Intelligence (AI) in ESP Learning Activities**

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### **Abstract**

**Innovation in teaching English as a foreign language (EFL) is necessary to meet the ever-changing demands. English business presentation is essential for university graduates to excel in the global workforce and trade. In the current digitalization era, Artificial Intelligence (AI) has gained much attention as it is perceived to be able to promote inclusive education for EFL learners in improving their English communication skills. Studies show there is a need to support EFL students in using AI with sufficient understanding. The research reported in this presentation aims to examine the impact of AI-led learning activities on students' understanding of utilizing AI in an English for Specific Purposes (ESP) course. The study adopts a quasi-experimental design by giving pre-tests and post-tests to 25 second year students of a Business Administration program. The instrument tests students' understanding of key issues in using AI: ethical concerns, data safety and creating effective prompts. Following the pre-test, a treatment of a seven-week ESP course is implemented. Evaluation sheets are given to the students and the teacher. Datasets include test results, the recordings of students' performance and evaluation sheets from the students and the teacher. Data analysis uses a statistical paired t-test for the test results and content thematic analysis for the recordings and evaluation sheets. The pre-test results confirm students' need for training in the effective use of AI, which informs the design of AI-led learning activities. The study is expected to provide insights into the pedagogical implications of using AI in ESP courses.**

**Keywords: AI; EFL; ESP; Local Wisdom; Business Presentation**

## **Student Teachers' Engagement in Grammar Classrooms: Insights from Task-Based Language Teaching**

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### **Abstract**

While numerous studies have investigated grammar learning, most focus on its effectiveness and students' academic improvement, leaving the aspect of learner engagement underexplored. Engagement is a critical factor in fostering successful learning experiences, yet limited research has examined how it manifests in grammar classrooms. Task-Based Language Teaching (TBLT), an approach that emphasizes meaningful communication and task completion, has been widely implemented to enhance language skills but has rarely been studied for its impact on grammar learning. This study investigates how TBLT engages five student teachers' emotional, behavioral, and cognitive engagement in grammar learning. An open-ended questionnaire and document analysis were employed to gather data, which was analyzed using thematic analysis. The findings indicate that TBLT fosters meaningful and interactive classroom activities that enhance student teachers' engagement. Specifically, it promotes emotional involvement by making grammar learning enjoyable, behavioral engagement through active participation, and cognitive engagement by facilitating understanding and application of grammar concepts in writing tasks. These results underscore the potential of TBLT to support grammar learning by creating an engaging learning environment. The study highlights the need for further research on integrating TBLT into grammar instruction and its broader implications for teacher education programs.

**Keywords:** Grammar learning; student teachers' engagement; task-based language teaching



## **Talking with GenAI: The Opportunities and Challenges of Using ChatGPT as an English-Speaking Partner in EFL Contexts**

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Muhammadiyah University of Surabaya, INDONESIA**

### **Abstract**

The emergence of Generative AI (GenAI) such as ChatGPT has introduced significant changes in English language learning, particularly for learners in EFL contexts. EFL students often face difficulties finding conversation partners to develop their English-speaking skills. With ChatGPT, they now have the opportunity to engage in interactive speaking practice. However, using ChatGPT as more than a tool for speaking proficiency remains underexplored in existing literature. This study investigates the opportunities and challenges experienced by EFL students using ChatGPT as a speaking partner. A single case study was conducted in an English education department at a private university in Surabaya, Indonesia. Sixteen third-semester students were assigned to engage in weekly three-minute English conversations with ChatGPT throughout one semester. Data were collected through reflective journals, interviews, and open-ended surveys and analyzed using constant comparative analysis. The findings revealed that ChatGPT supported the development of students' speaking, listening, and vocabulary skills. It also fostered a positive learning environment, allowing students to practice freely without fear of judgment. Challenges, however, emerged. Students needed to articulate clearly to be understood and stay focused during conversations. Technical issues such as internet stability and the cost of full subscriptions also posed difficulties. On ChatGPT's part, it occasionally interrupted students, dominated conversations, and showed limited understanding of diverse varieties of English prosody shifting English to other languages like Indonesian or Japanese. Despite these challenges, the study concludes that ChatGPT remains a promising GenAI tool to support EFL learners in developing their English-speaking skills and building communicative confidence.

**Keywords:** GenAI; ChatGPT; English speaking skill; EFL learning



**Teacher-Initiated Professional Development of English Language Teachers  
Amid Policy Changes: A Teacher Cognition Study**

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Abstract**

**This research examines the teacher-initiated professional development (TPD) of English language teachers in Indonesia amid dynamic educational policy changes. Focusing on teacher cognition as a determining factor, the study aims to identify TPD activities initiated by teachers, analyze their perceptions of educational policies, and investigate the relationship between teacher cognition and decisions to implement TPD. Through a quantitative approach with a survey design involving approximately 100 secondary school English teachers, this research seeks to understand how teachers respond to educational policy changes and how cognitive factors influence their professional development practices. The novelty of this research lies in its focus on the interaction between teacher cognition, policy changes, and TPD initiatives. This research is currently ongoing, with instrument development and initial data collection in progress. The final results are expected to provide insights for policy formulation that better supports teacher professional development and improves the quality of English language education in Indonesia. Preliminary findings suggest that teachers' beliefs about their own abilities influence their willingness to adapt to policy changes through various TPD activities.**



## **TECHNOLOGIES AND METHODS IN EFL: ENGAGEMENT, RETENTION, AND COMPETENCE**

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Information and Communication Technology (ICT) has been recognized for enhancing English education. Incorporating technologies allows teachers to explore unlimited classroom activities, relevant teaching sources, and media to engage students in linguistic performance and learning motivation. Trending technologies are engaged to experience fun grammar classes through the use of modern tools like e-learning, infographics, interactive books, interactive PowerPoint presentations, gamification, and methods like problem-based learning, corrective feedback, inductive and deductive teaching and communicative teaching. Beside Mobile assisted language learning, Artificial intelligence is effectively evaluating students' competency in writing and assessing grammar skills. AI contributes to develop students' academic writing instruction to improve the quality of education and research. This study also highlights Grammarly's capability to enhance writing quality by addressing various aspects of writing mechanics. By utilizing AI tools, ELLLO and British Council can enhance grammar instruction by offering personalized feedback to students, evaluating their competency in grammar skills, and enhancing the quality of academic writing instruction. The development of technologies and contemporary methods can be optimized through the teachers' competence and creativity in classroom settings.

**Keywords: Technologies, Methods, English Grammar**



## **Technology Utilization in Learning: Exploring the Use of Digital Technology to Enhance the Effectiveness of Teaching and Learning Processes**

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### **Abstract**

The integration of digital technology into educational settings has transformed traditional teaching and learning paradigms. This article explores how digital tools—ranging from mobile devices and learning management systems to artificial intelligence (AI) and holographic technologies—can enhance educational effectiveness. Drawing on recent research and global case studies, it examines the pedagogical frameworks that support meaningful technology use, the role of teacher competence, and the challenges of equitable access. The findings underscore the importance of intentional, pedagogically sound integration of technology to foster student engagement, personalized learning, and improved outcomes.

**Keywords:** Digital Technology; educator competency; Teaching and learning effectiveness;



## **THE AFFORDANCES OF ARTIFICIAL INTELLIGENCE (AI) FOR ACADEMIC WRITING PURPOSE**

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### **Abstract**

This study explores the affordances of artificial intelligence (AI) for academic writing purposes, providing insights into its implications for learners. AI-powered digital writing applications such as QuillBot, Grammarly, and ChatGPT continue to grow as an important support, bringing novel solutions to improve the productivity, accuracy, and quality of academic writing, yet the affordances of AI for academic writing purposes among learners remain underexplored. This study aims to understand the learners' perspective in the: 1) the affordances of AI utilised for academic writing purposes, and 2) the ways in which AI assists in improving academic writing quality. A case study method has been employed where data were gathered through semi-structured interviews of four postgraduate students that utilises AI in their academic writing and then analysed using thematic analysis method. The findings indicate that the affordances of AI for academic writing include vocabulary and lexical enrichment, paraphrasing, grammatical and spelling correction, facilitation of brainstorming and idea development, as well as avoidance of plagiarism. However, challenges such as trustworthiness and originality issues, lack of proper research tools, and lack of contextual understanding were also identified, underscoring the need for primary sources verification. Despite these challenges, students showed a positive intention to continue using AI tools for academic writing. The study underscored the potential impact of AI tools on self-regulated learning, offering insights into how AI utilisation provides students with more time for self-reflection, allowing them to evaluate their writing and identify areas of improvement.

**Keywords: Artificial Intelligence (AI); qualitative study; writing**



## **THE DIGITAL MEDIA APPLICATION IN ENGLISH LANGUAGE TEACHING (ELT) CLASSROOMS**

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### **Abstract**

Technological advancements have significantly influenced various aspects of life, including education, particularly with the escalation of digital media. This article examines how digital media is transforming English language teaching, literature, and linguistics through the lens of constructivist learning theory. It also offers insights into how both teachers and students can better prepare for this digital age. As technology continues to evolve, education has seen a shift from traditional approaches to more interactive and collaborative learning models. The study explores the use of digital tools—such as online games, videos, and e-learning platforms—that increase student engagement and foster critical thinking skills. Through a case study on students of Department of English Education at Universitas PGRI Madiun, this article outlines the positive impact of digital media on active learning and academic achievement. It also stresses the need for educators to adapt from being conventional instructors to becoming facilitators who help students direct themselves in the digital scene, while also addressing the ethical aspects of digital citizenship. Finally, the article highlights the importance of equipping both teachers and students with digital literacy and a solid ethical foundation to succeed in a technology-driven educational environment.

**Keywords:** collaboration; constructivism; digital media; e-learning



**The Effectiveness of English Podcast- AI Dialogue in the Teaching of English Speaking  
across Different Anxiety Level**

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**Abstract**

This research is motivated by Artificial Intelligence (AI) tools which has always been a kind helper for students when pressed for live speaking assignments. This study has two main purposes to investigate whether the students who teach using Podcast English on Air (PEA) have better achievement than the students who teach by using off air technique and to investigate whether there is different speaking achievement between students who have high anxiety and students who have low anxiety on podcast method by using interactive dialogue. The study was carried out in a population of 18 students of the fifth grade at EFL class of higher education in Nganjuk. A random sampling and interviewing lecturers were done to select a class out of the four classes. The data collection involved two of instruments, namely a speaking test and a questionnaire. The data were analysed by using ANOVA with the help of SPSS v.25. The result turned out to confirm that there is a significant positive effect PEA activity on students' speaking achievement toward their anxiety high and low level. It means that in this case PEA still becomes a favorite program for teenagers. It can be concluding those students' anxiety influence students' speaking achievement but PEA method was not influenced students' anxiety. So, the lecturers who are ready to be an innovator of their students' improvement especially in speaking are ready to be problem solver to their students because they teach in care.

**Keywords:** AI tools; EFL class; interactive dialogue; podcast; speaking skill



## **How Digital Reading Enhances English Reading Literacy in the Primary Years**

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### **Abstract**

There have been assumptions that Digital Reading programme is able to enhance young foreign language learners reading literacy along with digital literacy. The previous researches investigate similar studies in descriptive qualitative analysis. The present study aims to prove the assumption with specific data taken from a nonrandomized, longitudinal experimental study within August 2023 to April 2025 where three different levels of Primary students' EPIC reading comprehension quiz scores from sixty respondents was observed to acknowledge how effective the reading literacy development is for primary English foreign language learners after implementing EPIC Digital Reading Programme for two years. At initial evaluation, the present quantitative study supports the previous findings and reveals that there is a difference between pretest and post-test scores within the p-value of .004, by using Wilcoxon signed rank test, to accept the alternative hypothesis and reject the null hypothesis. The effectiveness of the use of EPIC digital reading programme is evident to improve students' reading literacy by only 51.24%, which is considered a small effectiveness according to the N-Gain test by Hake (1999). This result is analysed based on the first year of evaluation. Subsequently, it will be compared with that of the result of the first and second year of evaluation analysis where it will be known how far and beneficial is English digital reading for Primary students' learning enhancement. Analysis and suggestions of the present study may be beneficial to all educational practitioners and parents who are struggling in assisting their children developing English as a foreign language reading literacy that they may find EPIC Reading program to be one of the commensurate solutions in improving reading within the young ages. Investigating EPIC digital media requires further in-depth studies to attain more information pertaining to its advantages and limitations.

**Keywords:** digital; effectiveness; literacy; reading



## **The Impact of Digital Storytelling on Students' Ability to Write Visual Descriptions**

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### **Abstract**

**This study investigates the effectiveness of digital storytelling in improving students' ability to write visual descriptions. As writing tasks increasingly demand creativity and visual literacy, digital storytelling offers a promising pedagogical approach. The study used a quasi-experimental design involving 70 university students divided into control and experimental groups. The experimental group participated in digital storytelling activities that integrated multimodal elements such as images, narration, and audio into their writing process, while the control group followed conventional instruction. Pretest and posttest assessments measured students' descriptive writing performance based on clarity, vividness, and organization. The results indicate that students in the experimental group showed significant improvement in writing visual descriptions. Moreover, the integration of digital media contributed to higher student engagement and motivation in writing tasks. These findings suggest that digital storytelling contributes significantly to language development and encourages 21st-century competencies, including creativity and digital literacy. This study contributes to the expanding corpus of empirical research that emphasizes the pedagogical value of integrating technology-enhanced learning tools into English as a Foreign Language (EFL) writing instruction.**

**Keywords: Digital Storytelling, Writing Visual Description, Quasi Experiment, EFL Students**

## **The Implementation of AI Technology-Based Immersion in Designing English Speaking Skill**

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<sup>4</sup> English Education Department, State Islamic Institute of Parepare, Parepare, Indonesia

### **Abstract**

The purpose of this study is to understand the implementation of AI technology-based immersion in designing English speaking skill. This research aims to identify the strategies used in integrating artificial intelligence tools to enhance students' English-speaking abilities. The study was conducted in an international class of the English Education Department at Semarang State University, where English is used as the medium of immersion. The class consists of 25 students, including several international students from English-speaking countries. This research employs a qualitative method. The findings indicate that the implementation of AI-driven learning tools such as AI chatbots, speech recognition systems, and real-time feedback applications significantly supports students' engagement and speaking fluency. AI technology creates an interactive and adaptive learning environment, allowing students to practice English communication more confidently and independently. Moreover, while AI tools were effective in supporting international communication standards, certain challenges emerged among local students who required occasional clarification in Indonesian, indicating a transitional adaptation process to full English-based AI immersion.

**Keywords:** Immersion, Implementation, speaking skill, AI technology

## **The Implementation of Differentiated Instruction Using Canva Application as Media in English Language Teaching**

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### **Abstract**

The implementation of differentiated instruction using the Canva application as media in English Language Teaching (ELT) is investigated in this research. Canva's ability to promote creativity and student engagement is demonstrated by its capacity in producing attractive and interactive products, including presentations, infographics, and posters. Studies that have been examined show how well Canva application works to improve students' language proficiency, especially in writing, while also fostering the growth of their speaking, listening, and reading skills. Students are encouraged to collaborate, work as a team, and solve problems creatively when Canva application is incorporated into project-based learning. The result of the research concludes that Canva is a useful media for current ELT, combining technology and creativity to enhance teaching strategies and student learning results. In order to overcome its shortcomings and investigate the best integration techniques, more research is suggested.

**Keywords:** Differentiated instruction; Canva application; English language teaching; creativity; students' engagement



## **The Implementation of Technology-Mediated ESP Writing to Foster Students' Critical Thinking and Emotional Intelligence at the University Level**

**Naajihah Mafruudloh <sup>1</sup>**

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### **Abstract**

Emotional Intelligence (EI) and Critical thinking (CT) in academic environments are closely related. CT and EI are essential in language learning to improve oral and written communication skills. CT and EI are often linked to learning processes, academic success, students' social behavior, and teachers' efforts to model effective learning. Emotional intelligence and intellectual intelligence are thought to coordinate and interact with each other in the limbic system. Therefore, it is vital to engage emotional intelligence with technology. Several studies also mention that EI and CT can be maintained using technology. This study aims to describe how Technology-mediated ESP writing improves EI and CT in English classes. The method used is mixed by distributing questionnaire instruments to measure EI and the Illinois critical thinking test to determine CT.

**Keywords:** Technology-mediated ESP writing; emotional intelligence, critical thinking

**The Implementation of Technology-Mediated ESP Writing to Foster Students' Critical Thinking and Emotional Intelligence at the University Level**

**Naajihah Mafruudloh <sup>1</sup>**  
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**Abstract**

Emotional Intelligence (EI) and Critical thinking (CT) in academic environments are closely related. CT and EI are essential in language learning to improve oral and written communication skills. CT and EI are often linked to learning processes, academic success, students' social behavior, and teachers' efforts to model effective learning. Emotional intelligence and intellectual intelligence are thought to coordinate and interact with each other in the limbic system. Therefore, it is vital to engage emotional intelligence with technology. Several studies also mention that EI and CT can be maintained using technology. This study aims to describe how Technology-mediated ESP writing improves EI and CT in English classes. The method used is mixed by distributing questionnaire instruments to measure EI and the Illinois critical thinking test to determine CT.

**Keywords:** Technology-mediated ESP writing; emotional intelligence, critical thinking



The Title is in Times New Roman Size 14 in a Maximum of 20 Words

**Bramy Biantoro <sup>1</sup>**  
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#### **Abstract**

The study focused on exploring the influence of digitalized gamification on students' engagement and motivation during English-speaking club program in secondary-level education. Employing a qualitative case study design, the participants of the study were seventh and eighth-grade students at a private junior high school in Malang, East Java, Indonesia. In this study, digital devices like smartphones were involved in helping facilitate gamification to enhance the relevancy, efficiency, and effectiveness of the speaking club activities for students. Data were collected through semi-structured focus group interviews, classroom observations, and field notes, with triangulation and PESI (prepare, exploration, specification, integration) methods used for data analysis. A total of 18 participants registered as the speaking club members were observed, and a total of seven students were interviewed to discover any significant influences of the digital gamification implementation on participants' engagement and motivation after participating in the club's activities. The results showed that digital gamification significantly improved student engagement and motivation in the speaking club by making learning more enjoyable, interactive, and accessible through the use of technology like smartphones and online tools. Students participated more actively, collaborated better across groups, and continued learning independently outside the club. However, limited teacher attention during intense gameplay sometimes led to feelings of neglect among quieter students, indicating the need for balanced facilitation. Thus, the result of this study was expected to trigger more research regarding digital gamification utilization in other levels of education, such as among young adult and adult learners.

**Keywords:** Digital Learning; Gamification; Learning Engagement; Speaking Clubs; Student Motivation

## **The Interplay of ChatGPT Usage, Motivation, Self-Regulation, Genre Knowledge, Research Competence, and Academic Reading: A PLS-SEM and IPMA Analysis**

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### **Abstract**

The integration of artificial intelligence in academic settings has reshaped learning and research practices. This study employs Partial Least Squares Structural Equation Modeling (PLS-SEM) and Importance-Performance Map Analysis (IPMA) to examine the correlation among ChatGPT usage, motivation, self-regulation, genre knowledge, research competence, and academic reading. A total of 217 postgraduate students majoring in linguistics and English education across five universities in Indonesia participated in an online survey. The study targeted students enrolled in research methodology, article writing, and seminar courses. Findings from hypothesis testing confirm that genre knowledge ( $\beta = 0.297$ ,  $p = 0.000$ ) and research competence ( $\beta = 0.428$ ,  $p = 0.000$ ) significantly impact academic reading. IPMA analysis further highlights genre knowledge as an essential factor in improving academic reading proficiency, with notable importance (0.297) but lower performance (63.029), underscoring the need for targeted interventions. While ChatGPT usage significantly influences motivation and self-regulation, its indirect effects on academic literacy suggest that AI-assisted learning must be supplemented with structured pedagogical strategies. These results underscore the necessity of enhancing genre knowledge through curriculum refinements, instructional design, and AI-supported academic programs. By addressing the identified gaps, educators can better equip students with the necessary AI-related tools to improve their research competence and academic reading. This study contributes to the growing discourse on AI-driven education, emphasizing the importance of balancing technological integration with core academic competencies to foster effective research engagement.

**Keywords:** AI; ChatGPT; Academic Reading; Motivation; Self-regulation; PLS-SEM



## **THE NUSANTARA-GO! PROGRAM: DEVELOPING TEACHERS' 21st-CENTURY TEACHING SKILLS**

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### **Abstract**

The Nusantara-Go! program was an international collaboration aimed at enhancing English language proficiency and digital literacy among teachers in Indonesia's remote and underserved "3T" regions (disadvantaged, outermost, and frontier). Implemented through a partnership between Peartree Languages (UK) and Sekolah Guru Indonesia (SGI), the program utilized a blended learning approach, combining live lessons, asynchronous resources, and structured mentorship. This qualitative case study evaluates the program's impact on teaching confidence, classroom engagement, and digital competency among participants, highlighting the effectiveness of contextually adaptable methods in low-resource settings. Data from feedback surveys, focus groups, and the Customer Satisfaction Index (CSI) reveal that the program was well-received, with high satisfaction ratings across mentorship, training materials, and digital support components. Key findings suggest that a flexible, blended learning approach, coupled with personalized mentorship, can address infrastructure limitations and foster sustainable professional development. Participants demonstrated improved English fluency, digital skills, and teaching confidence, with many integrating digital tools and collaborative methodologies into their classrooms. The study concludes that adaptable, culturally relevant professional development models can effectively support teachers in remote areas, and it offers recommendations for optimizing future programs in similar educational contexts. The Nusantara-Go! program thus provides a valuable framework for addressing the digital divide and advancing 21st-century teaching skills in underserved regions..

**Keywords:** Teacher Profesional Development; 21st-Century Teaching Skill; Blended Learning



## **The Perception of Pre-Service EFL Teachers on the Importance of Linguistics Knowledge for Learning and Teaching Practices**

**Hanna Suteja**

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### **Abstract**

The practice of communicative approach in EFL teaching and learning gives more emphasis on fluency than accuracy. This may affect the way EFL learners and teachers view the importance of linguistics knowledge in their learning and teaching practices. At present the advancement of artificial intelligence (AI) makes it possible for learners as well as teachers to obtain quick answers and solutions for language learning and teaching. Some EFL learners may think that learning linguistics seriously is not important and burdensome as they can use AI and online applications to help them correct their language errors instantly. This may lead to the perception that being equipped with sufficient linguistics knowledge for effective learning and teaching is not crucial. The purpose of this study is to obtain the pre-service teachers' perception on the significance of linguistics knowledge in their learning and teaching English practices. The subjects of this study are twenty pre-service students majoring in English Education and five lecturers. The data are collected through a survey and interview. The findings show that linguistics knowledge is necessary to equip prospective EFL teachers not only for teaching practices but also for them as EFL learners.

**Keywords:** linguistics knowledge; perception; pre-service teachers

## **The Use of AI on English Learning for EFL Learners; Opportunities, Challenges, and Threats' Solution from Students' and Teacher' Perspective**

**Youlanda Perend<sup>1</sup>**  
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### **Abstract**

This study focused on how AI took place in Learning English for EFL students in one senior high school in Malang city. The study was conducted to investigate how AI as a tool contributed on students' progress in learning English and to understand the possible threats and how to overcome those problems based on students' and teachers' perspective. Mix method approach was utilized in the process of collecting and analysing the data. The questionnaires were distributed to the students to know the use of AI on their learning. The following interview with the students was also conducted to get more in-depth information. Furthermore, the possible threats were identified by doing interview with 8 English teachers to explore their experience in noticing students' work which relied on AI and to get greater depth how these challenges could be addressed.

The findings of this study showed that most students use AI primarily for writing assistance and grammar comprehension, relying on tools such as grammar checkers, and AI-generated text to complete assignments. While students thought that these tools are helpful for improving their understanding in English learning, teachers got the concerns about the negative effects of the AI- overuse. Teachers often realized that several threats might appear such as reduced critical thinking, shortened attention spans, short-cut seeking behaviour, lack of originality, academic insecurity, and underdeveloped empathetic behaviour. To address these issues, several solutions were proposed: adjusting classroom settings to limit AI use during learning activities and implementing clear regulation.

**Keywords:** Artificial Intelligence (AI), Students' Engagement, AI challenges in Education, AI Threats Solutions.

## **Transforming Discord from Gaming to Learning: Educators' Implementation and Students' Perceptions of the Integrative Listening Model in Critical Listening Courses**

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**<sup>2</sup>Department of Educational Technology, Faculty of Education, Universitas Negeri Malang, INDONESIA**

### **Abstract**

Listening was a fundamental yet often underemphasized language skill, especially in higher education where critical listening became essential. Critical listening required not only understanding spoken input but also interpreting and evaluating it. This study adopted the Integrative Listening Model by Thompson et al. (2004), which outlined three key components of critical listening: comprehension, interpretation, and evaluation. Despite its importance, critical listening instruction received limited innovation. To address this issue, Discord, originally developed as a gaming platform, was adapted as a digital learning tool to support listening courses. This study aimed to explore how Discord was implemented in teaching critical listening and to investigate students' perspectives on its influence. Using a descriptive qualitative approach, data were collected through classroom observation, field notes, and Focus Group Discussions (FGDs) with 20 students enrolled in the International Class Program at Maulana Malik Ibrahim State Islamic University of Malang. The findings showed that Discord supported all components of the Integrative Listening Model: shared materials enhanced comprehension; breakout rooms and audiovisual content improved interpretation; and real-time feedback during video conferences facilitated evaluation. Students reported increased engagement and improved listening proficiency. However, several challenges were identified, including unstable internet connections, potential distractions from Discord's open features, and the need for teacher supervision to prevent off-task behavior such as accessing social media. In conclusion, Discord served as an effective and adaptive platform that supported the development of critical listening skills in a digital learning environment.

**Key Words:** Discord, medium learning, listening skills, and critical listening course.



**University Teachers' Voices on Integrating AI Writing Tools into Writing Classrooms: A Study in Asia**

**Nurul Aini**

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**Abstract**

The primary objective of this study was to explore the university teachers' voices regarding the advantages and challenges on the integration of Artificial Intelligence (AI) writing tools into their writing classrooms. This research adopted a case-study methodology of a qualitative approach to answer the research questions. The study enlisted 7 university English teachers from 7 different countries in Asia: Indonesia, Malaysia, Philippine, Thailand, Saudi Arabia, Pakistan, and Iran. These participants possessed the same teaching area specifically focusing on teaching writing, with diverse age ranges, and educational backgrounds. They engaged in responding to open-ended interview questions. The findings indicated that there were seven points that the integration of AI writing tools gave advantages as transformative changes from traditional to modern technology, enhancing students' writing skills, supported tools with personalized feedback, fostering students' confidence and enthusiasm, quick sources to boost students' creativity in writing, time efficiency on grading and giving feedbacks, and facilitate students with self-regulated learning. There are also potential challenges faced by teachers, namely adjustment to the new tools, overreliance and AI dependence, irrelevant feedback (inaccuracy), plagiarism issues as academic dishonesty (originality), and limited creativity. Overall, while AI writing tools have the advantages to enhance writing in classrooms, issues of their challenges have to be dealt with in order to enhance their usefulness.

**Keywords:** Advantages, AI writing tools, Challenges, Teachers' Voices

## **Using Chat Applications to Enhance Collaboration in Higher Education Project-Based Learning**

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### **Abstract**

The use of Information and Communication Technology (ICT) tools, including chat applications, is increasingly important for remote and hybrid teams to improve the effectiveness of collaboration in Project-Based Learning (PjBL). This study explored the use of ICT tools, especially chat applications, in enhancing the university students' collaboration in PjBL. This study used a survey technique involving 79 student teachers as respondents. The results of this study revealed that more than 68.4% of respondents used various chat applications to assist collaboration with the team. The chat platforms include online discussion forums, video conferencing tools, and instant messaging apps to support team collaboration. These applications are specifically used for various purposes, namely sharing references, conveying feedback, conveying discussion results, and presenting group project results. As a result, these tools support ongoing collaboration and allow team members to stay updated in real time, thereby increasing overall productivity. This highlights the growing relevance of digital communication tools in education, particularly in supporting collaborative learning experiences.

**Keywords: chat apps; collaboration; higher education; PjBL**

## Utilizing Gather.Town for EFL Speaking: Shifting from Traditional to Digital Pedagogy

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### Abstract

In recent years, education has been transformed into accessible and flexible use of technology. It affects the orchestration of pedagogical activities. Gather.Town, as one of the technological advances which employs both Computer and Mobile Assisted Language Learning (CALL and MALL) plays a crucial role in the field of educational shift. Well-known as Mixed-Reality, Gather.Town provides students with activities combining face and space. This Narrative Inquiry study investigated the use of Gather.Town for teaching speaking at the tertiary level. To evidence how this transformative platform could elevate the students' confidence in EFL speaking class, in-depth interviews to sixteen students were conducted. Thematic analysis was employed and the findings revealed that students found both benefits and challenges in using Gather.Town. The students were more comfortable speaking when they were in Gather.Town. Changing themselves into the avatars in Gather.Town, they found themselves playing rather than learning. They reduced their anxiety when they spoke to the other avatars in Gather.Town. They could opt to walk freely or converse in small groups comfortably. However, the students were challenged by a technical issue, an unstable internet connection. So, shifting from traditional to digital pedagogy requires several considerations and methods for learning activities betterment. It is recommended to do more investigations to students from different levels to find out various evidences of utilizing Gather.Town in EFL speaking classes.

**Keywords:** CALL; EFL speaking; Gather.Town; MALL; pedagogical activities.



## **Utilizing Smart Translator in English Day Program of Pondok Pesantren Daarul Mughni Al-Maaliki, Bogor: Ethnography Research**

**Lia Nurmalia <sup>1</sup>**

**<sup>1</sup> Informatika, Teknik dan Informatika, Universitas Bina Sarana Informatika,  
INDONESIA**

### **Abstract**

In Indonesia, English Day program is one of the plus programs in Islamic boarding school, Pesantren. Through that program, students practice to speak English during their daily activities. However, there still mistakes happen during the communication. One of the causes, that Pesantren has not had specific guidance for students to be followed. This research is aimed to improve the guidance for the students, especially beginner class to be able to communicate during English Day with fewer mistakes. By utilizing Smart Translator students are able to know the correct expressions of saying something. Therefore, the rules of using smart translator are arranged based on the situation in the Pesantren. This research is a mix method research of an ethnography and action research. The results show 1) most common mistakes happen in Pesantren Daarul Mughni Al-Maaliki are L1 interferences including Syntax, stress pattern, and intonation. 2) The guidance for beginner class has limited access. 3) By using smart translator beginner students are easier to communicate during English Day and do fewer mistakes.

**Keywords: English Day; Pesantren; Smart Translator**



## **VIDEO-MEDIATED REFLECTION AS THE MEDIUM TO FOSTER PRE-SERVICE ENGLISH TEACHERS' EMOTION REGULATION AND AGENCY: A CASE STUDY IN MICROTEACHING COURSE**

**David Imamyartha**

**English Education Department, Faculty of Education, Universitas Jember, INDONESIA**

### **Abstract**

The present study delves into the underexplored infusion of video as reflective aid to the dynamic interplay between pre-service teachers' emotional engagement, mediation, and agency as the drives to their cognition. Focusing on the Indonesian context, where teacher education includes microteaching, this study responds to ongoing challenges such as the persistent theory-practice gap, limited emotional support, insufficient integration of digital mediation, and constrained agency within institutional structures. It is guided by three inquiries: (1) How do pre-service teachers (PST) navigate video-mediated reflection during their microteaching course? (2) How does this reflective process support emotional regulation and contribute to cognitive development and identity formation? (3) To what extent does video-mediated reflection foster agency in making instructional decisions? This qualitative study investigates how video-mediated reflection scaffolds the emotional regulation and professional agency growth of pre-service English teachers in a microteaching course. Data were collected through semi-structured interview, focus group discussion, and field observations. Emergent findings were interpreted to identify patterns pertinent to PSTs' emotional engagement, confidence, decision making, and identity construction. Grounded in Cultural-Historical Activity Theory, thematic analysis was operative to address the research inquiries. The study substantiates the values of video-mediated reflection as a vehicle to help PSTs maintain positive emotionality and surmount negative emotionality, enabling psychological crutch and reinforcing cognitive as well as metacognitive processes to evaluate and refine their teaching.

**Keywords:** agency, CHAT, emotion regulation, pre-service teachers, video-mediated reflection.

## I Am Dating with Artificial Intelligent: Exploring EFL Learner Perceptions and Emotional Reactions in the Use ChatGPT and Metacognitive Strategies

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### Abstract

Speaking English with peers or foreigners is considered the most challenging speaking activity in learning English as foreign language (EFL). While traditional methods with large classes and limited time may slow down students English-speaking skills. This study aims to scrutinize student perceptions and emotional reactions towards the integration of ChatGPT and metacognitive strategies in developing oral communicative competence. The qualitative data gathered using observation sheets, field notes, and in-depth interviews were administered to tourism students in the second semester. The findings indicated that students perceived principally positive perceptions and emotional reactions during speaking with ChatGPT. They expressed that metacognitive strategies are an important strategy for developing speaking skills. Thematic analysis discovers three key dimensions: knowledge, usage, and monitoring. Remarkably, the tourism students show higher proficiency and positive perceptions during the learning process. They gained knowledge by identifying new phrases and expressions through the activities and communications. While the students demonstrated both positive and negative responses during their interaction with the AI tool, positive emotions were frequently observed with feelings of confidence, enthusiasm, and engagement. However, an increased feeling of frustration emerged when ChatGPT led the conversation in unintended directions, but the students were able to manage the situation by continuing to engage in the conversation. These results suggest that integrating ChatGPT into speaking activities not only enhances enjoyment and engagement but also supports the development of learners' self-regulation in oral communication. This research contributes to the educational insight of AI-supported language on emotional, cognitive, and strategic processes in speaking contexts.

**Keywords:** ChatGPT; Emotional Reactions; Experiences; Perceptions; Metacognitive Strategies



## **Pre-Service English Teachers' Experience in Using Artificial Intelligence During Teaching Practice in Schools**

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### **Abstract**

With the rapid development of Artificial Intelligence (AI) in education, pre-service English teachers are increasingly expected to explore its potential during their teaching practice. Thus, this study uses a mixed-methods approach to explore the experience of pre-service English teachers in using AI during teaching practice in schools. The participants in this study will consist of approximately 100 pre-service English teachers from a public university in Indonesia who had completed the teaching practice. The quantitative data will be collected through a four-point Likert scale questionnaire. In addition, the qualitative data will be obtained from in-depth interviews with two participants selected based on the diversity of their responses to the questionnaire, such as high or low scores on certain aspects. Data analysis will be conducted descriptively for the quantitative data and thematically for the qualitative data. The findings and their implications will be discussed further.

**Keywords:** artificial intelligence; pre-service English teachers, teaching practice



## **Utilizing Artificial Intelligence and ChatGPT in the context of English Language Learning: students' perception and challenges**

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**<sup>1</sup> English Education Department, Education and Teacher Training Faculty, Institut Agama Islam Negeri Ponorogo, INDONESIA**

### **Abstract**

With the rapid expansion of information technology, several methodologies and technologies have emerged to improve learning in general and English Language Learning in particular. The use of Artificial Intelligence (AI) technologies in teaching and learning at universities is unavoidable trend in the Industry 4.0 age. The aims of this research are to investigate students' perception of AI technology application in English Classes and their challenges. The Students having experience using chatGPT of General English class at the second semester in State Islamic Institute Ponorogo took part in this study. This study employed descriptive qualitative research approach, with data being gathered via questionnaire and interview. The finding based on students' perception indicate that artificial intelligence can be an effective tool to aid student in English teaching and learning process, included help to build English language understanding by constructing interactive experience, build their language skills with self-directed learning experiences, and perceive the explanation by interactive chat. However some students meet challenges such as limit access, signal strength, or loading times, inaccurate answers, and a lack of prompts. Another challenges are AI can make some students feel lazy to learn and depending to AI tools. It is suggested that using AI should be done by considering other reference sources both books and journals and should be balanced with human interaction in Language Learning. By comparing several reference sources and interacting with human will help students gain a broader perspective and avoid laziness of thinking and dependence on AI.

**Keywords:** Artificial Intelligence (AI); ChatGPT; English Language Learning; Students' Perception; Challenges.



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# ABSTRACTS

## SUB-THEME 9 INDIGENOUS AND LOCAL CULTURES THROUGH AI IN EFL



## **Cultural Narratives: An AI-Informed Semiotic Exploration of Lombok Airport's Visual**

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### **Abstract**

This study employs a qualitative approach using Peircean semiotic analysis to explore how visual communication at Lombok International Airport reflects indigenous Sasak culture. Focusing on English for Specific Purposes (ESP) in aviation education, it investigates how AI tools, such as image recognition software, can decode cultural representations. This study offers insights into integrating AI in ESP and tourism to promote sustainable, culturally rooted communication.

Data is collected through on-site observations of the airport's architecture, signage, and promotional materials, which are rich in symbols expressing Lombok's identity, values, and aspirations. These visual elements are analyzed using AI to identify and interpret cultural signs that shape narratives and influence travelers' perceptions of the island as a tourism destination. The study limits its scope to publicly displayed materials within the airport. It also examines how AI can support ESP learners in understanding the cultural significance embedded in airport design.

Notably, the terminal's architecture reflects the bale lumbung—a traditional Sasak rice barn—symbolizing communal harmony and agrarian heritage. Decorative elements draw from tenun songket motifs, including birds, stars, and floral patterns, which appear in wall panels, signage, and furnishings to signify local values such as fertility, balance, and continuity. Art installations and live cultural performances, including dances and traditional attire, further highlight Sasak identity and hospitality. These culturally embedded elements serve as meaningful visual texts that AI can help decode, enhancing learners' intercultural competence. The findings show how the airport's visual language not only promotes a distinctive tourism image but also functions as a learning resource.

**Keywords:** AI-assisted analysis; ESP visual communication; Peircean semiotic; Sasaknese



## **Portraying Students' Regulated Learning in Listening Classroom**

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### **Abstract**

Listening is one of the most cognitively demanding language skills, requiring learners to deploy both metacognitive awareness and strategic regulation of their learning. In language education, understanding how students self-regulate their listening activities remains underexplored, particularly in non-native English contexts. This study will aim to portray university students' self-regulated learning (SRL) behaviors in the listening classroom. The primary objective will be to investigate how students plan, monitor, and evaluate their learning during listening tasks and to identify the internal and external factors influencing their regulation strategies. Employing a descriptive qualitative design, data will be collected through semi-structured interviews, student reflective journals, and classroom observations. Participants will be purposively selected from English language education programs. The data will be analyzed thematically. The study is expected to reveal diverse SRL strategies such as goal setting, self-monitoring, resource management, and self-reflection, as well as highlight challenges like anxiety and motivational fluctuation. Findings will offer deeper insights into students' cognitive and affective engagement in listening learning and contribute to the development of more responsive, student-centered instructional practices. The study will conclude with practical implications for educators seeking to foster SRL in listening pedagogy.

**Keywords:** English language education; listening comprehension; self-regulated learning, student strategies; qualitative research



## **Students' perspectives on AI-supported flipped Learning Module on Malay Local Wisdom in Critical Listening Activities.**

### **Abstract**

This study investigates students' perspectives on an AI-supported flipped learning module integrating Malay local wisdom within critical listening activities. The research aims to explore the effectiveness and perception of the module in enhancing listening comprehension among university students. Data were collected through structured questionnaires, ensuring internal consistency using Cronbach's Alpha, which yielded a high reliability score ( $\alpha > 0.8$ ). Thematic analysis followed Braun and Clarke's six-phase framework to interpret qualitative responses. Quantitative data were analyzed using a T-Test to measure significant differences in students' responses before and after using the module. Results indicated that students responded positively to integrating AI tools and local cultural content, reporting increased engagement, contextual understanding, and critical listening skills. The study concludes that the AI-supported flipped learning model effectively supports language learning by contextualizing content with cultural relevance and enhancing student autonomy through pre-class digital activities.

**Keywords:** flipped learning, AI-supported module, Malay local wisdom, critical listening, thematic analysis.



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# ABSTRACTS

## SUB-THEME 10 AI/TECHNOLOGY- ASSISTED INCLUSIVE EDUCATION

## **AI in Copywriting: Students' Perceptions through Qualitative Thematic Analysis using NVivo**

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### **Abstract**

Copywriting has been one of the mandatory subjects in a university in Bandung, Indonesia because of business digital transformation which requires graduates to possess practical, in-demand skills to bridge education with industry needs. The learning process in writing the copy usually involves the role of Artificial Intelligence (AI) to generate the copy and assist the creation process. To design the curriculum and teaching strategies for the quality of learning outcomes and creative copywriting skills, it is important to explore students' perceptions of AI in copywriting. This study investigates students' perception of AI in copywriting through a qualitative approach and aims to find out how students experience, evaluate, and respond to AI-generated copywriting content. Data were collected through in-depth semi-structured interviews with a purposive sample of 20 students who studied copywriting in the curriculum of English subject, had different level skills in English, and came from two different study programs. Thematic analysis was conducted using NVivo, and the data was categorized into five key themes: user acceptance, perceived effectiveness, concerns and limitations, comparison with human copywriters, and emotional responses toward AI. The findings indicate that students generally accepted AI as a helpful tool for brainstorming and generating first drafts of copy, particularly in overcoming language barriers and writer's block. While they appreciated AI's ability to produce grammatically correct and well-structured copy, they noted its limitations in creativity, audience awareness, and brand tone. Some students raised concerns about plagiarism and shallow content, yet many reported learning to critically revise AI-generated texts, improving their editing skills. Although students were motivated by AI's capabilities, they remained cautious about overdependence. The study suggests AI can support digital literacy when used as a scaffold, not a replacement, for student creativity.

**Keywords: AI in Copywriting; NVivo; Students' perceptions; thematic analysis**

**AI-Assisted Lesson Planning: An Action of Motivational Strategies for EFL  
Pre-Service Teachers**

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**Abstract**

This study explores how EFL (English as a Foreign Language) pre-service teachers utilize AI tools to assist in designing effective lesson plans and the motivational strategies they incorporate through this process. With the rise of AI-powered applications such as ChatGPT, Grammarly, and language learning platforms, pre-service teachers now have access to instant support in generating creative lesson content, tailoring materials to learner needs, and ensuring linguistic accuracy. This research investigates the ways in which these teachers integrate AI to save time, enhance lesson variety, and address diverse student proficiency levels. Furthermore, the study identifies key motivational strategies demonstrated in AI-assisted lesson planning, such as incorporating personalized feedback, designing interactive activities, and setting achievable learning goals. Using a mixed-methods approach, data were gathered through surveys, lesson plan analyses, and interviews with pre-service teachers from several teacher education programs. Findings reveal that AI not only aids in the technical design of lessons but also supports the integration of motivational elements that foster student engagement, autonomy, and confidence. This study highlights the potential of AI as both a pedagogical and motivational partner for pre-service teachers preparing for the complexities of today's EFL classrooms.

**Keywords:** AI-assisted lesson planning; EFL pre-service teachers; motivational strategies



## **Bridging the Gap: AI and Human Synergy in Developing Graded Readers for Extensive Reading in Indonesia**

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### **Abstract**

Extensive reading (ER) is a powerful approach to language acquisition, fostering fluency, vocabulary growth, and reading confidence. However, many schools and universities in Indonesia have faced many challenges in obtaining accessible, engaging, and level-appropriate graded readers. In order to reducing the problem and increasing the potential of ER programs in Indonesia, this study explores an innovative solution: the collaborative process of designing and producing AI-assisted graded readers tailored to the Indonesian context. By conducting a human-AI synergy: integrating artificial intelligence such as ChatGPT, DeepSeek, and Gemini for simplification, generative AI for story ideation, and adaptive learning tools for vocabulary control and the role of educators in curating AI output, ensuring pedagogical quality, and infusing local context—this study attempted to develop engaging, culturally responsive readings at multiple proficiency levels. To gain its data, a survey was used to gather the feedback from students and teachers about the produced graded readers. The preliminary outcomes consist of students' and teachers' positive feedback on readability, engagement, and learning impact potential of using the graded readers which are useful for the refinement of the next project results. This project demonstrates how a human-AI synergy can increase access to extensive reading resources and highlights the irreplaceable role of teachers in the creative process.

**Keywords:** artificial intelligence, extensive reading, graded readers, human-AI synergy, Indonesia



**Enhancing Material Comprehension through ChatGPT in Inclusive Indonesian Language Learning Using Universal Design for Learning**

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**Abstract**

This study discusses the challenges faced by lecturers in delivering inclusive Indonesian language courses under Law of the Republic of Indonesia No. 8 of 2016, which mandates equal access to quality education for persons with disabilities. One of the main challenges is ensuring equal understanding of the material between regular students and students with disabilities, including physical, motor, intellectual, mental, and behavioral disabilities. This study aims to develop a concept for utilizing ChatGPT in Indonesian language courses based on Universal Design for Learning (UDL). The research method used is R&D, according to Sugiyono, with data collected through a literature review of 12 references, including works by Edyburn (2021), Rahmi et al. (2024), and Ravšelj et al. (2025), then analyzed qualitatively using Spradley's approach. Concept development was carried out through focus group discussions (FGD) with 2 Indonesian language lecturers, 2 inclusive education experts, and 2 information technology lecturers. The results emphasize the importance of (i) delivering diverse materials, (ii) using varied teaching methods, (iii) providing diverse learning resources, (iv) flexible assessments, and (v) providing students with the opportunity to use ChatGPT for optimal material comprehension.

**Keywords:** ChatGPT, Indonesian language learning, inclusive education, Universal Design for Learning.



**Fostering Inclusive English Learning: Technology-assisted Phonics for Underserved Learners in Muara Angke**

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**Abstract**

Technology development has brought many changes in many areas of human life, including education. The growth of digital technology has opened new possibilities to make English Language Teaching (ELT) more inclusive, particularly in teaching phonics for marginalized communities such as people in Muara Angke. Traditional classroom settings often fail to meet the needs of learners with limited access to quality education, but digital tools provide more flexible, engaging, and low-cost solutions that can foster inclusive English learning. This study examines the implementation of a technology-assisted approach in phonics teaching by using freely accessible digital tools, such as the Jolly Phonics application, YouTube, and other interactive mobile applications, which can enhance phonics learning. This study aims to (1) investigate the effectiveness of technology-assisted phonics teaching using digital tools like YouTube and the Jolly Phonics application, and (2) evaluate how these digital tools address the needs of diverse learners with their diverse cultures and backgrounds. This study uses a qualitative method. The data are collected from classroom observations of technology-assisted phonics lessons, interviews with the operation head of one Foundation for Orphans and Quran Memorizers in Muara Angke and the tutors, and assessments for students. The result of this study shows that technology-assisted tools can meet the marginalized community's needs and significantly improve their phonics mastery. The study concluded that technology-assisted approaches serve as a powerful equalizer in ELT that enables learners from underserved communities to develop phonics skills regardless of socioeconomic, geographical, and cultural differences.

**Keywords: ELT; Inclusive; Jolly Phonics; Marginalized Community; Technology-assisted**



**Integrating Gamification and Technology-Assisted Vocabulary Learning Through Kahoot:  
A Service-Learning for Underserved Students**

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Michael Recard3**

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INDONESIA**

**Abstract**

This study addresses the problem of limited English vocabulary skills among students from one Foundation for Orphans and Quran Memorizers in Muara Angke. Although frequently exposed to English through digital media such as social media, students struggle to actively use the language due to limited educational resources and structured English instruction in school. They also come from diverse cultural background with differences in learning preferences, tribes, and religious beliefs between the tutors and students, which create challenges in delivering an inclusive teaching strategy. To address these challenges, this research examines how a service-learning program can improve students' vocabulary skills while creating an inclusive and engaging learning environment for diverse students. It also explores the effectiveness of the Kahoot app as a gamified learning tool to enhance vocabulary retention and student motivation among 7th to 9th grade students. The service-learning project followed the IPARD framework: investigating students' profiles, preparing lesson plans, implementing vocabulary lessons, reflection, and demonstration. A survey was conducted to understand students' ability and learning preferences. Kahoot was used for vocabulary instruction and for conducting diagnostic test to evaluate the learning outcomes. The results showed a significant improvement in the vocabulary area, from 46% in the pre-test to 83% in the post-test, highlighting the effectiveness of gamified digital learning in enhancing students' vocabulary knowledge and motivate students to learn. This research affirms the potential of integrating service-learning and gamified technology to support equitable and meaningful English language education in underserved communities with diverse background.

**Keywords: Gamification; Inclusive Education; Service-learning; Teaching Vocabulary; Technology-assisted.**



## **Is ChatGPT Becoming a Digital Crutch? A Psychosocial and Behavioural Perspective on User Dependency**

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### **Abstract**

The rapid emergence of technology has raised concern on the traditional interaction of human beings which created a new dynamic in the human-machines relationship that led to the point that it blurred the line between human-machine interaction, specifically AI chat boxes. The advancement has raised various factors that may influence ChatGPT dependency among its users. Thus, this paper focuses on the behavioural interaction, namely user's behaviour and ChatGPT's behaviour and psychosocial effects which are behaviour, emotional and social effect. Despite the growing use of ChatGPT, research on the emotional interaction between users and ChatGPT remains limited. Hence, this paper aims to identify the relationship between behavioural interaction (user's behaviour and ChatGPT's behaviour) as well as psychosocial effects (behaviour effect, emotional effect, and social effect) and ChatGPT dependency among ChatGPT users. An online survey questionnaire was conducted to obtain the data. One hundred sixty-two responses managed to be collected from the active users of ChatGPT. Results indicated that out of the five hypotheses, only one hypothesis is supported. Theoretical and practical implications were discussed to provide insights for future research in this area.

**Keywords: Behavioural Intention; ChatGPT Dependency; Psychosocial Effect**



## **Monitoring Online English Learning through Learning-Oriented Language Assessment: Conceptual Foundations and Practical Implications**

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### **Abstract**

This conceptual paper repositions monitoring as an essential component of Learning-Oriented Language Assessment (LoLA) in online English learning. Traditionally regarded as an administrative routine, monitoring is reconceptualized here as a pedagogically-driven, formative process that aligns with the broader goals of assessment for learning. Drawing on Turner and Purpura's (2016) seven dimensions of assessment use and Chong and Reinders' (2023) ten principles of LoLA, this article compares their conceptual frameworks to define monitoring as a reflective, evidence-based mechanism that supports learner engagement, feedback, and instructional decision-making. Rather than focusing on empirical data, the article presents a theoretical synthesis that informs the design of standardized monitoring practices, especially in digital learning environments. The Elingway platform is highlighted as an illustrative case that embodies this praxis. The findings suggest that integrating LoLA principles into monitoring can enhance the quality, relevance, and responsiveness of online English instruction. It is recommended that educational technology platforms and curriculum developers adopt this conceptual alignment to optimize learning outcomes and promote sustainable assessment practices.

**Keywords:** assessment for learning; Elingway; Learning-Oriented Language Assessment; monitoring; online English learning



## **Portraying Lecturers' Mindset toward Inclusive Students Treatment in Indonesian Higher Education**

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### **Abstract**

Recent studies on inclusive education have been conducted from various perspectives. However, most of them focused on the role of teachers as companions for special needs students at elementary and secondary levels, while limited attention given to higher education. This study aimed to: (1) investigate how lecturers treat inclusive students in their learning process, and (2) explore challenges faced by lecturers and strategies done to address these issues. This qualitative research used a case study design. Data were collected through three instruments, namely: classroom observation, interview with for lecturers and students, and document analysis, including students' papers, lesson plans, and assessment rubrics. This study recruited five lecturers and students from different departments in one university in west Java. The findings revealed that some lecturers so far still have limited concerns in dealing with inclusive students' companion, as they believed such responsibilities fell under the domain of the counseling or special education department and they admitted having less understanding about inclusive education and strategies in supporting the students. This perception was reflected in their equal academic treatment of both regular and inclusive students, without specific treatment. Furthermore, the lecturers acknowledged several challenges in providing tailored support to help inclusive students feel comfortable and motivated in their learning. As a result, they recommended that the university management needs to develop programs to better accommodate inclusive students with appropriate curriculum, well equipped facilities, concise learning guidance that enabled students to enjoy a comfortable learning environment.

**Keywords:** Inclusive students; Lecturers' mindset; Higher-Education; Academic Treatment; Portraying



## **Pre-University Teacher's AI Use in ESL Classrooms - A Qualitative Exploration**

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### **Abstract**

This study explores the integration of Artificial Intelligence (AI) in Malaysian pre-university English as a Second Language (ESL) classrooms, focusing on teachers' experiences, perceptions, and challenges. AI has the potential to enhance ESL instruction by providing personalized feedback, improving learning efficiency, and fostering student independence. However, its adoption is influenced by teachers' readiness, technological literacy, and institutional support. This qualitative study involved semi-structured interviews with six pre-university ESL lecturers who incorporate AI tools such as ChatGPT, Grammarly, and Turnitin in their classrooms. Thematic analysis identified key areas of AI application, including brainstorming, writing support, presentation preparation, and work assessment. Findings suggest that teachers perceive AI positively due to its ability to save time, provide immediate feedback, and encourage self-directed learning. However, concerns were raised about over-reliance on AI, loss of human interaction, and challenges in ensuring students' work authenticity. Major barriers to AI adoption include cost, internet accessibility, teacher resistance, and lack of training. The study aligns with the Technology Acceptance Model (TAM), highlighting that teachers are more likely to integrate AI if they find it useful and easy to implement. To maximize AI's benefits, targeted training programs should be developed to improve teachers' AI literacy and address misconceptions. Additionally, policies must ensure equitable access to AI tools. Future research could explore AI adoption in rural and urban settings or conduct a quantitative study for broader generalization. This study contributes to ESL pedagogy by offering insights into AI's role in language learning and teacher development.

**Keywords:** Artificial intelligence (AI), ESL/EFL, Malaysia, Pre-university education,



## **Reframing English Literacy Instruction for Deaf Students in Indonesia: Challenges and the Promise of AI Integration**

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### **Abstract**

Deaf students in Indonesia face systemic obstacles in acquiring English reading literacy, resulting in significant performance gaps compared to their hearing peers. Despite inclusive education policies and national literacy movements such as the Gerakan Literasi Nasional (GLN), deaf learners remain underserved, particularly in accessing adapted English literacy materials and pedagogical support. This article explores the challenges deaf students face in developing English literacy within the context of secondary and vocational education, emphasizing curriculum misalignment, lack of sign language integration, and limited teacher preparedness. Importantly, the study also reflects on how in-service teachers perceive the emerging role of Artificial Intelligence (AI) tools in bridging these gaps. While still limited in practice, many teachers recognize the potential of AI-based applications to enhance visual engagement and accessibility for deaf learners. The article argues that any sustainable solution must involve inclusive curriculum redesign, professional development for educators, and targeted policy initiatives that integrate technological innovation with the lived realities of deaf education in Indonesia and beyond.

**Keywords:** AI in education; deaf students; English literacy; inclusive pedagogy; teacher perceptions



## **Smart Translanguaging: Deep Learning Innovations for Inclusive and Adaptive EFL Education**

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### **Abstract**

Along with the development of inclusive and adaptive learning models, the use of smart digital technology is seen as an opportunity to support language practices that accommodate linguistic diversity, especially in the education of prospective teachers. This study aims to describe how 30 pre-service English teachers at one of the universities in Indonesia understand and practice the use of computational intelligence-based technology to support translanguaging in learning. Using a qualitative case study approach, data were collected through classroom observations, reflective journals, and semi-structured interviews. The participants engaged in a variety of learning activities involving technology such as intelligent translation systems, automated writing aids, and adaptive feedback platforms during the teaching simulation and group work. The results of the analysis showed that most participants viewed the technology as a tool that encourages creativity, facilitates access to teaching materials, and increases confidence in implementing translanguaging as a teaching strategy. However, several obstacles were also found, such as a lack of digital readiness, concerns about over-reliance on translation tools, and the need for clearer pedagogical guidance. The study suggests that future teacher training combines mastery of technology with an understanding of multilingual practices to address real learning challenges in the field.

**Keywords: Translanguaging, Deep Learning Tools, EFL Teacher Education, Inclusive Pedagogy, Digital Language Practices**



## **Student Perceptions of AI Use in EFL Classes: A Gender-Based Perspective**

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INDONESIA**

### **Abstract**

The growing use of Artificial Intelligence (AI) in English as a Foreign Language (EFL) instruction has raised important questions regarding learner perceptions, particularly across gender differences. This study investigates how male and female university students perceive the integration of AI tools in EFL classrooms. The aim is to determine whether gender influences students' attitudes towards AI-supported language learning. A descriptive-quantitative approach was used, employing Likert-scale questionnaires comprising ten perception-focused statements and demographic questions. Data were collected from undergraduate EFL learners and analyzed using descriptive statistics and an independent sample t-test to examine gender-based differences. Results showed that male and female students generally had positive perceptions of AI use in EFL learning. However, statistical analysis revealed no significant difference between the two groups ( $t = 0.401$ ,  $p = 0.698$ ). These figures indicate that gender does not significantly influence students' attitudes toward AI integration in EFL contexts. These findings suggest that AI adoption in EFL instruction is generally well-received by learners regardless of gender, providing a foundation for inclusive, technology-enhanced language teaching. Further research could explore other moderating factors such as proficiency level, digital literacy, and familiarity with AI tools.

**Keywords:** AI in language learning, artificial intelligence; EFL student perceptions, gender-based analysis,



**Teacher Education and Inclusive Practices for  
Students with Dyslexia in Indonesia**

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**Abstract**

The development of the English language teaching field has been crucial in recent decades to underpin the global pursuit of inclusive education. Inclusive education aims to facilitate participation for all students regardless of their backgrounds, including those with dyslexia. Studies pointed out that there are more challenges in the classroom when teachers have students with dyslexia (Kormos, 2017). Presenting these challenges, teachers are expected to have the practical knowledge and understanding of inclusive approaches to teaching. English language teacher education, as an integral part of English language education, plays an essential role in preparing pre-service teachers (PSTs) with inclusive approaches to teaching. The study investigated how teacher education prepares PSTs for inclusive teaching to support students with dyslexia in Indonesia. A qualitative phenomenological approach was conducted through in-depth interviews with teacher educators and in-service teachers across the region in Indonesia. The research identified perspectives towards preparing pre-service teachers with inclusive teaching practices and the challenges in supporting students with dyslexia in Indonesia. The results of the study unveiled some best practices that align with inclusive practices for students with dyslexia, as well as a need for specific courses and training for English teachers. This study suggests that enhancing both teacher education and teacher development is necessary to better prepare PSTs and in-service teachers to address students with and without dyslexia in the ELT classrooms in Indonesia.

**Keywords:** Inclusive practices; dyslexia; ELT; Teacher education



## **Unveiling Technology-Assisted Feedback: Insights from Indonesian EFL Teachers during the COVID-19 Pandemic**

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### **Abstract**

The use of technology-assisted feedback has become increasingly popular, particularly since the COVID-19 pandemic. Restrictions on face-to-face meetings have shifted the learning process, including feedback practices. The use of various digital platforms emerged as the solution during that time. However, not all teachers were prepared for this unprecedented shift in feedback practice, particularly in the Indonesian context. Therefore, this study aims to explore teachers' perceptions of technology-assisted feedback and how the teachers integrated this technology into their feedback practices in the classroom. To achieve this, 13 experienced Indonesian EFL high school teachers were interviewed, and their feedback practices were observed. Additionally, documents such as lesson plans and students' artifacts were collected. The data were analysed using thematic and cross-case analysis (Braun and Clarke, 2021). The findings reveal that teachers incorporated technology into their feedback practices using various tools, including Google Drive, Google Forms, Google Classroom, Instagram, and WhatsApp groups. The teachers perceived that these digital platforms facilitated the delivery of information, discussions, and written feedback, making the feedback process more efficient and flexible. Also, this study found that this mode of feedback allowed for more collaborative interactions between students and teachers. From a sociocultural perspective, this study highlights the significant benefits of technology-enhanced feedback in promoting a collaborative environment between students and teachers.

**Keyword: Collaborative Learning; Covid-19 Pandemic; Technology-Enhanced Feedback;**



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# ABSTRACTS

## SUB-THEME 11 AL AND WORLD ENGLISHES



## **AI and I: A Contrastive Analysis on the Language Creativity in Writing Personal Letters**

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### **Abstract**

**Human being creativity in employing language to express ideas has been challenged by the emergence of AI especially in writing. Previous studies argue that artificial intelligence has become the prominent threat to human creativity. As the result, more language teachers are worried about the unauthenticity and derivativeness in writing as indicated by the research finding that the number of cheating at school is increasing into 78% in 2024. This study is intended to analyse the language creativity between AI and the novice English learners in writing personal letters. Contrastive analysis is employed as the research method. Three different AI text generators and twenty novice English learners participate in this study. The finding describes that in terms of the language creativity, such as the lexical varieties, the contextual features, and the participant engagement, (1) varies among the three AI text generators, (2) also varies among the novice English learners, and (3) AI text generators turn out to be more creative than the novice English learners in writing personal letters. The conclusion is that the immersion to language varieties and the extent of bearing the meaning of relationship may contribute to the language creativity in writing personal letters.**

**Keywords: Artificial creativity; English writing; human creativity**



## **EFL Students' Feedback Literacy Development: Between Human Feedback and Gen-AI**

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### **Abstract**

While artificial intelligence tools such as ChatGPT are increasingly used in writing classrooms, little is known about how different feedback sources—AI, teacher, or peer—contribute to the development of feedback literacy, especially among learners with varying levels of writing ability.

This qualitative study investigates how English as a Foreign Language (EFL) university students with varying degree of writing proficiency develop feedback literacy through different feedback experiences in academic writing. Data were collected from twelve purposively selected students representing high, medium, and low writing proficiency. Participants engaged in academic writing tasks and received feedback through three different channels: teacher, ChatGPT, and peer. Data were collected from semi-structured interviews, reflective journals, and writing samples with revision notes. Utilizing four dimensions of Carless and Boud' feedback literacy framework (appreciating feedback, making judgments, managing affect, and taking action), the study found that the students display positive appreciation with all sources of feedback. While higher-proficiency students tend to demonstrate stronger in making judgment and action-taking skills, students across proficiency levels engage differently with AI versus human feedback. Chat-GPT was often appreciated for immediacy and neutrality, while teacher and peer feedback triggered deeper emotional and critical engagement. In addition, the students in lower writing ability struggled in acting on the feedback given by teachers when it deals with content. The findings suggest that EFL writing teachers integrate human and AI feedback in meaningful ways.

**Keywords:** academic writing; feedback literacy; generative AI; human feedback



**Exploring the Impact of Multimodal Instruction in EMI Settings:  
Insights from a Private University Classrooms**

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Indonesia**

**Abstract**

This research investigates the incorporation of multimodal in English as a Medium of Instruction (EMI) courses within Indonesian higher education. As EMI gains popularity worldwide, the use of multimodal tools, including visual aids, digital platforms, and interactive activities, has become crucial for enhancing content understanding. The study seeks to explore how lecturers apply multimodal strategies and how students perceive their effectiveness in boosting engagement and learning outcomes. A qualitative case study approach was used, involving classroom observations, interviews with six EMI lecturers, and surveys with 154 undergraduate students from various fields. Thematic analysis was conducted to identify patterns in multimodal usage and its educational value. Results indicate that lecturers employ a variety of modes, such as videos, PowerPoint presentations, learning management systems, e-books, and software, to support complex content. Students reported improved comprehension and motivation when multimodal elements were used alongside verbal instruction. Thus, it is not only the variety of modes that matters, but also how lecturers can engage students by enhancing classroom interaction. The study concludes that integrating multimodal resources enriches EMI instruction by connecting linguistic and conceptual understanding. It emphasizes the need for institutional support and targeted professional development to ensure effective multimodal teaching..

**Keywords: English medium instruction, higher education, multimodal**

## **From Words to Meaning: HelloTalk as a Media for Speaking and Intercultural Literacy in the Digital Era**

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### **Abstract**

English language education in the era of artificial intelligence (AI) and digital transformation faces significant challenges and opportunities in creating inclusive learning that respects and recognizes cultural diversity. This study aims to explore the role of HelloTalk app, an AI-based platform, in supporting the development of speaking skills and becoming intercultural literate. This research uses a descriptive qualitative approach with the literature study method as a data collection technique. Data were collected through searching and analyzing various relevant written sources, such as scientific journal articles, academic books, and research reports that discuss the development of speaking skills. The results show that HelloTalk is effective in improving speaking skills through authentic interaction with native speakers and fellow global learners. AI features such as auto-correction, translation, and speech recognition assist users in correcting errors in real-time. In addition, the integration of the World Englishes concept in the app can broaden the understanding of legitimate English variations across different social and cultural contexts, users can also understand and appreciate cultural diversity, enriching their knowledge of language contextualization and social norms in different parts of the world. Thus, HelloTalk can be seen as a concrete manifestation of the integration of technology, inclusivity and diversity in English language learning. It affirms that speaking is no longer just a mechanical skill, but rather a social process that involves understanding language as a cultural practice where cultural diversity is valued and introduced directly through artificial intelligence and digital technology.

**Keywords: AI, World Englishes, HelloTalk, Speaking, Platform Digital**



## **Human Intelligence Versus Artificial Intelligence: Constructing Students' Critical Thinking in ELT**

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### **Abstract**

In the ever-changing field of English language teaching (ELT), developing students' critical thinking abilities has emerged as a key educational objective. However, many learners have lost idea when they present the paper and answer the question even come from the lecture or friends. This study investigates how language learners' critical thinking skills are developed through the complimentary roles of artificial intelligence (AI) and human intelligence (HI). AI technologies enhance the learning process with accuracy, adaptive feedback, and data-driven insights, while conventional, human-centered training places more emphasis on intuition, empathy, and contextual awareness.. Case studies and classroom applications are analyzed to highlight strategies where educators and AI collaborate to challenge students' reasoning, promote inquiry-based learning, and support deeper engagement through scientific writing. The results emphasize how crucial it is to strike a balance between human judgment and AI capabilities in order to provide learner-centered environments that foster autonomous thought, critical thinking, and reflective language use.

**Keywords:** Artificial Intelligence, Critical Thinking, Human Intelligence



## **Undergraduate Students' Attitudes towards Indonesian English Accents and Grammatical Features in the AI Era**

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### **Abstract**

The sociolinguistics phenomena of language proliferations and variations as a result of its spread worldwide continue to happen even in the digital AI era. This is particularly true with English which is now an international lingua franca. Attitudinal studies towards English varieties have been around for decades, but studies in the Expanding Circle, particularly on Indonesian English (IdE) have not been explored much to date. This study aims at investigating students' attitudes towards Indonesian English (IdE) accents and IdE grammatical features amidst the flood of information in this digital AI era. A mixed-method approach is used for data elicitation and analysis. The quantitative method uses survey distributed to more than 200 English department students at a state university in the Eastern part of Indonesia. Interviews for data triangulations are also used after the survey. The results show some positive trends towards the IdE accents with slightly different attitudes towards the IdE grammatical features. Implications for the English language teaching pedagogy is discussed afterwards.

**Keywords:** Accents; attitudinal study; grammatical features; Indonesian English; undergraduates



**World Englishes and AI: Drawing lines between errors and features of new varieties of Englishes**

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**Abstract**

With the growing recognition of world Englishes (WE) and other comparable paradigms, one critical pedagogical challenge that has emerged is: How to draw a line between errors in the traditional sense and features of new varieties of Englishes from the WE perspective? Bamgbose (1998) proposed five criteria namely demographic strength, geographical spread, authority of use, codification and acceptability for distinguishing between them. However, applying these criteria presents methodological challenges (Hamid & Baldauf, 2013). This presentation will argue that large language models such as ChatGPT and Microsoft Copilot may have the potential to address these challenges. I will demonstrate this by using ChatGPT and Copilot and eliciting their judgment on a sample of idiosyncratic features of English. Specifically, the AI judgment will be applied to assess the intelligibility of the expressions and their social acceptability and determining their error status. This judgment will also be compared to human judgment on the same features in the three aspects. The comparison will help ascertain the relative potential of using AI in this area of world Englishes. The presentation will conclude with lessons and implications for WE and its pedagogy in relation to AI.

**Keywords:** World Englishes; Artificial Intelligence; errors and innovations.



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# ABSTRACTS

## SUB-THEME 12 LINGUISTICS IN DIGITAL ERA



## **Dissecting Digital Cruelty: A Forensic Linguistic Approach on Cyberbullying**

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### **Abstract**

Digital era has open up new horizon on applied linguistics theories and practice through analyzing phenomenons found in digital platforms. This research is focused on analyzing the cyberbullying phenomenon experienced by Fujianti Utami Putri, an Indonesian content creator, tiktoker, youtuber, influencer, and model, through the "Aura Maghrib" label shared by people comments on social media. Forensic linguistic approach is applied on this analysis. This study aims to identify linguistic patterns, discursive strategies, and language characteristics used in cyberbullying practices. The methodology employs qualitative research with case study design as well as applying Critical Discourse Analysis (CDA) combined with stylometry techniques and forensic pragmatics. Data were collected from various social media platforms: Instagram, Facebook, youtube and Tiktok, during the viral period of this case. The findings reveal consistent linguistic patterns in stigma formation and victim dehumanization through the use of metaphors, irony, and implicit strategies. These findings contribute to a deeper understanding of cyberbullying mechanisms seen from a forensic linguistic perspective and their implications for digital law enforcement.

**Keywords:** cyberbullying; digital; discourse analysis; forensic linguistics; social media

## **Profiling Preservice English Teachers' Motivation to Enter the Teaching Profession and Their Professional Awareness**

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### **Abstract**

Motivation to enter the teaching profession is considered a crucial factor contributing to teacher professionalism. However, research has been done in some regions in Indonesia framed with findings suggest disagreement among researchers. Such research, framed mostly under the Expectancy Value Theory of motivation, has failed to pinpoint types of regulatory processes which are most appropriate for entering the teaching profession. This article reports findings from a study exploring the motivation profiles and levels of professional awareness among prospective teachers. Using the Self-Determination Theory of Motivation, it sought to map types of regulations underlying their motivation to enter the teaching profession. Data were collected using the Motivation to Enter the Teaching Profession scale from 880 English education students from four different semesters, with response rate of 76%. Findings suggest that types of externally regulated motivation dominated both the intrinsic and altruistic types of motivation. Of these three types, the combination of external and introjected regulations surpassed the the identified regulation. This has important implications for teacher education programs to encouraged self-regulation among students. Institutions must design interventions to shift motivation from extrinsically driven to more autonomous and intrinsically motivated forms.

**Keywords:** motivation to enter the teaching profession; motivation profile; preservice teachers; self-determination theory;



**Appraisal Realization in the Student-Teacher Interaction in Constructing Science  
Concepts in Bilingual Elementary Classrooms**

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**Abstract**

The skill of building conceptual meaning in science literacy is greatly influenced by the evaluative dimension in classroom interaction, especially in the context of bilingual elementary classrooms. This study explores the realization of the appraisal system in teacher-student interaction as a linguistic strategy to construct science concepts in elementary schools. Appraisal in Systemic Functional Linguistics (SFL) refers to the expression of attitudes, influences, and values in texts, which in learning interactions play an important role in building scientific attitudes, negotiating meaning, and strengthening students' conceptual understanding. Using a case study method, this study collected data in the form of recordings of classroom interactions, student work, and teaching materials in the context of bilingual elementary classes. The analysis was carried out with an appraisal theory approach to reveal the patterns of expression, affection, assessment, and appreciation used by teachers in guiding students' scientific understanding. Preliminary results show that the strategic use of appraisals—such as affirmation of students' hypotheses, reinforcement of scientific attitudes, and appreciation of evidence-based arguments—contributes significantly to building science literacy. The findings showed that evaluative language realized in translanguaging practices and through multimodal learning sources contributes to the students' construction of scientific concepts.

**Keywords: Appraisal theory; bilingual education; elementary science; science education; Systemic Functional Linguistics**



## **Bridging Digital Era and Critical Literacy to Elevate Critical Language Awareness**

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### **Abstract**

Although students are digital natives, overreliance on technology can hinder their cognitive development, limiting their ability to think critically, explore information, and engage in problem-solving. These limitations pose challenges for educators in cultivating students' critical literacy skills. While technology plays a supportive role in education, it should not replace teachers in delivering quality instruction. In this context, technological tools serve as enablers to enhance students' critical language awareness. This research aims to highlight the importance of critical literacy in the digital age, focusing on how it fosters students' critical language awareness. The research employs a case study approach, offering a comprehensive understanding of the complexities involved in merging technology and critical literacy in real educational settings. Integrating technology with critical literacy through critical discourse analysis can equip students to effectively select, gather, analyze, and evaluate the vast information available online. Ultimately, aligning digital tools with critical literacy instruction is vital for nurturing critical thinking, a skill increasingly demanded in the modern workforce.

**Key words:** critical discourse analysis, critical language awareness; critical literacy; digital technology



**Corpus-based Analysis of National Examination policy in Indonesian News Media: A  
Perspective from Appraisal Framework**

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**Abstract**

High-stakes testing has been widely debated in education policy, particularly regarding its effects on pedagogy, student achievement, and educational equity. In Indonesia, the national examination (Ujian Nasional/UN) was abolished in 2021 but is now reconsidered for reinstatement. This policy shift has reignited discussions on the role of standardized assessments in education. The media plays a crucial role in shaping public perceptions by framing issues in ways that either legitimize or contest dominant policy narratives. Despite extensive studies on high-stakes testing, little attention has been given to how media discourse influences public opinion and policymaking in Indonesia. Using Appraisal framework by Martin and White, this study used a corpus-based approach to analyze the representation of UN in local media. The study analyzes news articles, opinion pieces, and policy reports published between September 2024 and March 2025 in local English-language news media, analyzed using Corpus tools namely UAM Corpus tool. It explores intertextuality and interdiscursivity to reveal how journalists incorporate policymakers, educators, and stakeholders in shaping competing or dominant narratives. Findings from this study contribute to a deeper understanding of how media discourse influences education policy debates, shaping public perception and governance. This research has significant implications for policymakers, educators, and media practitioners in critically engaging with education reforms.

**Keywords: Appraisal; Corpus; High-stakes testing; News Media**



## **Digital Pragmatics and Global Englishes: Rethinking Communicative Competence in EFL Pedagogy**

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### **Abstract**

In today's digital era, EFL learners are not only engaging with English in classrooms but also participating actively in online platforms such as TikTok, Reddit, and Discord. These digital environments require users to navigate a wide range of pragmatic strategies—humor, irony, politeness, disagreement, and identity expression—often in ways that diverge from the norms emphasized in traditional language instruction. Despite this shift, EFL pedagogy remains largely centered on native-speaker models and conventional forms of communicative competence, overlooking the complex realities of digital discourse and intercultural interaction. This study explores how digital pragmatics and the framework of global Englishes reconceptualize the communicative competence in EFL classrooms. Using a qualitative content analysis approach, the research examines naturally occurring online interactions alongside reflection journals from advanced EFL learners in Indonesian Higher Institution. Using thematic analysis, it identifies key digital pragmatic strategies such as code-switching, emoji use, meme-based humor, and context-sensitive politeness as essential elements of learners' real-world English use. The findings suggest that these digital practices are not marginal or informal, but rather central to learners' linguistic identities and global communicative engagement. However, they remain underrepresented in most EFL curricula. The study concludes that communicative competence should be redefined to encompass multimodal, intercultural, and translanguaging practices shaped by digital communication. This redefinition has significant implications for curriculum development, teacher training, and assessment models. By integrating digital discourse into pedagogy, educators can foster more relevant, inclusive, and empowering language learning experiences for today's globally connected learners.

**Keywords:** digital pragmatics; global Englishes; EFL pedagogy; communicative competence; cyberpragmatics



## **Engaging Underserved Students Through YouTube, Role-Play, and Digital Exposure**

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### **Abstract**

As digital transformation increasingly influences all aspects of education, students in underserved communities often have limited access to technology-based learning, which can limit the development of their language skills, especially speaking. This study explores the use of YouTube as a pedagogical tool to support English language learning, focusing on speaking skills among senior high school students, while also providing access to digital devices so students can explore educational content online and develop basic digital navigation skills. The study took place in Muara Angke, North Jakarta, a coastal community where access to educational technology and resources is limited. The research began with a needs analysis using student questionnaires on learning preferences, along with interviews with both students and their English tutors. Results showed a strong preference for visual and auditory learning, but limited experience using technology in education. To respond to this need, YouTube videos were used to guide students through short, interactive games and quizzes, combined with Quizizz activities and role-play tasks during lessons. The role-play supported the development of speaking, creativity, and teamwork in a way that felt meaningful and connected to students' daily context. Observational reflections from the class observer indicated better motivation, increased participation, and clearer understanding of the lesson material. The use of YouTube and role-play not only aligned with students' learning styles but also made the experience more dynamic and engaging, while introducing them to digital usage skills. This study shows how accessible technology can support inclusive, relevant, and enjoyable English learning experiences.

**Keywords: Inclusive language learning; role-play; speaking skills; student engagement; YouTube in language learning**



**Exploring Politeness Through Modality:  
A Corpus-Based Pragmatic Analysis of Indonesian EFL Textbooks**

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**Abstract**

Politeness is a fundamental aspect of language use, often conveyed through modal verbs that express permission or indirectness. In educational settings, particularly in EFL, the way textbooks present modal verbs can significantly shape learners' pragmatic competence and understanding of culturally appropriate communication. This study aims to explore modal verbs expressing politeness in English textbooks for grades 10, 11, and 12. A corpus-assisted approach was employed. The primary data consisted of reading and instructional texts from the three English textbooks constructed as a corpus. The texts were converted into txt format and processed using AntConc to analyze six modal verbs associated with politeness: may, might, can, could, will, and would. The analysis focused on frequency counts and contextual usage identification to determine how each modal conveyed politeness in different topics and tasks. The results showed an increasing frequency of modal verbs across grade levels, with 183 occurrences in Grade 10, 329 in Grade 11, and 343 in Grade 12. Across all grades, the modal verb can was the most frequently used, while modal verbs might and could were rarely used. Modal verbs like may, can, might, could, will, and would in the textbooks reflect Indonesian social norms of politeness. Among them, may, can, and will are used most often, showing common expressions of permission and polite requests in formal and everyday contexts. The findings suggest that modal verb usage in the textbooks reflects Indonesian cultural values, particularly the preference for polite, indirect communication in formal and educational settings.

**Keywords:** corpus; EFL textbooks; modal verbs, politeness, pragmatics



**Investigating Correlation Between Writing Enjoyment and Five Dimensions of Task Engagement in an EFL Writing Context: A PLS-SEM Analysis**

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**Abstract**

While the role of writing enjoyment in English as a Foreign Language (EFL) learning has been widely acknowledged, its specific effects on the multidimensional nature of task engagement in the EFL writing context remain underexplored. This study addresses this gap by examining the correlation between writing enjoyment and five dimensions of task engagement, including behavioural, cognitive, emotional, agentic, and social engagement. Using Partial Least Squares-Structural Equation Modelling (PLS-SEM), we analysed data from 150 Indonesian EFL students collected through adapted questionnaires. The results revealed that writing enjoyment has a strong positive correlation with cognitive task engagement, and writing enjoyment has moderate positive correlations with behavioural and agentic engagement. In contrast, writing enjoyment showed statistically insignificant correlations with emotional and social engagement, indicating that emotional and social engagement may not have significantly impacted students' writing enjoyment. The findings highlight the pedagogical importance of fostering writing enjoyment to enhance cognitive and behavioural engagement, while also calling for further research to explore additional drivers of emotional and social engagement in EFL writing contexts.

**Keywords:** EFL students; SEM-PLS; task engagement; writing enjoyment



## **Language in the Digital Age: Economic Ideologies in Yogyakarta's Multilingual Street Signs**

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### **Abstract**

The traditional concept of linguistic landscape referred to only public signage that we observed directly in physical public spaces. However, nowadays, in today's digital era, the study of linguistic landscape has expanded to include the observation conducted in online platforms like Google Maps. This study explores the intersection of language ideology and the economic values of languages using digital tools in the multilingual street signs of Yogyakarta, Indonesia. Drawing on the frameworks of linguistic capital (Bourdieu), language commodification (Heller), Multimodality (Scollon and Scollon), and digital sociolinguistics, this study examines how language choices-particularly the use of English alongside Indonesian and Javanese- function as strategic tools for economic positioning. This study used a cross-sectional research design. Through a multimodal and digital ethnographic approach, the data was collected from public signage on online platforms (Google Maps and Instagram), and questionnaires for the audiences. The findings reveal that English is frequently employed not only for international appeal but also to enhance digital visibility and algorithmic discoverability, thus reinforcing its status as a form of symbolic and market capital. Conversely, the use of local languages contributes to the construction of cultural authenticity, often targeting domestic audiences. This paper argues that in the digital age, public signage serves as both a linguistic and economic artifact, shaped by local-global dynamics and mediated through digital technologies. The study highlights how digital platforms perpetuate language hierarchies, raising important questions about linguistic inequality and cultural representation in digitally mediated economies.

**Keywords: Digital linguistic landscape; Ethnographic study; Multimodality**

## **Language Style and Ideology in Online News: A Critical Discourse Analysis of Tempo.Co English Version**

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### **Abstract**

**With the rapid development of digital technology, online news headlines play a crucial role in shaping public perception. Headlines not only summarize news content but also reflect ideological stances and influence reader engagement. This study investigates the use of discursive strategies, reveals underlying media ideologies, and explores implicit meanings embedded in the headlines of 30 articles published in the Popular News section of Tempo.Co English Version from January 2024 to February 2025. Using Fairclough's Critical Discourse Analysis framework, this research views headlines as texts shaped by discursive practices and broader social structures. Drawing on Molek-Kozakowska's typology of discursive devices, the study identifies features such as evaluative language, intensification, emotional appeal, elite references, institutional labelling, and nationalistic framing. The findings—analysed through Fairclough's three-dimensional model—reveal that, Tempo.Co headlines employ strategic lexical choices such as superlatives, institutional authority (e.g., Forbes, surveys), and vague quantifiers to attract attention, legitimize dominant ideologies, and frame national pride or economic achievement. These discursive strategies often simplify complex news content while reinforcing power relations and depoliticized representations. Theoretically, this study enriches discussions in digital discourse and media language. Practically, it assists journalists and editors in crafting headlines that align with content while remaining critically responsible. Pedagogically, the findings contribute to media literacy and English newswriting instruction in digital journalism programs, offering students tools to evaluate language use and ideological framing in contemporary media.**

**Keywords: Discursive strategies; Digital journalism; Critical discourse analysis; Tempo.Co; Media ideology; Linguistics in digital era;**



**Linguistic Features of Research Novelty in Article Discussions of Islamic Studies Journals in Indonesia**

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**Abstract**

The number of publications in Islamic studies in Indonesia have experienced significant growth and researchers are striving to present novelty in their topics research discussed. This study aims to determine linguistic feature of research novelty in article discussions of Islamic Studies journals in Indonesia. This study used a qualitative approach with content analysis to explore the linguistic feature that refers to research novelty in articles discussion. This study analysed 60 articles published over the past five years in six leading journals in Islamic studies. The results of this study indicate that there are some linguistic features of research novelty in article discussion articulated and presented several academic publications in the field of Islamic studies journals in Indonesia. The number journals were identified linguistic features that show innovation, new contributions, and the relevance of research novelty that argued by the authors in article discussion in Islamic studies journals in Indonesia. In line with it, a comprehensive picture of the linguistic features that characterize research novelty in articles discussion of Islamic studies journals offers theoretical and practical insight into research article writing in Indonesia.

**Keywords:** Article discussion; Islamic studies; linguistic feature; research novelty.



**Linguistic Evolution: The Emergence of Hybrid Dialect “Gorlish” in Digital Academic Communication of English Literature Department, University of Muhammadiyah Gorontalo**

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**Abstract**

The use of English in academic communication has significantly influenced the local Gorontalonist language, Indonesia. This phenomenon is particularly evident in conversations between students and lecturers of the English Literature Department at the University of Muhammadiyah Gorontalo, conducted through digital communication platforms like WhatsApp. The blending of English and Gorontalonist has led to the emergence of a hybrid dialect named Gorlish, in which it keeps evolving, reflecting some complex linguistic changes. This study aims to examine how Gorlish is formed, how it affects students' language proficiency, and to what extent it may contribute to the gradual erosion of the Gorontalonist language. Using a qualitative research method, the study applies Critical Discourse Analysis as its primary approach, and WhatsApp chat documents serving as the main data source. Findings indicate that Gorlish manifests in linguistic elements such as pronouns, nouns, and adverbs, altering their functions and meanings. This phenomenon poses a risk to students' proficiency in both languages, even contributes to the erosion of Gorontalonist. Therefore, further studies must be developed to analyze the extent to which this linguistic evolution could lead to adverse effects, such as language extinction. Additionally, strategies must be explored to maintain a balance between Gorontalonist and English, to ensure the sustainability of linguistic identity in higher education environment.

**Keywords:** Digital Academic Communication; English Language; Gorontalonist Language; Hybrid Dialect; Linguistic Evolution



**Multiliteracies Pedagogy in Bilingual Elementary Schools: Exploring the Potential Meanings from a Social Semiotic Perspective**

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**Abstract**

In the context of bilingual education in Indonesia, exploring the potential meanings facilitated by the practice of multiliteracies pedagogy is crucial to improve the disciplinary literacy of elementary school students. This research is motivated by the need to utilize semiotic modes—such as language, images, and videos—in building richer and more layered meanings in learning. Relying on a social semiotic approach by focusing more on the concept of Systemic Functional Linguistics (SFL), this study aims to identify the metafunctions of verbal and visual modes of learning sources and the teacher's instruction of the learning sources in supporting students' literacy development. This research followed a case study approach involving analysis of teaching resources and classroom observation in a bilingual elementary school in West Java, Indonesia. The analysis relied on Systemic Functional Linguistics approach for textual and classroom interaction discourses. The findings of the study show a guiding map of verbal and visual modes that collaboratively enrich meanings in science teaching for bilingual elementary schools. This study recommends a direction for intersemiotic-based multiliteracies teaching.

**Keywords:** Multiliteracies; bilingual education; social semiotics; multimodality; Systemic Functional Linguistics



## **Naming the Self: A Sociolinguistic Study on First-Person Reference Among Acehese Speakers**

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### **ABSTRACT**

This study explores the sociolinguistic patterns of first-person self-reference among Acehese speakers specifically when they communicate using Bahasa Indonesia rather than the Acehese language. This study investigates how speakers choose between various pronouns and naming strategies—such as saya ‘I’, aku ‘I (vulg.)’, kami ‘we (inc.)’, kita ‘we (exc.)’, English I, or even referring to themselves by name. The relevance of this study lies in the fact that first-person pronoun use in Bahasa Indonesia varies across regions. It aims to uncover how these linguistic choices reflect and construct social relationships, identity, and levels of formality within the Acehese speech community. The research employs a questionnaire-based methodology involving approximately 50 participants who identify as Acehese but primarily communicate in Bahasa Indonesia in daily life. The participants represent a range of ages (15–60 years old), educational backgrounds, and social contexts, allowing the study to account for generational and contextual variation. Data is collected through structured questions about language use in different scenarios (e.g., with family, peers, teachers, strangers, on social media), as well as open-ended questions inviting participants to explain their choices. While data analysis is still in progress, preliminary insights suggest that first-person reference is not fixed, but fluid—shifting according to social hierarchy, familiarity, and communicative setting. The study seeks to highlight how identity, politeness, and cultural values are negotiated through everyday linguistic choices in a multilingual Acehese context.

**Keywords:** Acehese speakers, first-person reference, self-naming, sociolinguistic study.



## **Pragmatic Features in Non-Native English Teaching: A Triangulation Data of Natural Speech, Social Media, and AI Tools**

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### **Abstract**

This study investigates the pragmatic features of non-native English teachers' discourse, focusing on natural classroom interactions, social media communications, and AI-generated content. The aim is to enhance pragmatic awareness among non-native English teachers and prospective educators by examining how different contexts influence their language use through the lens of Interlanguage Pragmatics.

Utilizing qualitative methods, the research analyzed natural speech from the non-native English teacher while teaching in the classroom, non-native teaching video from YouTube, and AI-generated non-native English teacher utterance using in the classroom interaction (from ChatGPT and POE), identifying key pragmatic markers such as politeness strategies, speech acts, and contextual appropriateness.

The findings reveal distinct variations in pragmatic features across the three contexts which represent rich contextual expressions and interactive strategies, or abbreviated communication styles. In contrast, AI-generated content, although structured, often lacked the contextual nuances present in human interactions. These underscore the importance of Interlanguage Pragmatics in developing pragmatic awareness for non-native English teachers, and highlighting the need to adapt language use according to context and audience. The study suggests that integrating insights from diverse sources can significantly improve teaching practices and enhance communication skills in the classroom.

In conclusion, fostering awareness of Interlanguage Pragmatics in non-native English teachers, and understanding of how context shapes language use and offers practical implications for teacher training programs aimed at developing effective communication strategies in a digitalized educational landscape are essential for effective teaching and learning in various cultural and social contexts.

**Keywords: Interlanguage Pragmatics; Non-Native Teachers; Classroom Discourse; AI Tools**



**The Development of Authorial Voices in Research Articles Across Disciplines:  
A Corpus-Based Study**

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**Abstract**

Using singular and plural first-person pronouns in research articles is becoming more legitimate, and authors use them extensively. However, some literature describes the first-person pronoun as illegitimate because it could lead to subjectivity by showing authors' authoritativeness. In the digital era, with the extensive opportunity to use big data, the development trend of first-person pronouns in research articles has the potential to be observed further. Using a mixed method with explanatory design, the present study identified the frequencies, forms, and voices that become the current trend of using the first-person pronoun is identifiable. The data was retrieved from highly reputable journals published in 2024 by selecting open-access research articles from subscribed journals across four disciplines to be downloaded and further processed using AntConc software. The conduct of the data and text mining process already met the publisher's TDM policy. The results indicate that authors tend to employ a plural form of first-person pronouns in their research articles. It could be explained that the research articles are mostly co-authored works. Furthermore, this study further illustrates distinctive forms that shape authorial voices in each academic discipline. Further pedagogical implications are also contributed in this study regarding implementing first-person pronouns in academic writing classes.

**Keywords:** authorial voices, authors' identity, corpus linguistics, first-person pronouns, research articles



## **The Exploration of Online Video Learning Materials for English Tourist Guide**

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### **Abstract**

The aims of this study are to find out (1) the knowledge contents of tour guiding service skills from the selected YouTube resources, and (2) the English language skills usage for tourist guide as English for specific purposes (ESP). The data was collected from the selected YouTube resources as an online video learning materials for English speaking guide. There are four videos taken from every YouTube account which concluded practical of tour guiding services. The data were analysed qualitatively and collected through watching the videos consisting of knowledge content of tour guiding service skills and determining words, phrases, or sentences that contain the use of English skills. The findings showed that every tourist guide has his or her own guiding pattern and their English usage. It is found that the knowledge content of tour guiding service skills are; the first is opening part which associated with guiding services in the beginning part, the second is main part which shows the principal part in tour guiding service skills, and the third is closing part which is all at once the parting part of a tour that have to be applied smoothly by tourist guide to reach repeaters in the next tour.

**Keywords: online video learning materials, English tourist guide, English for specific purposes (ESP)**



## **The Multimodal Magic: How Diverse Text Promote Shape Students Engagement in Highschool**

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### **Abstract**

This mixed-methods study explores the impact of multimodal elements in English textbooks on high school students' engagement and comprehension. As educational materials increasingly incorporate text, images, videos, and interactive features, this research aims to analyze how these components influence students' reading experiences and learning outcomes. Quantitative data were collected through surveys assessing student engagement and comprehension scores, while qualitative insights were obtained from focus group discussions to understand students' perceptions of multimodal English texts. Findings reveal that students exhibit higher levels of engagement and improved comprehension when interacting with multimodal materials compared to traditional text-only formats. The study highlights the necessity of integrating multimodal strategies into English curricula to enhance learning experiences. By adapting educational resources to include diverse formats, educators can better prepare students for the demands of a multimedia-rich academic environment. Ultimately, this research underscores the potential of multimodal texts to foster deeper understanding and retention, making them a valuable asset in contemporary education.

**Keywords: EEnglish Textbook; Multimodality; Reading Text; Students Engagement**



## **The Power of FYP: TikTok's Impact on English Language Structure Through Generation Z Within Pesantren Environment**

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### **Abstract**

In the digital era, digital platforms have significantly transformed the learning landscape, particularly for Generation Z, including those within the Pesantren sphere, a generation that has grown alongside digital technology despite years of boarding school life. Among these platforms, TikTok stands out as one of the most influential, especially in shaping language acquisition by introducing new vocabulary, idioms, and grammatical structures, thereby impacting the evolution of English. This study examines English-language TikTok content, focusing on the widely used For You Page (FYP) tag, to explore its influence on both language trends and learners. Employing a descriptive qualitative approach, the research highlights Gen Z users' experiences through open-ended questionnaires and interviews, while narrative analysis is applied to interpret their stories. The findings reveal that TikTok contributes to noticeable changes in English, particularly in vocabulary and structures. Moreover, this study provides insights into how future generations may adapt to these linguistic shifts through this research of TikTok's perceived impact on language learning.

**Keywords: Digital platform; English language; Generation z; TikTok**



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# ABSTRACTS

## SUB-THEME 13

## AI-BASED ASSESSMENT



## **A Comparative Study of AI-Generated and Teacher-Given Feedback in Academic Essay Writing**

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### **Abstract**

The use of Artificial Intelligence (AI) in education has increasingly gained attention for its potential to enhance students' academic skills, particularly in writing. While AI-generated feedback offers instant, data-driven responses, traditional teacher feedback is often more nuanced and personalized. However, limited research has compared the actual effectiveness of these two feedback sources in academic writing settings. This study aims to investigate how AI-based feedback and teacher-based feedback influence students' academic essay writing performance. Thirty university students participated in this quasi-experimental study. They were divided into two groups of fifteen. Group A received feedback through an AI writing assistant, while Group B received feedback from an experienced writing instructor. Each participant was asked to write an academic essay based on selected topics. Their essays were assessed before and after receiving feedback using the IELTS Writing Task 2 rubric, focusing on task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. The results are expected to highlight differences in the level of writing improvement between the two groups. This study contributes to a deeper understanding of the role of AI in academic writing instruction and offers practical insights into how educators can integrate AI tools alongside traditional feedback methods to better support students' learning outcomes.

**Keywords: AI Feedback; Human Feedback; Essay Writing; Writing Improvement; EFL Students**



**AI vs. Human Analysis: Which Method Better Enhances Introduction Writing Skills in Academic Articles Using the CARS Model?**

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**Abstract**

This research aims to compare the effectiveness of AI-assisted analysis and human manual analysis on enhancing introduction writing skills for scholarly articles using the CARS (Creating a Research Space) model. The CARS model, with its three overall moves—Establishing a Research Territory, Identifying a Niche, and Occupying the Niche—will serve as the guideline to assess the introduction structure and quality of scholarly articles. The study will contrast graduate students from a university and divide them into two groups: one group will utilize AI-based instruments to read and analyze introductions to academic articles, and the other will perform a standard manual reading and analysis. The study will measure the improvement in writing ability among students, with a specific focus on whether or not they are able to recognize and apply the CARS model in their own work. The research aims to determine the best approach—human analysis or AI-assisted—and whether this process leads to improved students' understanding of the CARS model and their ability to write good-quality and clear introductions. The research will advance the growing field of academic writing, looking into how AI may be utilized as a writing aid while emphasizing the importance of critical reading and analysis in the process of writing. The findings will be expected to shed light on how writing instruction can be maximized through the incorporation of AI and traditional methods.

**Keywords:** AI, CARS model, human analysis, writing,



## **AI-Enabled Diagnostic Testing: Identifying and Addressing Individual Learner Needs in English Grammar**

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### **Abstract**

AI technology (Artificial Intelligence) has gradually become an important tool in English language teaching, in particular in language use assessment and diagnostics. This article explores the use of AI-based diagnostic testing to identify and respond to an individual's learning needs in aspects of English Language use. Through advances in machine learning, natural language processing, and deep learning, AI diagnostic tools can automatically identify a broad range of language errors with high accuracy and generate personalised, real-time feedback from their detected unique error profiles. The study involved 30 English as a Foreign Language (EFL) learners at the university level who interacted with AI grammar checkers and a custom AI diagnostic system developed using advanced NLP techniques over a four-week intervention period. Pre and post-tests evaluated language use competence, surveys and interviews gauged learner engagement and teacher perceptions. Quantitative results illustrated significant increases in language use accuracy; meanwhile, qualitative data revealed increased learner motivation as well as favourable attitudes toward AI feedback, although over-reliance on this feedback and ethical issues were widespread. Findings indicate that AI-assisted diagnostic testing offered a flexible and efficient learning-centered approach to language form instruction when closely integrated with human pedagogic practices, and very encouraging possibilities for varied educational contexts. AI-powered diagnostic testing offers a promising, student-centered approach to teaching English grammar. Blending in human teaching methods and addressing ethical concerns is important to fully take advantage of AI diagnostics in different educational settings.

**Keywords:** AI diagnostics, English grammar, personalized learning, error detection, language education



**CLICK, CRITIQUE, IMPROVE:  
CHATGPT-BASED WRITING FEEDBACK IN THE JUNIOR HIGH EFL  
CLASSROOM**

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**Abstract**

The rise of AI-powered tools like ChatGPT is reshaping how feedback can be delivered in language classrooms—making it faster, more accessible, and often more engaging. This ongoing study investigates how EFL students in a junior high school respond to AI-generated feedback compared to traditional teacher-written comments. The research involves 48 eighth-grade students from two classes at SMP Tunas Bangsa Bintan, who submitted recount texts as part of their writing assignments. Using a qualitative descriptive design, students' handwritten texts were digitized and analyzed through ChatGPT to generate AI-based feedback. This feedback is being compared with teacher feedback in terms of revision quality and student engagement. Initial observations indicate that students tend to respond more positively to the ChatGPT feedback, describing it as faster, more specific, and more personalized. Many show a greater willingness to revise their work based on the AI's suggestions. While data analysis is still in progress, these preliminary findings point to the potential of ChatGPT as a formative assessment tool in inclusive, technology-integrated EFL classrooms. The study is expected to offer insights into how generative AI can support self-directed learning and differentiated instruction, especially in contexts with limited teacher resources.

**Keywords:** AI-based feedback; ChatGPT; EFL writing; formative assessment; inclusive education



**Delving into metadiscourse use in AI-generated corrective feedback for non-ELT students across proficiency levels**

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**2 Initiatives of Change Indonesia, INDONESIA**

**Abstract**

The increasing integration of AI in education has brought attention to the role of AI-generated corrective feedback in student writing. However, limited research has examined how such feedback engages learners, particularly through metadiscourse tailored to their proficiency levels. This study investigates metadiscourse use in ChatGPT-generated feedback on digital stories written by 74 Indonesian non-ELT students. A total of 1,321 feedback entries (44,732 words) were analyzed using Hyland's metadiscourse framework to identify the presence and function of interactive and interactional metadiscourse units. Using Hyland's metadiscourse framework to analyze the data, this paper will showcase the presence and functions of metadiscourse units in the feedback on the students' digital stories. Variations on the use of metadiscourse, tailored to the students' proficiency levels of English, are also discussed. This research contributes to the understanding of AI's role in enhancing writing development and suggests ways to optimize chatbot feedback to better meet students' needs.

**Keywords:** ChatGPT; corrective feedback; metadiscourse; non-ELT students; proficiency levels



**Delving into metadiscourse use in AI-generated corrective feedback for non-ELT students across proficiency levels**

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**Keywords:** ChatGPT; corrective feedback; metadiscourse; non-ELT students; proficiency levels



**Developing a HOTS-Oriented Reading Comprehension Instrument  
For Lower Secondary Students: Mardapi Model**

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**Abstract**

Assessing students' reading comprehension requires a test that not only measures basic understanding but also evaluates higher-order thinking. However, many existing tests for lower secondary students still focus on recalling facts and do not challenge students to think critically. Therefore, it is important to develop a reading comprehension instrument that emphasizes higher-level thinking to support deeper learning. This study aims to develop an essay test instrument to measure the reading comprehension skills of lower secondary students. The instrument was constructed based on Barrett's Taxonomy, with 65% of the items focusing on higher-order thinking skills (HOTS) and 35% on lower-order thinking skills (LOTS). The study employed a Research and Development (R&D) design, following the instrument development model proposed by Mardapi, which includes determining test specifications, writing items, validating content through expert judgment, conducting a try-out, and analyzing the instrument's validity and reliability. The instrument was tried out in the form of a pre-test and post-test at a lower secondary school in Jombang. The results indicate that both the pre-test and post-test instruments met the criteria for validity and reliability. However, three items in the pretest and three items in the posttest were found to be invalid and were excluded from the final version. Therefore, the instrument is considered appropriate for assessing students' reading comprehension and can be used by English teachers at the lower secondary level.

**Key words:** Instrument development; reading comprehension; validity; reliability



## **DIGGING UP STUDENT PERSPECTIVES: A NEEDS ANALYSIS FOR UTILIZING ARTIFICIAL INTELLIGENCE IN DYNAMIC ASSESSMENT TO ENHANCE WRITING SKILLS**

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Universitas Negeri Yogyakarta, INDONESIA**

### **Abstract**

This study explores the integration of Artificial Intelligence (AI) into dynamic assessments to enhance English writing skills, focusing on students' perspectives through a needs analysis approach. Employing a quantitative design, data were collected from 88 undergraduate English writing students using a structured questionnaire adapted from Nunan's (2004) framework, which examined students' goals, necessities, lacks, and wants regarding AI-integrated dynamic assessment. The data were analyzed through descriptive statistics to capture students' perspectives and expectations. The results indicate a strong preference for features such as grammar correction, detailed error analysis, and personalized feedback, highlighting the importance of linguistic accuracy and tailored learning experiences. Students also emphasized the need for AI tools that foster creativity and provide actionable, in-depth feedback. However, the findings reveal gaps in current implementations, including limited cultural relevance, insufficient support for creativity, and a lack of adaptability to diverse learner needs. These challenges underscore the necessity for AI tools to align more closely with students' educational contexts and aspirations. Centering learner preferences, this study offers actionable insights for designing more effective and engaging AI-driven assessments. The findings contribute to the discourse on technology-enhanced education and provide practical implications for educators, curriculum designers, and AI developers striving to support 21st-century learners effectively.

**Keywords: Artificial intelligence; dynamic assessment; needs analysis; personalized feedback; writing skills**



## **Error Correction in Academic Writing: Teacher Feedback vs. Automated Feedback**

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**Aghisniya Salma<sup>3</sup>**  
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**1234English Education Department, Faculty of Teacher Training and Education,  
Universitas Pancasakti Tegal, INDONESIA**

### **Abstract**

Academic writing is a cornerstone of higher education, fostering critical thinking, effective communication, and scholarly engagement among undergraduate students. Recognizing its significance, this study aims to compare the impact of teacher-provided feedback versus AI-generated automated feedback on the academic writing improvement of undergraduate students. Focusing on studies published in Scopus database between 2015 and 2025, the study will be conducted under systematic review to examine how each feedback type influences writing aspects such as grammar, coherence, structure, and critical thinking. The methodology involves a comprehensive analysis of relevant literature to assess the effectiveness of human and automated feedback mechanisms. The expected outcome is to identify the relative strengths and limitations of each feedback type, with the anticipation that teacher feedback may offer more personalized and motivational support, while AI-generated feedback provides immediate, objective, and consistent error identification. The findings are intended to inform assessment practices in academic writing, suggesting that a hybrid approach combining both human insight and technological efficiency may offer the most effective strategy for enhancing undergraduate students' writing skills.

**Keywords:** Academic writing; AI; Automated feedback; Error correction; Teacher feedback



**Fostering Learner Feedback Agency: A Sociomaterial Reflection of Feedback Literacy Practices**

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**Bambang Yudi Cahyono<sup>3</sup>**  
**Nunung Suryati<sup>3</sup>**

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**2 Center for Research in Assessment and Digital Learning, Deakin University, AUSTRALIA**

**3 Department of English, Faculty of Letters, Universitas Negeri Malang, INDONESIA**

**Abstract**

This study aims to unpack the interplay between learner feedback agency and the environment, taking a sociomaterial perspective to elucidate the interaction between the human and non-human actors. We adopt an exploratory case study approach, focusing on three students who were taking an Academic Writing course in a teacher education faculty in Surabaya, Indonesia. The participants were exposed to a feedback-literacy module including exemplar analysis, internal feedback, peer feedback, and self-assessment with Automated Writing Evaluation (AWE) tools. Multiple qualitative data were collected from the students' reflections and the teacher's notes. Findings illustrate how the teacher orchestrated various sociomaterial elements synergistically to support students' feedback agency, as happened during the internal feedback exercise, and how students' agency was constrained when the sociomaterial aspects acted in tension during the use of technology for self-assessment. This implies a rethinking into the mutual configuration of technology and human relationship to maximize learner feedback agency.

**Keywords:** agency; case study; feedback; feedback agency; feedback literacy; sociomaterial



**From Pages to Progress: How AI-Based Portfolio Assessment Enhances University Students' Self-Efficacy and Writing Ability**

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**Havid Ardi<sup>3</sup>**

**123 Universitas Negeri Padang, INDONESIA**

**Abstract**

**This study discovered the impact of AI-based portfolio assessment on university students' self-efficacy and writing ability in an English as a Foreign Language (EFL) context. It employed a mixed-methods design to gain a comprehensive understanding of how AI-supported tools contribute to writing development. The population in this study was seven English classes, which consisted of 338 students. One class consisting of 42 students was selected using cluster random sampling. Quantitative data were collected through pre-test and post-test writing assessments, as well as a self-efficacy scale designed to measure students' confidence in their writing skills. Qualitative data were obtained from students' written reflections and semi-structured interviews to capture their experiences and perceptions of AI integration in portfolio assessment. The findings reveal significant improvement in students' writing performance and self-efficacy after the implementation of AI-based portfolio assessment. Moreover, qualitative data showed that students felt more motivated, independent, and confident throughout the writing process. It can be concluded that integrating Artificial Intelligence (AI) into portfolio assessment enhances not only students' writing ability but also their belief in their capacity to succeed in writing. These findings support the use of AI as an effective pedagogical tool in higher education writing instruction.**

**Keywords: AI-based Assessment; Assessment; EFL Students; Portfolio; Self-Efficacy; Writing Ability**



## **Gamification in Language Assessment: Challenges and Strategies for EFL Contexts**

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Universitas Brawijaya, Indonesia**

### **Abstract**

Gamification has become a popular learning strategy that incorporates game elements into learning activities. It enhances learners' participation, especially when applied to assessments. In English as a Foreign Language (EFL) settings, gamified assessment is increasingly used to improve student engagement and provide interactive assessment experiences. This narrative review aims to examine the challenges in integrating gamification elements into Assessment for Learning, Assessment of Learning, and Assessment as Learning, and to explore strategies for addressing these challenges in EFL contexts. The study analyzed ten peer-reviewed journal articles published from 2014 to 2024, selected based on their relevance to gamification in language assessment. The results reveal that while gamification can foster learner engagement, challenges remain in aligning game elements with learning objectives, adapting materials to learners' proficiency levels, and ensuring content suitability. Identified strategies include ensuring the contextual relevance of game elements, aligning gamification with instructional goals, and clarifying the role of each gamified component. The study concludes that effective implementation of gamified assessment requires comprehensive language assessment knowledge and continuous reflection.

**Keywords: gamification in EFL; gamified assessment as learning; gamified assessment for learning; gamified assessment of learning; gamified language assessment**



## **Incorporating AI-Assisted Design in Rubric Development: A Case Study for Evaluating Beginner Researchers Papers**

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### **Abstract**

Novice researchers often struggle with academic writing. Thus, there is a need to have a well-designed rubric to scaffold their learning. However, rubric creation is time-consuming and often lacks standardization. This study investigates how research article rubric development can be improved with AI-assisted design while maintaining learning integrity. We recurrently co-developed a 100-point analytic rubric using Open AI to refine criteria for research quality, critical thinking, and academic style. AI-generated suggestions were evaluated against human expertise (e.g., Bloom's Taxonomy, APA standards) and piloted with 30 beginner researchers. The final rubric demonstrated 1) Increased dimension: AI assisted in dividing broad categories (such as originality vs. critical thinking) into discrete 5-point sub-scales, as shown in the final rubric. 2) Efficiency gains: approximately 50% less time is spent on development than with conventional methods. 3) Pilot testing showed that all students agree with the instructor scores. AI collaboration minimizes the key challenges in conventional rubric design. AI collaboration in rubric design offers scalability (quick prototyping allowed discipline-specific adjustments) and bias reduction (AI provided neutral phrasing for descriptors). This work provides an approach for co-designing assessment tools between humans and AI that maintains a balance between effectiveness and instructional appropriateness.

**Keywords: academic writing; article writing; AI assisted-design; rubric development**



**Mobile-Assisted Language Assessments in EFL Learning: Evaluating the Effectiveness of Telegram-Based Diagnostic Testing**

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**Abstract**

English as a Foreign Language (EFL) instruction is changing thanks to mobile-assisted language evaluations. With an emphasis on engagement, assessment literacy, and tailored learning, this study assesses diagnostic tests for speaking and listening skills that are based on Telegram. The performance and comments of university EFL students on Telegram-based tests were examined using a mixed-methods methodology. The findings indicate improved self-regulation, interactive learning opportunities, and increased engagement. Differentiated learning is supported by variable formats and real-time feedback, yet issues like data privacy and technology access still exist. Automated scoring powered by AI has the potential to increase evaluation uniformity. The advantages and difficulties of Telegram-based tests are highlighted in this work, which advances the field of mobile-assisted language learning research. Future studies should examine how AI can improve the accuracy and personalization of assessments.

**Keywords:** AI in education; diagnostic testing; listening proficiency; mobile-assisted language learning; speaking proficiency; telegram-based assessment



## **Peer Feedback Literacy among EFL Students: Insights from Writing Classrooms**

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INDONESIA**

### **Abstract**

Peer feedback has been an insightful pedagogical tool in writing classrooms, encouraging students to learn both as feedback providers and receivers. In fact, much of the existing literature on feedback literacy has emphasized students' abilities to interpret and respond to the teacher feedback, often paying little attention to the cognitive and social-affective aspects of peer feedback. This study explores students' peer feedback literacy in EFL writing classrooms, encompassing feedback-related knowledge and abilities, cooperative learning ability, appreciation of peer feedback, and willingness to participate. Survey responses from eighty undergraduate students enrolled in academic writing courses are collected. The students' responses on how they perceive their readiness to engage in peer feedback, and how these perceptions vary across gender, academic year, and prior experience. Findings of the study underscore areas of strength and potential gaps in students' peer feedback literacy which can contribute to how writing teachers can design more effective practice of peer feedback literacy to enhance the students' cognitive and affective capacities to be acted upon peer-reviewers in writing classrooms.

**Keywords:** peer feedback literacy, writing classrooms, cognitive and social-affective dimensions



## **Pre-Service Teachers' Ability in Providing Written Corrective Feedback on Student Writing**

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### **Abstract**

Teachers' feedback plays a significant role in students' effective learning. As future teachers, pre-service teachers have to be skillful in giving feedback. This study was aimed at finding pre-service teachers' ability to provide feedback for the sake of assessment. 11 pre-service teachers from three different levels of assessment literacy were given a sample of student writing and required to provide written corrective feedback for students' writing. The findings of this study indicate that pre-service teachers with low and moderate assessment literacy tend to provide inappropriate written corrective feedback for the student's writing while those with high assessment literacy provide more effective written corrective feedback.

**Keywords: Assessment; Written Corrective Feedback; Pre-Service Teachers; Writing**



## **Reimagining English Language Assessment: Exploring AI-Based Assessment Literacy Among English Teachers**

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INDONESIA**

### **Abstract**

Integrating Artificial Intelligence (AI) into educational assessment has increasingly attracted attention, yet the extent of AI-based assessment literacy among English teachers remains underexplored. This study investigates the perceptions, experiences, and practices of High School English teachers regarding AI-assisted assessment. The objective is to understand teachers' attitudes toward AI, their familiarity with AI tools, perceived benefits and challenges, and strategies for ensuring fairness and validity in AI-supported evaluations. Using a survey method with both closed and open-ended questions, the data reveal that most teachers have a positive attitude toward AI, perceiving it as a supportive tool for automating feedback and reducing workload. However, concerns regarding AI accuracy, bias, and the need for human judgment remain significant. Although several teachers have utilized AI platforms such as Google Forms, Quizizz, Grammarly, and ChatGPT, formal training in AI assessment practices was limited. The findings suggest that while teachers are open to AI integration, its responsible use requires further professional development. AI is viewed not as a replacement for human evaluators but as an assistive tool to enhance efficiency and personalization in assessment practices.

**Keywords:** AI-based assessment; assessment literacy; teacher perceptions



**Reimagining Language Assessment Literacy:  
Role of AI in EFL Pre-Service Teacher Education**

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**Abstract**

The advanced integration of artificial intelligence (AI) as a current trend in educational assessment i.e. English education reshapes traditional methodologies, necessitating a reevaluation of Language Assessment Literacy (LAL) among pre-service teachers. While AI-powered assessment tools offer efficiency and real-time feedback, concerns persist regarding the potential over-reliance on algorithmic grading and the diminished role of human judgment. This study explores how AI-enhanced assessments impact pre-service EFL teachers' conceptual and practical understanding of LAL. Using a qualitative case study approach, 14 pre-service teachers engage with lesson plan artifacts, recorded self-reflections, and semi-structured interviews to analyze their experiences with AI-assisted assessment in shaping their LAL. The study applies Schön's Reflective Practice Model (1983) and Black and Wiliam's Assessment for Learning (AfL) Framework (1998) to evaluate shifts in pedagogical reasoning and assessment design. Findings reveal that AI-driven assessments enhance efficiency and streamline grading but raise concerns regarding interpretative depth and critical engagement with student performance data. Participants struggle with balancing AI-generated feedback with personalized assessment strategies which they will apply in their teaching. The study indicates that incorporating AI literacy into teacher training programs is essential to enable educators to critically evaluate automated feedback and integrate AI-based assessment tools responsibly. Recommendations include the development of professional learning modules that foster AI-inclusive assessment techniques while emphasizing the indispensable role of reflective and contextualized evaluation in language assessment literacy in the world of technology.

**Keywords:** AI integration in language assessment, Assessment for Learning, EFL pre-service teachers, Language Assessment Literacy, reflective teaching



## **SUGGESTED PRINCIPLES FOR AI-BASED EFL WRITING ASSESSMENT: A CASE STUDY ON INSTITUTIONAL INFLUENCES IN ASSESSMENT PRACTICES**

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### **Abstract**

Artificial Intelligence (AI) is transforming the way school teachers and university lecturers evaluate English writing in EFL contexts. This study explores key principles for AI-based assessment through a case study approach, employing qualitative analysis, supplemented by numerical data, to identify student performance trends in writing courses. The dataset includes archived scores from Writing 1 (2015/2016) and Writing 2 (2016/2017 and 2017/2018), representing writing classes prior to the COVID-19 pandemic. The quantitative analysis examines scoring patterns, while a review of rubrics highlights institutional influences on classroom-level evaluation. Findings indicate that no universal rubric can be applied consistently in EFL writing instruction, necessitating adaptability from educators. Institutional dynamics significantly shape grading practices and must be considered to ensure fairness. Additionally, this study underscores the potential value of AI in supporting instructors while cautioning against over-reliance, as human flexibility remains essential in this context. The study proposes five key principles for integrating AI into EFL writing evaluation: the pedagogic/andragogic principle, the EFL-specific principle, the honesty principle, the fairness principle, and the flexibility principle, suggesting that harmonizing technological advancements with sound pedagogical practices can enhance the integrity of assessing student writing across diverse educational settings.

**Keywords:** AI-based Assessment; Assessment Practices; Case Study; EFL Writing Assessment; Institutional Influences



**THE INFLUENCE OF AI-BASED SPEAKING ASSESSMENT AND ENGLISH HABITS  
ON INITIATING AN ENGLISH ECOSYSTEM AT SEKOLAH ORA ET LABORA**

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**Abstract**

In an increasingly globalized world, English communication skill is paramount. Sekolah ORA et LABORA as a national school faces challenges in starting English speaking habits for non-English teachers with immersive learning. This study aims to initiate an English ecosystem that is sustainable for improvement in years ahead. Nowadays, various AI Speaking Based assessments are accessible so that the chances to use AI as tools for English speaking skills are tremendously huge. In addition, schools as a community cultivate habits that support teachers to practice English on a daily basis. This study is quantitative research with questionnaire and interview methods applied. The respondents are 84 non – English teachers of Sekolah ORA et LABORA. The findings are (1) AI speaking-based assessment Speak and Improved provides feedback and space for improvement for each individual, (2) cultivation of English habits encourages teachers to practice speaking English at school. In conclusion, the influence of AI –speaking based assessments speak and improve, coupled with the cultivation of daily English habits, are confirmed to be the best initiative strategies for non – English teachers to start the English ecosystem at Sekolah ORA et LABORA.

**Keywords:** AI - Based speaking assessment; English ecosystem; English habits; immersive; speak and improve



## **Transforming Language Assessment in the AI Era: Readiness, Challenges, and Equitable Policy Directions for EFL Teachers in West Kalimantan**

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### **Abstract**

This study explores the readiness of 24 EFL teachers in West Kalimantan, Indonesia, to implement an AI-based approach to language assessment. Despite the government's emphasis on digital transformation through the Merdeka Belajar Kampus Merdeka (MBKM) curriculum, it reveals an impressive gap that while technology is encouraged, there are no clear guidelines on how AI should be incorporated into the assessment process. This study uses a mixed approach that includes surveys, interviews and policy analysis. This research has identified three key findings, each of which provides unique insights into teachers' readiness and some of the challenges in implementing AI in the learning process. First, 18 out of 24 participating teachers (75%) expressed concern about ethical dilemmas, particularly academic integrity and plagiarism. Moreover, it is concerning that 20 (83%) of them showed limited AI proficiency. Second, multiple teachers emphasized the need for a longer period of learning to use AI before promoting its use in the classroom. Thirdly, the lack of AI policies at school level was found to widen existing differences between schools. These findings call for an urgent update of national educational guidelines, particularly through revised MBKM curriculum guidelines that explicitly address the integration of AI in language assessment. This study focuses on the perspectives of English teachers from marginalised communities, with the aim of contributing to the ongoing global discussion on meaningful and pedagogically integrated applications of educational technology in EFL contexts.

**Keywords:** AI integration; educational policy; Indonesia; language assessment; teacher readiness

## USING DIGITAL PLATFORM IN ENGLISH TEACHING EVALUATION FOR UNIVERSITY STUDENTS BASED ON HIGHER ORDER THINKING SKILLS (HOTS)

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### Abstract

The rapid advancement of digital technology has transformed the landscape of education, particularly in the evaluation of English language learning. This study was investigating the effectiveness of digital platforms on the evaluation process, that focusing on students' ability to enhance students' critical thinking in higher-order thinking skills (HOTS). This research used a case study approach with survey method. The subject of this research is the English department of university students. The data was collected through questionnaires and interviews from 150 respondents in difference college, including students and lecturers. To obtaining the respondent, the researcher used random sampling technique to make generalization of all population of this research. The findings reveal that most respondents perceive digital platforms as highly effective in making evaluation processes more accessible, engaging, and efficient. Platforms such as Quizizz, Edpuzzle, and Padlet are noted for their ability to support HOTS through interactive and creative features. The quantitative analysis also indicates that there is a positive correlation between ease of use and the improvement of students' analytical and evaluative skills. Meanwhile, qualitative insights highlight the role of digital platform as evaluation tools can increase the students' participation and critical thinking. However, the result of this research show that, the challenges of using digital platform for evaluating students' capability is come from infrastructure readiness (internet connectivity) and limited digital literacy remain significant barriers. This study concludes that while digital platforms hold great potential for revolutionizing language learning evaluation, their effectiveness depends on addressing technical limitations and providing adequate training for users. The findings offer valuable implications for educators and policymakers aiming to integrate technology into English language teaching and assessment.

**Keywords:** Digital Platform, English Teaching, Evaluation, HOTS

## **Voices of Indonesian EFL Teachers on their Language Assessment Literacy: A Preliminary Study**

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### **Abstract**

Teachers should have good knowledge of assessment as it is an essential factor in education. Having comprehensive understanding on assessment principles and practices is required for teachers, including EFL teachers in Indonesia. Prior research has shown that Indonesian EFL teachers have varying levels of language assessment literacy (LAL) and different assessment needs and challenges according to their contexts. However, those studies did not employ the same questionnaire used in this study to investigate the teachers' LAL level and their assessment needs and challenges. Accordingly, the present research aims to find out the current level of assessment literacy among EFL teachers in Indonesia, including identification of their needs and challenges.

This study involved primary and secondary school Indonesian EFL teachers. The data was collected using an online questionnaire followed by interview sessions. The questionnaire consists of items inquiring about their perceived level of LAL and their needs on aspects of language assessment, namely, classroom-focused language testing and assessment, purposes of testing, content and concepts of language testing and assessment. More than 80% of the participants claim that they received no or basic training in those aspects of the language assessment above. Interestingly, only less than 20% of the participants claim that they received advanced training. This data corroborated with the assessment needs that more than 70% of participants expressed. These preliminary findings reveal consistency between the teachers' perceived level of LAL and their needs of more advanced training on some aspects of language assessment literacy.

**Keywords:** English as a foreign language; language assessment literacy; classroom-based language assessment



## **An Evaluation of English Language Assessment Practices: Observations and Analysis of Teacher-Made Tests in Junior and Senior High Schools**

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### **Abstract**

**This study aims to analyze the assessment practices implemented by English teachers at junior and senior high school levels, and to evaluate the quality of the teacher-made tests through validity and reliability testing. A total of 30 English teachers from various schools participated in this study. Data collection involved direct classroom observations focusing on how teachers conducted assessments, as well as the collection of teacher-made tests for further analysis. The tests were evaluated to determine their validity and reliability using statistical analysis techniques. This research adopts a descriptive quantitative approach to systematically describe and quantify the observed assessment practices and the quality of the instruments. The results are expected to provide a clearer picture of how English teachers design and implement assessments, particularly regarding the extent to which their tests meet psychometric standards. Furthermore, the study aims to offer valuable insights into areas that require improvement in test construction, helping to enhance the overall effectiveness of English language assessments at the secondary education level. By identifying strengths and weaknesses in current assessment practices, the findings can serve as a foundation for future training programs and professional development initiatives targeting better assessment literacy among English teachers.**

**Keywords: English language assessment; validity; reliability; test evaluation; teachers' made assessment;**



## **High School Students' Perception of AI-based Assessment in English Language Learning**

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### **Abstract.**

Nowadays, Artificial Intelligence (AI)-powered educational tools have grown in popularity because of their capacity to offer scalable assessment capabilities, personalized learning support, and immediate feedback. The study focuses on analyzing high school students' perception of AI-based Assessment in English language learning. There are some AI tools applied for assessing students' competencies in English language learning, such as Virtual Writing Tutor and Grammarly. It investigates how students interact with and react to automated assessment tools, like Virtual Writing Tutor and Grammarly, which are frequently used to assess grammar and vocabulary. In order to shed light on how artificial intelligence will influence language assessment procedures in the future, the study looked at students' perception of these tools' value and level of trust in them. The method used is a qualitative method, and the subjects of the study are 30 high school students in Medan, consisting of private and state schools. The finding shows that higher education students have a positive perception toward AI-based assessment since it can effectively help and support in improving grammar and vocabulary. The students appreciate the instant feedback provided, which facilitates their independent learning. These findings imply that AI-based evaluation instruments can facilitate English language acquisition and could be useful additions to conventional assessment techniques in high school education..

**Keywords:** AI-based Assessment; AI Tools; High School Education; and Perception.



## **High School Students' Perception of AI-based Assessment in English Language Learning**

**Sumarsih<sup>1</sup> and Asrita Sari<sup>2</sup>**

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### **Abstract**

Nowadays, Artificial Intelligence (AI)-powered educational tools have grown in popularity because of their capacity to offer scalable assessment capabilities, personalized learning support, and immediate feedback. The study focuses on analyzing high school students' perception of AI-based Assessment in English language learning. There are some AI tools applied for assessing students' competencies in English language learning, such as Virtual Writing Tutor and Grammarly. It investigates how students interact with and react to automated assessment tools, like Virtual Writing Tutor and Grammarly, which are frequently used to assess grammar and vocabulary. In order to shed light on how artificial intelligence will influence language assessment procedures in the future, the study looked at students' perception of these tools' value and level of trust in them. The method used is a qualitative method, and the subjects of the study are 30 high school students in Medan, consisting of private and state schools. The finding shows that higher education students have a positive perception toward AI-based assessment since it can effectively help and support in improving grammar and vocabulary. The students appreciate the instant feedback provided, which facilitates their independent learning. These findings imply that AI-based evaluation instruments can facilitate English language acquisition and could be useful additions to conventional assessment techniques in high school education..

**Keywords:** AI-based Assessment; AI Tools; High School Education; and Perception.



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# ABSTRACTS

## SUB-THEME 14 DIGITAL HUMANITIES

## **Can Machines Feel Stories? A Comparative Discourse Analysis of Human and AI Responses to Film Narratives**

**Muzakki Afifuddin<sup>1</sup>**

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### **Abstract**

As artificial intelligence continues to evolve in its ability to mimic human-like communication, it prompts further questions into whether it can truly capture the emotional richness, personal positioning, and meaning-making that are significant to human dialogue—especially when it comes to responding to story-driven entertainment. This study sets out to conduct a comparative discourse analysis, focusing on university students' personal reflections on films alongside AI-generated responses crafted to the same prompts, paying particular attention to how affect, stance, and identity are expressed. Human reflections will be studied through the lens of the Appraisal Framework (Martin & White, 2005), with a specific focus on the ways students utilize linguistic tools related to attitude, engagement, and graduation, enabling them to articulate emotional reactions, affirm personal values, and connect narratives to their own life experiences. In contrast, AI outputs will be analyzed from a functional perspective, evaluating aspects such as syntactic fluency, deployment of affective expressions, and overall discursive coherence. The study further draws upon narrative identity and positioning theories (Bamberg, 1997; Wortham, 2001), investigating how individuals morally and socially locate themselves within the narrative spaces of the films they discuss. Through the comparative framework, the research aims to investigate the boundaries of machine-generated language, particularly its abilities and limitations in mirroring the uniquely human capacities for empathy, introspection, and imaginative cultural engagement. Ultimately, the project pursues to make a meaningful contribution to applied linguistics by bridging critical explorations of AI, narrative discourse, and the shifting role of emotional expression in the digital age.

**Keywords:** AI; appraisal; emotional expression in the digital discourse; narrative identity; simulation of human language;

## **Constructing Meaning in Dialogue with Machine: Analysing EFL Learners' interaction with LLMs through Language**

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### **Abstract**

As generative AI tools become more embedded in education, questions arise not only about their risk but also their potential to support learning. This study investigates how EFL learners develop cognitive capacity through their use of language when interacting with Large Language Models (LLMs). More specifically, this study addresses the need to understand how meaning-making and reasoning evolve in AI-mediated learning. The data comprise a longitudinal collection of learners-generated prompts over one academic semester, drawn from multiple reading tasks involving AI tools. Data gathered includes prompt logs and follow-up interviews to contextualize prompt use. Using Systemic Functional Linguistics framework of analysis, prompts are analysed for transitivity and modality structure as representation of cognitive process. To ensure validity, the study triangulates linguistic patterns with learners' self-reflections collected through interview. Furthermore, the reliability of the analysis is achieved through intercoder agreement using UAM corpus tool to maintain consistency in language feature annotation. The study is expected to offer a model for analysing language-mediated cognition in human-AI interaction and framework for scaffolding higher-order thinking skills in EFL learners through LLMs-based interaction.

**Keywords: Cognitive development; EFL Learners; Large Language Models; Systemic Functional Linguistics**



## **Digital Language Planning: Development of Bahasa Mandailing-Indonesia-English Digital Dictionary for Language Preservation**

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### **Abstract**

The purpose of this study is to launch an artificial intelligence-based Mandailing–Indonesian–English digital dictionary supporting the preservation and revitalization of regional languages in the digital age. Despite the increasing prevalence of world languages, a good number of minority languages are in and are going to vanish, often because there is not enough documentation available and because the number of people actively speaking them is dwindling. This study used a descriptive qualitative approach with research and development (R&D) range methods, which included literature review, user needs analysis, linguistic corpus collection, system development based on AI using Natural Language Processing (NLP), and dictionary effectiveness evaluation. Results indicate that the digital dictionary not only supports corpus planning but also aids acquisition and status planning by providing an interactive and accessible resource for language learning. The dictionary is foreseen to be one of the good media to safeguard the Mandailing language while increasing the local people's awareness and participation to sustain their local tongue. Our findings provide theoretical guidance but also a tangible application of digital language planning and tech-based rescue to minoritized language communities.

**Keywords: Language Planning; Digital Dictionary; Mandailing Language; Language Revitalization**



## **EFL Teachers' Cognition of Digital Technology: Counting Affective Variables in the Game**

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### **Abstract**

Beliefs have been claimed to be pivotal to affect teacher decision making, including on the use of ICT for instruction. However, the researcher's preliminary studies revealed more complex interplay between teacher beliefs of ICT and its use for instruction. This research investigated how 438 English teachers in Indonesia make sense and use of digital technology for language instruction. Modified Unified Technology Acceptance and Use (UTAUT) with integration of affective variable was developed and validated. Path analysis among others revealed that variables of affect and facilitating factors had significant effects towards teacher intention to use ICT. Moreover, analysis of Structural Equation Modelling (SEM) revealed that the model accounted for 81.9% ( $R^2=.819$ ) of the variance of behavioural intention and 57.2% ( $R^2=.572$ ) of digital material use. This study recommended the necessity to account teacher affect and supporting factors into the policy of ICT use for instruction along with the intermediary aspects of teachers' behavioural intention.

**Keywords:** Cognition, Digital Technology, Intention, Affective Dimensions



**Mobile-Assisted EFL Writing Community: Motivational and Demotivational Factors**

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**Abstract**

Following formal education, numerous graduates experience difficulties in undertaking self-directed language learning. Nevertheless, a proportion successfully engage in autonomous language acquisition, often leveraging diverse mobile applications, encompassing both paid and freemium options. Complementing formal courseware, certain communities have established independent English learning groups on various social networking platforms, such as WhatsApp, Telegram, and Facebook. This study investigates the motivational factors underlying learners' engagement in self-directed language learning within a WhatsApp community, driven by the observed enthusiasm. This case study involved four participants (two female, two male) aged 17-30 years, all active members of the an English-learning WhatsApp group community. The findings identified at least five macro-level motivational factors: temporal flexibility, topical flexibility, linguistic flexibility, identity flexibility, and high mobility. All participants valued the temporal flexibility afforded by asynchronous communication. Topical flexibility allowed exploration beyond standard curricula, despite occasional administrative inconsistencies. The absence of formal linguistic standardization was accepted if communication flow was maintained. Identity flexibility enabled participants to adapt their learner identity relative to their real-world identity, facilitating uninhibited topic engagement. Finally, WhatsApp's real-time mobile functionality enhanced participants' flexibility in group involvement. These results suggest the potential utility of mobile-assisted language communities for English learners' continued proficiency development.

**Keywords: motivation, virtual learning environment, Whatsapp**



**Visually Exploring the Faces of Indonesian Tourism**  
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**Abstract**

This study aims to investigate the representations of Indonesian tourism portrayed on its official website [indonesia.travel](http://indonesia.travel) through visual modes. Identifying these representations means understanding the reality and experience presented as tourism identities constructed by the government to attract tourists, which might be unique compared to other countries. These representations are grounded in the ideational metafunction within the Systemic Functional Linguistics (SFL) framework. In this context, therefore, visual representations on destination webpages containing visual participants, processes, and their relations are analysed based on dynamic (narrative) and static (conceptual) structures (Kress and van Leeuwen, 2021). The top three destinations pages browsed by international website users are chosen, namely: Bali, Yogyakarta and Jakarta. These were then captured by using an application named Fireshot and saved in PDF. All images are drawn from both above and below the fold. Additionally, opening scenes or cover frames of videos featured on the pages are included but treated as static images. While the remaining video contents are excluded due to several reasons. The results show that inanimate visual participants are predominantly portrayed using conceptual processes, highlighting Carrier-Attribute relations. In contrast, narrative processes involve only animate participants. This process specifically identifies their roles, Actor-Goal relations, including events depicted in the displayed images. However, visual are more complex, often containing multiple layers of processes in a single image.

**Keywords:** Ideational metafunction; Indonesian tourism; Systemic Functional Linguistics; visual representation



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# ABSTRACTS

## SUB-THEME 15 AI IN TRANSLATION

**AI vs. Human Translations of Romantic Lines in Dilan 1990: A Study of ChatGPT, Gemini, and Vidio.com Subtitles**

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**Abstract**

This study explores the translation of romantic lines in the popular Indonesian teenage film *Dilan 1990*, focusing on well-known dialogues delivered by the protagonist Dilan to Milea. Dilan is portrayed as a uniquely charismatic character—both a motorcycle gang leader and a caring, intelligent young man—whose unconventional romantic style is reflected in his playful and poetic words to Milea. Dilan's words carry a mix of humour, sincerity, and a touch of mystery, making them memorable among teenagers and young adults. The study specifically compares translations from Indonesian to English generated by two advanced AI language models—ChatGPT and Gemini—with the official subtitle translation available on Vidio.com. Using a comparative analysis approach, the study examines the linguistic nuances, cultural adaptation, and poetic elements of each version. The findings reveal differences in how AI and human translators handle the subtleties of romantic language, shedding light on the effectiveness of AI in translating contextually rich and emotionally charged dialogues. This study contributes to the understanding of AI's role in literary and audiovisual translation, highlighting the potential and limitations of AI translations in capturing cultural and emotional depth.

**Keywords:** AI translation, cultural adaptation, *Dilan 1990*, linguistic nuances, poetic translation

## **Algorithms or Human Soul? A Comparative Analysis of AI and Human Translations of Shakespeare's Sonnet 18 into Indonesian**

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### **Abstract**

Generative artificial intelligence (AI) affects facets of human life, including translation. It is a common belief that machines have no ability to understand emotion and no creativity. This study investigates AI ability to translation a poem of a moderate simplicity from English into Indonesian through a comparative analysis of four Indonesian renditions of Shakespeare's Sonnet 18. The first three versions were produced by distinct generative AI models, namely ChatGPT, Deepseek, and Sonnet, while Version 4 was translated by Sapardi Djoko Damono. Using fidelity, poetic fluency, and emotional resonance as the rating criteria, the analysis reveals divergent strengths: AI translations excel in structural fidelity, with Deepseek effectively replicating the sonnet's iambic cadence and rhyme scheme through algorithmic pattern recognition. However, AI versions often prioritize formal mimicry over nuanced metaphors, as seen in ChatCPT result. The last AI model maintains rigid archaism. In contrast, the human translator employs creative liberties, showcasing the interpretive boldness but sacrificing semantic precision. The study underscores AI's capacity to handle structured poetic forms but highlights its limitations in capturing cultural-contextual nuances and metaphysical themes inherent to Shakespearean sonnets. Conversely, human translators, though prone to overinterpretation, better navigate ambiguity and emotional depth. These findings advocate for a hybrid approach, leveraging AI's precision with human literary creativity, particularly for linguistically complex culturally bound literary texts. The research contributes to debates on AI's role in creative domains, emphasizing the irreplaceability of human creativity in preserving the soul of poetry.

**Keywords: AI translation; human translation; Shakespearean sonnet; literary translation; artificial intelligence**

## **ChatGPT as a Machine Translation Tool: Perceptions of English Major Students**

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### **Abstract**

ChatGPT is one of AI tools that has capabilities to act as a machine translation (MT) tool. English major students are highly likely to have more exposure to MT since they deal with the English language in their entire study. However, it has been claimed that MT frequently lacks precision and accuracy. Furthermore, studies on the use of ChatGPT as an MT tool among English major students are still scarce. Therefore, this study investigated the English major students' perceptions on utilizing ChatGPT as an MT tool in their studies by employing a qualitative research design. Participants of this study are four English major students from two public universities in Malaysia. Findings revealed that employing ChatGPT as an MT tool in their studies posed drawbacks namely inaccuracy, limited access, and plagiarism issues. However, it also served benefits to students for its convenience and efficiency. This study implies that English major students can benefit from ChatGPT for additional understanding, but it underlines the significance of caution in use, addressing potential drawbacks such as plagiarism and inaccuracy. It also sets the door for further researchers to delve into linguistic problems and integration solutions in language studies and artificial intelligence (AI).

**Keywords:** Artificial Intelligence (AI); ChatGPT; Machine Translation (MT)



## **Comparative Analysis of DeepL and Student Translations in a Project-Based Learning Context**

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**<sup>1,2</sup>English for Business and Professional Communication, Business Administration,  
Politeknik Negeri Jakarta, INDONESIA**

### **Abstract**

**This study investigates the translation accuracy of business texts using Neural Machine Translation (NMT) technology, specifically DeepL, compared to student translations developed through Project-Based Learning (PjBL) activities. Conducted in the Basic Business Text Translation course, the study employed a qualitative comparative method. Students translated selected sections of annual reports, after which their work was compared with DeepL-generated translations. Translation quality was assessed using the Translation Quality Assessment (TQA) model by Nababan et al. (2012), focusing on three parameters: accuracy, acceptability, and readability. The findings revealed that DeepL outperformed students in terms of grammatical correctness and terminological consistency. In contrast, student translations exhibited superior cultural adaptation and contextual sensitivity, particularly when interpreting business-specific rhetorical expressions. The study concludes that while DeepL can significantly aid translation tasks by enhancing linguistic accuracy, human translators remain essential for nuanced and culturally appropriate translations. These results provide empirical support for incorporating AI-assisted translation into translation pedagogy and underscore the importance of training students in post-editing skills.**

**Keywords: Neural Machine Translation (NMT), DeepL, Project-Based Learning (PjBL), Translation Accuracy, Translation Pedagogy**



**Comparative Effect of AI Translation Tools on English Sentence Construction:  
A Study of Agricultural ESP Classroom**

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**Abstract**

The growing development of artificial intelligence (AI)-powered machine translation tools, such as Google Translate (GT) and DeepL Translator (DT), has influenced language learning practices, particularly in English for Specific Purposes (ESP) contexts. This present study examines the effect of AI translation support on English sentence construction among ESP students in the Faculty of Agriculture, Universitas Brawijaya. Using classroom observations and written task analysis, this research compares the quality of students' English sentences produced with and without AI tools assistance. This observation also measures the time spent by students when composing an English sentence with and without AI support. We collected over 160 sentences from 80 ESP students who participated in the classroom observation. The findings reveal that AI-assisted sentence construction improved grammatical correctness, vocabulary usage, and spelling. In contrast, sentences produced without AI support showed higher error rates and unnatural meaning. This result suggests that while AI translation tools can enhance certain aspects of writing, reliance on them may limit students' independent language development.

**Keywords: AI Translation tools; ESP Students; Language Learning; Machine Translation; Sentence Construction**

## Developing Genre Awareness through Student Engagement with AI-Generated Translations

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### Abstract

As tools like Google Translate and ChatGPT become increasingly popular, translation lecturers and trainers face the challenge of guiding students beyond surface-level translation accuracy. It is no longer sufficient to produce grammatically correct output; students must also learn to recognize and respond to different text types and communicative functions. This classroom-based study explores the use of AI-generated translations as pedagogical tools to develop genre awareness among undergraduate translation students. It focuses on three key functional genres—narrative, procedural, and persuasive—which frequently reveal genre-related errors in machine-generated translations, including mismatches in tone, cohesion, and register. Students participated in a series of genre-based tasks where they were asked to evaluate AI translations, identify deviations from expected genre conventions, and revise the texts to better meet their communicative purposes. Data were collected through students' annotated outputs, revised translations, and written reflections on the challenges they encountered. The students' responses revealed a growing awareness of the complexities involved in translating across genres, particularly in recognizing tone shifts and structural inconsistencies in AI-generated texts. Initially, many students were unaware of how often machine translations failed to capture genre-specific features such as coherence, tone, or purpose, and the activity encouraged them to begin paying closer attention to these aspects. Their reflections suggested that engaging with genre through flawed AI translations fostered a more thoughtful and critical translation process. These insights point to the potential of integrating genre-based tasks with AI tools as a meaningful way to cultivate reflective and responsible student translators in the age of artificial intelligence.

**Keywords:** Machine Translation, Genre Awareness, Translation Pedagogy



## **Divulging Students' Idiomatic Translation Styles versus Artificial Intelligence Tools (A Case at Haluoleo University)**

**Azhariah Rachman**

### **Abstract**

The advent of advanced Artificial Intelligence, to be specific, machine translation (MT) tools such as Google Translate and DeepL or even Chat GPT has significantly impacted the field of translation in language education. The intersection of translation and artificial intelligence (AI) has become a dynamic and rapidly evolving field. AI-powered machine translation (MT) has progressed significantly, moving from rule-based systems in the 1950s to statistical MT in the late 1980s and the current dominance of neural machine translation (NMT) since the 2010s. This evolution has dramatically impacted how translation is approached and perceived. Idiomatic expressions pose significant challenges for both human translators and MT systems due to their non-literal meanings and cultural embeddedness (Nida & Taber, 1969). Research indicates that MT tools often struggle with idioms, resulting in translations that are either literal and nonsensical or inaccurately convey the intended meaning (Koehn, 2010). Human translators, conversely, leverage cultural knowledge and contextual understanding to render idiomatic expressions appropriately (Venuti, 2012).

This study aims to reveal the idiomatic translation capabilities of undergraduate students with AI tools applications. Utilizing a mixed-methods approach, the research involved translating a set of 50 idiomatic expressions from English to Indonesian and vice versa by 50 undergraduate students and the two MT tools. The translations were evaluated based on accuracy, idiomaticity, and cultural appropriateness by experts. Results indicate that while DeepL outperforms Google Translate in idiomatic translations, both MT tools still lag behind proficient human translators in capturing nuanced cultural and contextual meanings. Students demonstrated significant variability in their translations, with proficiency levels and exposure to idiomatic expressions.



## **Enhancing L2 Vocabulary and Syntax Acquisition through AI-based Translation Tools: A Systematic Literature Review**

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### **Abstract**

The connection of AI-based translation assistants, such as Google Translate, DeepL, and ChatGPT, makes it common in the process of learning a second language (L2), precisely to master the basics of science, such as vocabulary and syntax. Vocabulary and syntax in (L2) are very important basic things for users to understand and this is very interesting to study. Especially in the AI technology section. A systematic literature review aims at how AI-based translation tools can affect vocabulary and syntax development for L2 learning. By reviewing empirical data studies of Elsevier, Taylor & Francis, Eric, and Google Scholar from 2015 to 2025, this study identifies the big picture of major research, frequently used tools and their impact on language learning. The focus of this review is to determine the contribution of AI-based translation tools such as Google Translate, DeepL, and ChatGPT to vocabulary and syntax acquisition. This review obtains findings from various studies, ranging from positive impacts to potential negative impacts. In conclusion, this study will provide pedagogical recommendations for AI-based translation tools and can also be used for further research with the aim of maximizing their application in acquiring L2. This review provides a comprehensive understanding of the role of AI in enhancing language learning, particularly in developing vocabulary and syntax in the EFL context.

**Keywords: AI-based Translation; AI tools; EFL; SLA; Syntax; Vocabulary Acquisition**



## **From Survival to Thrival: Elementary School English Teachers' Stories of Adaptation and Innovation**

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### **Abstract**

This study aims at investigating how elementary school English teachers conducted English language teaching during COVID-19. This study will discuss challenges they faced on three stages of teaching: lesson planning, execution, and evaluation, as well as their coping mechanism; what their strategies or innovations were in terms of changing the classroom activities into School from Home (SfH) activities. Narrative inquiry is used for this study to understand present real-life experiences. This study involved English teachers at elementary school in several areas in Indonesia. Moreover, to obtain supplementary data and collect in-depth information, a list of semi-structured interviews was conducted. Drawing on the results of this analysis, we will outline elementary school English teachers' survival strategies during COVID-19 which are highly expected to give insights for other English teachers in the world who are struggling with similar situations.

**Keywords:** teaching and learning process, COVID-19, teaching strategies, narrative inquiry, school from home



## **Humanizing Machine Translation: A Case Study on EFL Students' Use of ChatGPT in Literary Translation Practice**

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### **Abstract**

This qualitative case study investigates how EFL students in a university-level translation course utilize ChatGPT as a supportive tool during the literary translation process, and how they incorporate their linguistic, theoretical, and cultural knowledge to refine their translations. The study focuses on undergraduate students enrolled in the Practice of Translation course at a public university in Bandung, where they engage in translating a variety of literary text including poems, short stories, and novel excerpts from English to Indonesian and vice versa. Data were collected through student-annotated translations, reflective journals, classroom observations, and semi-structured interviews. The study is framed by Skopos Theory, Cultural Translation Theory, and the concept of human-AI collaboration in translation practice.

Findings indicate that students primarily rely on their own translation abilities to produce initial drafts, and consult ChatGPT to revise specific terms, confirm syntactic choices, or explore alternative expressions for culturally embedded elements. Rather than accepting AI suggestions passively, students critically engage with ChatGPT outputs, often modifying or rejecting them based on their understanding of literary style, audience expectations, and cultural resonance. The study reveals that AI tools, when integrated thoughtfully, can enhance students' translation competence while maintaining the central role of human agency, creativity, and cultural interpretation in literary translation.

**Keywords:** ChatGPT; cultural translation; EFL students; human-AI collaboration; literary translation

## **Popular or Populer? Comparing AI and Human Translation of Nonce Words in Wicked's Indonesian Subtitles**

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### **Abstract**

This study delves into the process of translating nonce words—newly coined lexical items—in Indonesian subtitles of the musical fantasy film *Wicked*. Set in the magical land of Oz, the film incorporates playful and imaginative expressions like Galindafied and braverism, which present unique translation challenges due to their creativity and humor. The study employs content analysis to compare human-generated and AI-generated subtitles. Specifically, selected nonce words from the film are examined across subtitles from Apple TV (human) and AI platforms such as DeepL and Google Translate. While both human and AI translations tend to convey the general meaning of the nonce words, they fail to capture the stylistic and humorous nuances present in the source language. Human translations can be literal or omit creative expressions entirely, suggesting that neither method fully encapsulates the inventiveness and playfulness of the source language. This study underscores the importance of developing more adaptable strategies for translating highly creative audiovisual texts.

**Keywords:** AI-generated translation; human translation; language creativity; nonce words; subtitle translation



**Reimagining Translation in the Age of AI:  
A Dialogue between Human and Machine**

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**Abstract**

The paper reports on a reflexive case study on AI-assisted translation as an interactive reflective process involving both human and machine. In this study, AI is used as a conversational partner rather than simply a machine translator, as in the case of Google Translate and DeepL. Using real interactions with the various AI tools such as ChatGPT, Gemini, and Copilot, this study analyzes examples of the dialogues with the machines to demonstrate how prompting, counter-prompting, and revision can enhance translation quality and reveal linguistic and cultural nuances. The findings suggest that in the era of AI, the role of the translator is being reconceptualized. The translator is no longer a passive user of AI, but is now an active, culturally aware collaborator who brings nuance, intuition, and judgment to the translation process. The paper concludes that translation practices can be reshaped not by replacing human expertise, but by supporting and enhancing it through thoughtful engagement with AI.

**Keywords:** AI (Artificial Intelligence), AI-assisted Translation, Human-Machine Collaboration, Reflexive Case Study

## Role-based Prompting as A New Paradigm in AI-assisted Translation of Museum Collections Texts

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### Abstract

ChatGPT's fluency and speed have transformed cross-cultural communication, but its limited cultural sensitivity, especially in translating museum texts—object labels, storylines, exhibit descriptions—remains a concern. This study proposes a novel approach using role-based prompting as a methodological variable to evaluate ChatGPT's potential as a genre-specific translation tool, focusing on its reactions to three different role-based prompts and the language style and translation technique typology arising from each role's point of view. This qualitative investigation was conducted in three stages: prompt designing, from the perspectives of museum curator, translator, and educator; translation evaluation, from the aspects of terminology, structure, and cultural framing; and language style and translation techniques analysis. Findings indicate that role-based prompting elicits distinct translation outputs. The curator prompt retains more Indonesian terms with concise explanations, prioritizing authenticity and cultural specificity. The translator prompt emphasizes clarity and communicative accuracy, balancing source-target equivalence. The educator prompt produces expanded, interpretive translations aimed at enhancing audience engagement. Each role evokes different styles and techniques: the curator tends toward formal, technical language with foreignization and cultural borrowing; the translator toward standardized, neutral style with modulation and semantic translation; and the educator toward narrative and pedagogical style with explicitation and adaptation. The study implies that role-based prompting offers an effective strategy to improve AI-assisted translations of museum texts, enhancing accuracy, cultural sensitivity, and audience engagement. It is especially important for translation practices in Indonesian museums, which often lack the human resources and frameworks required to provide accessible and culturally communication to overseas visitors.

**Keywords:** ChatGPT; museum text translation; role-based prompt; translation technique; translation typology

**Students' Perspectives on Opportunities and Challenges of  
AI-assisted Translation: A Thematic and UTAUT-based Inquiry**

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**Abstract**

The advanced technology of Artificial Intelligence (AI) in translation has developed very fast. Various study indicates that AI-assisted translation has many benefits, such as producing a more accurate translation, as well as a more effective and efficient translation process. On the other hand, numerous other studies affirm the opposite, that AI-based translation poses potential drawbacks as well. Therefore, this mixed-method study is conducted to discover challenges and opportunities of AI-assisted translation viewed from students' perspectives. The subjects are 45 students of one private university in Sumedang, Indonesia, majoring in English Literature, who have been taking the 'Translation' course. At the time of the writing, data collection is in progress through a questionnaire based on UTAUT framework, Focus Group Discussion (FGD), and observation. Quantitative data will be analyzed using descriptive statistics, while qualitative data will be analyzed thematically to identify patterns of perception that emerged. Based on relevant literature and preliminary classroom insights, it is anticipated that students will perceive AI as a useful assistant in accomplishing translation tasks, particularly due to its ability to reduce the load of a translator's work. However, overreliance on the use of AI in translation is likely to emerge, affecting students' critical thinking throughout the process. To conclude, the findings are expected to have teaching methods on translation updated, integrating both AI and translation competencies into the instruction.

**Keywords:** AI-assisted translation; ArtificialIntelligence (AI); students' perception; translation



**TECHNOLOGY, TRANSLATION, AND RELIGIOUS COMMUNICATION:  
LANGUAGE MANAGEMENT AT THE BISWA IJTEMA IN A MULTILINGUAL  
GLOBAL SOUTH CONTEXT**

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**Abstract**

This paper critically investigates how technology mediates translation and religious communication within the language management practices at the Biswa Ijtema—one of the world’s largest annual Islamic congregations, held in Bangladesh. Drawing on a linguistically informed ethnographic case study, the research is grounded in Language Management Theory and analyzed using Reflexive Thematic Analysis. It focuses on how tools such as microphones, loudspeakers, mobile phones, and informal interpreting mechanisms are selectively embraced, negotiated, or resisted to facilitate multilingual interaction during the event. Framed within critical applied linguistics, the study is informed by a socially situated epistemology that views knowledge as shaped by discourse, power, and ideology, and an ontology that locates language practices within broader religious, institutional, and sociocultural systems. The analysis reveals that choices regarding the use or avoidance of communication technologies are influenced not only by practical concerns but also by religious values, authority structures, and competing perceptions of authenticity. By unpacking the tensions between tradition and technological mediation, and between inclusive multilingual access and dominant linguistic practices, this research highlights the complex dynamics of language management in spiritual tourism. It also considers the broader implications for linguistic inclusion and the sustainability of minority languages in the Global South. In doing so, the paper contributes to critical understandings of how digital and AI-driven technologies are reshaping communicative practices in religious domains.

**Keywords:** Global South; Hybrid approach; Language management; Multilingualism and technology; Religious communication

## **The Perceptions of Using AI Translation Tools in Writing Multicultural Narrative Texts in English**

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### **Abstract**

This study investigates junior high school students' perceptions of using AI translation tools—specifically Google Translate and ChatGPT—in writing multicultural narrative texts in English. With the growing integration of artificial intelligence in language education, there is a need to understand how students engage with these tools when expressing culturally rooted stories in a foreign language. Employing a qualitative descriptive approach, data were collected through questionnaires and semi-structured interviews with students who had experience using AI translation tools in English writing tasks.

The findings indicate that students generally view AI tools as beneficial for improving vocabulary use, grammar accuracy, and translation fluency. Many reported feeling more confident and motivated to write in English, especially when translating stories based on their local culture. However, students also acknowledged the limitations of AI tools, particularly in capturing cultural expressions and contextual meanings unique to their traditions. Some participants expressed concern about becoming overly dependent on AI, potentially hindering their own language development. The study underscores the importance of using AI translation tools as supportive aids rather than replacements for critical thinking and cultural sensitivity in language learning.

**Keywords:** AI Translation Tools; English Language Learning; Multicultural Narrative Writing

## **The Poem ‘My House’: Ideology and Diction on Human versus AI’s Translation Method**

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### **Abstract**

The use of diction is not only intended for writing poetry but also for translating poetry. However, there is a very contrasting comparison when AI is used to translate poetry. Then, the two poems, especially the poem My House by Robert Adamson, translated by Sapardi Djoko Damono (SDD), are juxtaposed to see the ideology, which is trying to be close to the target language. This paper aims to discuss the poem My House by Robert Adamson, translated by Sapardi Djoko Damono and translated by artificial intelligence, and to show the ideology and how creative the diction used by human and AI translators is. This article presents poems in their original language, followed by the results of human translations, especially Sapardi Djoko Damono, and the results of AI translations. After being shown, the poems translated by humans and AI are explained, and the results are explained using the Newmark translation method. The argument from this article is that AI translation is not as artistic as human translation. However, AI can be juxtaposed with basic knowledge for translation ideology. The result is that SDD’s and AI’s translations have various diction to translate My House, and the ideology has similar sides to get the natural as the target language. The conclusion obtained from this article is that the translation done by SDD is more artistic than that done by AI, so the diction used looks beautiful and meaningful.

**Keywords:** ideology; diction; AI’s translation; poem



## **The Translation Equivalence of AI-Powered Machine Translation Tools in Translating Noun Phrases**

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### **Abstract**

Recent advances in AI-powered machine translation (MT) tools have significantly enhanced the quality and accessibility of cross-linguistic communication. This study investigates the level of translation equivalence achieved by three widely used AI-based MT tools—Google Translate, DeepL, and ChatGPT—in translating English noun phrases into Indonesian. Drawing on Nida’s Equivalence Theory, which distinguishes between formal and dynamic equivalence, the study analyzes a range of English noun phrases modified by premodifiers, postmodifiers, and multiple modifiers. The data reveals that all three tools generally succeed in achieving both formal and dynamic equivalence when translating noun phrases with single modifiers. However, challenges arise with more complex noun phrases involving multiple modifiers, where the tools tend to preserve formal equivalence but often fall short of dynamic equivalence, especially in conveying natural and contextually appropriate target-language expressions. These findings suggest that while AI-powered MT tools demonstrate impressive linguistic capabilities, they still struggle with contextual and functional nuances in complex syntactic structures. The study contributes to the growing body of research on the strengths and limitations of machine translation, offering insights for both translation practitioners and developers of MT systems.

**Keywords:** AI-powered machine translation, Translation equivalence, English noun phrases

## **Translating Culture, Preserving Identity: An AI-Based Approach to Sundanese-English Translation Assessment**

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### **Abstract**

Indonesia's cultural diversity faces significant threats from the declining use and potential extinction of many regional languages, notably the Sundanese language of West Java. In response to these challenges, this study investigates the role of Artificial Intelligence (AI) in translating and preserving Sundanese, emphasizing both cultural preservation and global accessibility. Specifically, it explores AI's capabilities in translating culturally nuanced Sundanese words found in fictional texts into English. Adopting a mixed-method approach, this research integrates qualitative and quantitative methodologies to examine translation challenges thoroughly. Data collection includes categorization of culturally loaded lexicons based on Newmark's theory, AI-based translations using tools such as ChatGPT, DeepL, and DeepSeek, and validation through Focus Group Discussions (FGD) with native speakers, translation experts, and Sundanese cultural specialists. Translation quality assessment combines qualitative cultural-linguistic analysis with quantitative evaluations using BLEU scores, ensuring comprehensive results. The findings of this study are expected to reveal the linguistic phenomena consistently generated by AI translations and to forecast their effectiveness in culturally nuanced texts. Ultimately, this research contributes valuable insights into how AI translation technology can support language revitalization efforts, enhance cultural sustainability, and foster the preservation of Sundanese identity within Indonesia and beyond. The implications extend to advancing technological strategies in language education, enriching cultural dialogues globally, and informing future developments in AI-driven translation methodologies.

**Keywords:** AI translation, BLEU score, Sundanese language, translation quality



**Translation of Culture-specific Concepts Produced by Human Versus That by Artificial Intelligence (AI)**

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**Abstract**

This paper compares translation of culture-specific concepts made by humans and that by Artificial Intelligence (AI). It addresses differences of translation procedures employed by both and potential reasons underlying such differences. It is a qualitative study whose data are words, phrases, and sentences indicating Australian culture-specific concepts found in Lawson's short story *The Drover's Wife*. The results of the data analysis demonstrate that humans succeed in identifying culture-specific concepts better than the AI and they render the meaning of the concepts attentively. On the other hand, AI frequently fails to identify such concepts – particularly those requiring careful interpretation and justification – and leaves the meaning of the concepts not rendered – the translation of the concepts is missing in the target language. One of the obvious potential reasons for human to override the capability of AI in this specific translation activity is that humans are equipped with capability and skills to make use of their innate nature in handling concepts with subtle meanings. The study concludes with implication for practice.

**Keywords:** AI translation, Culture-specific concept; translation procedure

## Translation Quality of Human Translation Vs AI Tools in Translating Cultural Terms

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### Abstract

In today's rapidly evolving technological era, AI-powered translation tools certainly make communication across languages much quicker and more accessible. However, these still face significant challenges when encountering cultural terms. The problem is that AI operates mostly based on linguistic data patterns and statistics, without a profound understanding of the cultural context of both the source and target languages. As a result, the translations produced are often less accurate or miss crucial nuances, which means the original information doesn't get conveyed properly. This study aimed to compare the translation quality of cultural term between human translation and two AI translation tools (Gemini and DeepSeek). The research was descriptive qualitative research. The objects of the research were Dan Brown's novel *Origin* (2017) and its translations (human and AI versions). The focus of the study included cultural terms and the assessment of their translation quality. Cultural terms were examined through content analysis based on Newmark's theory (1988), including ecology, material culture, social culture, social organization, gestures, and habits. Meanwhile, the translation quality was analyzed through Focus Group Discussion (FGD) using an assessment instrument proposed by the Nababan (2012). The study's findings show that human translations of cultural words are more accurate than two AI-powered translations.

**Keywords:** Cultural terms; translation quality; AI-powered translation



## **University Students' Perceptions of AI Translation Tools in Supporting Self-Regulated English Language Learning**

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### **ABSTRACT**

**This study investigates university students' perceptions of AI translation tools in supporting self-regulated English language learning. The study aimed to inform pedagogical practices and the responsible integration of AI tools into language learning environments. Focusing on the perceived effectiveness and limitations of such tools, the research explores how students evaluate AI-assisted translation in terms of accuracy, ease of use, and its role in enhancing comprehension. Adopting a sequential explanatory mixed-methods design, data were collected through structured questionnaires and follow-up interviews with EFL students at Universitas Negeri Medan. The questionnaire captured usage patterns, planning and monitoring strategies, motivational beliefs, and perceptions of both the benefits and challenges of AI translation tools such as Google Translate, DeepL, and ChatGPT. The interview component provided deeper insight into learners' experiences and attitudes. Preliminary findings are expected to reveal nuanced views—highlighting the tools' value in facilitating independent study while also uncovering concerns about over-reliance, translation accuracy, and critical engagement.**

**Keywords: AI translation, self-regulated learning, EFL, learner perception, educational technology**



**71<sup>ST</sup> TEFLIN**  
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# ABSTRACTS

## SUB-THEME 16 DEEP LEARNING

## Joyful Learning Through Game to Increase Students' Motivation and Engagement in Digital Literacy: A Case Study at Taman Baca Masyarakat (TBM) Cahaya Anak Sumba

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### Abstract

The advent of the digital era has presented both opportunities and challenges in education especially in rural areas, including a potential decline in student motivation, particularly in engaging with learning materials that require active participation and critical thinking. The research explores how integrating joyful game-based activities within the TBM's digital literacy program influences students' intrinsic motivation and active participation. This study was a qualitative case study design. The data collection were observations of game-integrated learning sessions, interviews with principle, tutors, and students, and analysis of student interactions with digital literacy tasks. The results indicate that while digital resources offer vast opportunities for learning, they can also risk diminishing engagement in fundamental literacy practices if not implemented thoughtfully. The integration of game-based joyful learning, however, proves to be an effective strategy for creating interactive and enjoyable learning experiences within the digital literacy context. This approach fosters a fun learning atmosphere, enhances students' engagement with digital literacy activities, and boosts their intrinsic motivation. The study concludes that the game-based joyful learning model aligns with the demands of the digital age by providing access to digital tools in an engaging manner, effectively increasing student motivation at Taman Baca Cahaya Anak Sumba without overwhelming the learners. The implications of this research offer educators and practitioners insights into the importance of incorporating joyful, technology-enhanced methods to cultivate student motivation in digital literacy programs and this research can serve as a valuable reference for developing more effective and engaging digital literacy learning strategies in similar community-based educational settings.

**Keywords:** Joyful learning through game; students' motivation and engagement; digital literacy

**A study of interest, Motivation and Learning Strategis as a Dinamic of English Language Learning: Islamic Religious Education Students Perspectives**

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**Abstract**

This study explores the dynamics of English language learning among students majoring in Islamic Religious Education, focusing on their interest, motivation, and learning strategies. English is a global language that increasingly intersects with religious scholarship and cross-cultural communication. However, students in Islamic education programs often experience a gap between the perceived relevance of English and their academic identity. Employing a qualitative descriptive approach, the study gathered data through in-depth interviews with ten students from a state Islamic university in South Sulawesi, Indonesia. The findings reveal that students' interest in English varies, with some driven by academic and career aspirations, while others feel disconnected due to a lack of contextual learning materials. Motivation was largely instrumental—linked to academic success and future opportunities—but also included integrative elements such as the desire to engage in global da'wah (Islamic preaching). Students adopted various strategies, from using digital tools and memorization techniques to passive listening and religious content engagement. Despite their efforts, challenges such as low confidence, limited exposure, and non-contextual curricula hindered optimal learning. The study recommends the integration of culturally and religiously relevant content in English teaching to foster greater engagement and effectiveness among Islamic Religious Education students.

**Keywords:** English language learning; interest; motivation; learning strategies; Islamic Religious Education students.



## **Corpus-Based Learning for Deep Writing: Fostering Critical and Analytical Thinking in the Age of AI**

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### **Abstract**

In an era where Artificial Intelligence (AI) increasingly shapes educational practices, the need to cultivate deep, critical, and analytical thinking in writing instruction is more urgent than ever. While AI tools offer speed and convenience, they often risk promoting surface-level engagement and passive learning habits. Although Corpus-Based Learning (CBL) has been widely used to enhance students' vocabulary and grammar knowledge, its potential to foster higher-order thinking and deeper engagement in writing instruction remains underexplored. This study investigates how CBL can support the development of critical and analytical thinking in academic writing. Using a practical action research design, the research was conducted in a university-level English writing course involving 59 undergraduate students from a non-English department. Over a 16-week period, students engaged with CBL activities following the EODCI (Expose-Observe-Discover-Confirm-Internalize) instructional model. Data were collected through classroom observations, questionnaires, and analysis of student writing handbooks. Findings reveal that CBL significantly enhanced students' critical reflection, analytical reasoning, and language awareness, while also promoting learner autonomy and reducing reliance on AI-generated content. This study highlights the important role of corpus-based approaches in bridging technological advancement with the need for meaningful, thoughtful writing practices in the age of AI.

**Keywords:** Authentic language data; Data-Driven Learning; Deep Learning; Direct corpus access; Indirect corpus access



**Deep Learning Curriculum in Indonesia: Analysis of English Teachers' Readiness and Needs to Implement Mindful, Meaningful, and Joyful Learning**

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**Abstract**

The implementation timeline for Indonesia's new Deep Learning Curriculum is rapidly approaching. This serves as a critical reminder that the rollout of this new curriculum must avoid replicating the abrupt implementation of the Merdeka Curriculum that results in premature execution due to a lack of readiness and needs analysis at the pre-curriculum implementation phase. Pursuant to this urgency, this study aimed to examine English teachers' readiness and needs to implement the Deep Learning Curriculum in Indonesia. This study used a sequential explanatory mixed method to depict the readiness and needs. This study involved sixty-five English teachers taught at secondary schools representing urban, suburban, and rural areas. A six-point Likert scale questionnaire was first employed to gather quantitative data and an interview was undertaken subsequently to obtain the qualitative data. Results showed that the majority of English teachers were not ready to implement the Deep Learning Curriculum due to their insufficient content mastery, maladaptive emotional conditions, less supportive working environment, and limited capital and access. This condition calibrated the teachers' needs for professional development programs which corresponded with the unreadiness. This study implies that more accessible professional development programs under the auspices of Indonesia's government or trusted educational organizations are required to prepare English teachers to cope with the implementation of the Deep Learning Curriculum.

**Keywords:** Deep Learning Curriculum; EFL context; needs analysis; teacher professional development; teacher readiness



## **Developing Ecoliteracy Book to Facilitate Deep Learning in English Language Teaching**

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### **Abstract**

This study aims to develop an ecoliteracy book that integrates Indigenous Knowledge from Musi Banyuasin to address climate change and environmental crises through deep learning in English Language Teaching (ELT). The book focuses on climate change issues such as causes, impacts, adaptation, and mitigation. It contextualizes with local wisdom to enhance students' abilities in reading scientific texts. The research objectives are to design a teaching material in the form of an ecoliteracy book based on Indigenous Knowledge for junior high school English teachers, to embed messages of ecological sustainability into the English learning process, thereby fostering students' environmental awareness and 6C competencies (Character, Citizenship, Creativity, Critical Thinking, Collaboration, and Communication); and to support deep learning by promoting the use of high-quality learning resources to strengthen English literacy at the secondary level. This study aligns with Sustainable Development Goals (SDG) 13 (Climate Action) and SDG 4 (Quality Education) which advocates for a harmonious relationship between humans, nature, and culture. Design-Based Research (DBR) follows with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is used as the methodology of this study. Data were collected through surveys, interviews, observations, and reading comprehension tests related to students' environmental awareness. Secondary data were obtained from literature reviews on ecoliteracy and Indigenous Knowledge. The findings are expected to contribute to transformative ELT practices that integrate environmental literacy and local culture for sustainable education.

**Keyword** : ecoliteracy book, indigenous knowledge, deep learning, ELT in junior high school



## **Strengthening Teacher Professionalism Through Learning Communities Based on Deep Learning Principles**

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### **Abstract**

**This paper explores the role of learning communities in enhancing teacher professionalism through the integration of deep learning principles. Deep learning, which emphasizes comprehensive understanding, critical thinking, and problem-solving, is an essential approach for fostering meaningful learning experiences. In this study, we examine how teacher learning communities, as collaborative and reflective spaces, support professional growth by allowing educators to share best practices, engage in ongoing professional dialogue, and collectively address challenges in teaching. By analyzing case studies from secondary schools under the supervision of the Regional Education Office XIII, the study highlights the significant impact of such communities in improving teaching quality, encouraging continuous professional development, and promoting a culture of collaboration. The findings suggest that embedding deep learning within teacher communities not only enhances pedagogical skills but also strengthens teachers' commitment to lifelong learning and ethical practice.**

**Keywords: Teacher professionalism, deep learning, learning communities, collaborative teaching, professional development, reflective practice**



## **Enhancing English Learning through the Collaboration of SAMR Model and Geospatial Literacy**

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### **Abstract**

This study investigates the application of the SAMR (Substitution, Augmentation, Modification, and Redefinition) in collaboration with geospatial literacy in English language learning. The combination of strategies is aimed to foster more dynamic, technology-integrated, and context-rich educational experiences. By aligning the SAMR framework with geospatial tools and content, English learning practices turn to be more interactive. Various real-world tasks deepen students' engagement and language acquisition. At the substitution and augmentation levels, digital maps and geospatial platforms replace and enhance conventional materials, supporting vocabulary development and reading comprehension. At the modification and redefinition stages, students engage in project-based tasks such as creating story maps, analysing spatial data, and presenting geographic narratives in English. These activities promote critical thinking, communication, and cultural awareness while developing spatial reasoning and digital competencies. The integration encourages students to explore and express complex ideas in English, grounded in authentic geographic and social contexts. Findings suggest that combining the SAMR model with geospatial literacy not only improves language proficiency but also supports the development of 21st-century skills. This approach offers a scalable, interdisciplinary framework for educators aiming to innovate English instruction through purposeful technology integration and spatial learning.

**Keywords:** SAMR, English learning, geospatial literacy



**An Evaluation of English Language Assessment Practices: Observations and Analysis of  
Teacher-Made Tests in Junior and Senior High Schools**

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**Abstract**

**This study aims to analyze the assessment practices implemented by English teachers at junior and senior high school levels, and to evaluate the quality of the teacher-made tests through validity and reliability testing. A total of 30 English teachers from various schools participated in this study. Data collection involved direct classroom observations focusing on how teachers conducted assessments, as well as the collection of teacher-made tests for further analysis. The tests were evaluated to determine their validity and reliability using statistical analysis techniques. This research adopts a descriptive quantitative approach to systematically describe and quantify the observed assessment practices and the quality of the instruments. The results are expected to provide a clearer picture of how English teachers design and implement assessments, particularly regarding the extent to which their tests meet psychometric standards. Furthermore, the study aims to offer valuable insights into areas that require improvement in test construction, helping to enhance the overall effectiveness of English language assessments at the secondary education level. By identifying strengths and weaknesses in current assessment practices, the findings can serve as a foundation for future training programs and professional development initiatives targeting better assessment literacy among English teachers.**

**Keywords: English language assessment; validity; reliability; test evaluation; teachers' made assessment;**



**Fostering Deep Learning and Holistic Development in Young Learners through Children Poetry-based Instruction in EFL Classes**

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**Abstract**

This study investigates the learning outcomes of utilizing children poetry as a learning material in English as a Foreign Language (EFL) classrooms for young learners. Employing a qualitative approach with exploratory research design, the research involved eight sixth-grade students from two elementary schools in Bandung, Indonesia. Data were collected through non-participant observations, video recordings, document analysis, and in-depth interviews. The data from all sources was coded; then, three themes were generated for analysis. Thematic analysis revealed three key findings: (1) children poetry supports young learners' cognitive and language development, (2) it addresses their social and emotional needs, and (3) it encourages physical engagement in learning. As an authentic resource, children poetry together with developmentally appropriate instruction fosters deep learning experiences in EYL programs. This study recommends incorporating children poetry into EYL curricula and encourages future research to explore its application in a formal educational setting.

**Keywords:** English as foreign language, young learners, children poetry, whole development, deep learning



## **I Feel Rooted and Recreated: New Voices of Mindfulness-based EFL Poetry Classroom**

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### **Abstract**

The mindfulness-based learning in Indonesia has started to be a new wave especially in the context of EFL/ELT. Since early this year, Indonesian Ministry of Education and Culture suggested the implementation of deep learning that include mindfulness-based learning and joyful learning as to increase the students' literacy and wellbeing. In this research, the focus is to explore the narratives of the students in writing their own perspectives of life through poetry. The method is narrative inquiry, where they were interviewed and asked to write a journal of poetry. They were asked on how they write their poetry as they expressed themselves and how they found themselves in poetry. The participants were 10 students who were involved in a poetry classroom, where they wrote poetry from scratch of ideas to a composed poetry. The major results of the interview and the journal revealed that they found their identity and that they felt rooted and recreated. The meaning of this research is that mindfulness-based learning could find the true identity of the EFL students, realizing that their voices matter and their meaning on learning matter. The conclusion is the implementation of mindfulness-based learning is still needed more in Indonesia in the EFL context to improve the literacy level of Indonesian students.

**Keywords: identity; mindfulness-based learning; rooted; recreated**

## **Integrating Deep Learning into ELT Materials: A Framework through the VOLLEY TIME Lens**

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### **Abstract**

As global education adapts to rapid technological advancement and increasingly diverse learner profiles, English Language Teaching (ELT) materials must be critically re-evaluated to meet emerging pedagogical and contextual demands. Traditional frameworks for developing and evaluating ELT materials, while valuable, often fall short in addressing the need for learner autonomy, meaningful technological integration, cognitive depth, and environmental responsibility. In response, this presentation introduces the VOLLEY TIME framework, further enhanced by the principles of Deep Learning. VOLLEY TIME focuses on pedagogical and learner-centred elements—Voice in discourse, Organisation of materials, Language items, Learners' context and needs, Educational theories, and Yielding learner autonomy—ensuring that materials are communicative, well-structured, grounded in theory, and responsive to learners. TIME adds a global and contextual dimension, highlighting Technological appropriateness, Individual differences, Mind-challenging tasks, and Ecological awareness. Deep Learning further deepens the framework by encouraging sustained reflection, critical inquiry, real-world application, and personalisation in the learning process. Together, VOLLEY TIME and Deep Learning offer a comprehensive and integrated approach to ELT material design and evaluation that promotes long-term understanding and learner transformation. This presentation will demonstrate practical applications of the framework across varied teaching settings and provide concrete examples of how materials can foster global citizenship, cognitive engagement, and sustainability. It is hoped that this model will guide educators, material developers, and policymakers in creating innovative ELT resources that respond meaningfully to the needs of 21st-century learners.

**Keywords:** deep learning; ELT materials; learner autonomy; materials evaluation; pedagogical framework



**"POSROOM (Positive Room): Deep Learning-Based AI Application of Generation Z Safe Space in Maintaining Mental Health"**

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**Abstract**

Mental health is the most important aspect in living a normal life accompanied by a balanced physical, emotional, and intellectual life. Data shows that around 34.9% of Indonesian adolescents have experienced mental health problems in the last 12 months. With the increase in these cases, it gives AI the opportunity to play a role in addressing these problems with various current methods. This study aims to analyze the effectiveness of the application of AI in detecting mental disorders and providing solutions for sufferers through the Systematic Literature Review (SLR) approach. The research method used refers to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol to classify and assess the quality of relevant studies. The evaluation covers a variety of AI algorithms, such as Machine Learning and Deep Learning applied to different types of mental disorders. The results of this study show that people suffering from mental disorders can be restored with meditation in the form of dhikr and periodic processes on the holistic health aspect by offering Machine Learning solutions that can detect with features that support the recovery of mental disorders. This research is expected to provide in-depth insight into the further research for effectiveness and reliability of AI technology in supporting early detection of mental disorders.

**Keywords: Deep Learning, Machine Learning, Artificial Intelligence, Mental Health, Health Holistic**



## **Promoting Deep Learning through Project-Based Learning: A Case Study in Higher Education**

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### **Abstract**

This case study investigates the effectiveness of Project-Based Learning (PrBL) in promoting deep learning among first-year university students enrolled in a Critical Reading course. PrBL is employed as a practical instructional strategy grounded in the principles of constructivism and constructionism, both of which emphasize active knowledge construction and learning through meaningful tasks. In contrast to traditional reading instruction, which often focuses on surface-level comprehension and memorization, this study examines how a student-centered, problem-solving project approach fosters deeper cognitive engagement and critical thinking. The research was conducted in a Critical Reading class at a higher education institution in Indonesia, involving 40 first-year students. Learners were guided through a series of structured tasks that integrated critical reading skills with content knowledge from their respective fields of study. Students were encouraged to make personal connections with reading materials, critically evaluate arguments, and develop their own interpretations to address real-world problems. Data were collected through closed-ended questionnaires and student essays, and were analyzed using both quantitative and qualitative methods. Findings suggest that PrBL effectively supports deep learning by enhancing students' critical thinking, collaboration, cognitive engagement, and ability to apply knowledge in authentic contexts. The study concludes that integrating PrBL into reading instruction offers a promising avenue for fostering deep and meaningful learning experiences in higher education.

### **Keywords:**

**Constructivism; Critical Reading; Deep Learning; Higher Education; Project-Based Learning**



**Intercultural Pedagogy Practice: A Scottish Teacher's Experience  
with Vietnamese and Indonesian EFL Learners Online**

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**Abstract**

This qualitative study investigates the teaching beliefs and motivations of a Scottish online English teacher and the learning experiences of 22 Vietnamese and Indonesian students in virtual classrooms conducted via Skype and WhatsApp. As digital instruction becomes increasingly prevalent in language education, especially in cross-cultural contexts, understanding how teacher beliefs and learner motivations interact is vital. Despite widespread research on online learning, few studies have explored how cultural differences influence engagement, particularly in one-on-many virtual teaching arrangements across borders. This research addresses that gap by examining how a single educator navigates instructional strategies while adapting to the socio-cultural expectations of learners from two Southeast Asian nations. Data were collected through semi-structured interviews, classroom observations, lesson materials, and learner reflections, using a qualitative case study approach. Findings reveal that the teacher's beliefs about fostering autonomy, maintaining interpersonal rapport, and using authentic communication tasks align differently with the learning styles and motivational factors of Vietnamese and Indonesian students. While Indonesian learners showed high responsiveness to collaborative activities, Vietnamese learners demonstrated stronger preferences for structured instruction. The study underscores the importance of culturally informed pedagogy in virtual instruction and provides practical implications for online teachers working with diverse EFL populations. Ultimately, the research contributes to the growing body of literature on culturally responsive virtual teaching and learner centered digital language education.

**Keywords: Cross-cultural education; EFL learners; Learner motivation; Teaching beliefs; Virtual instruction**



## **Teachers' Perspectives on Implementing Deep Learning Approaches in English Language Learning: Insights from Indonesian Classrooms**

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### **Abstract**

Deep Learning (DL), a pedagogical approach that emphasizes on deeper understanding, interdisciplinary connections and meaningful, mindful, and joyful learning experiences (Fullan et al., 2018), offers a promising framework for enhancing English language learning. To ensure its effective application, it is essential to explore how teachers perceive and engage with this approach within their specific teaching contexts. Hence, this study examines English language teachers' perspectives on the implementation of deep learning in their classrooms. A qualitative research design was employed, utilizing semi-structured interviews with a purposive sample of English language teachers from various high schools in Kediri, East Java, Indonesia. The collected data were analyzed to identify recurring patterns, challenges, and perceived benefits related to DL implementation. The findings of this study are anticipated to reveal the different perspectives of English teachers in Kediri concerning the feasibility and effectiveness of DL. The results are highlighting both the perceived advantages and the obstacles encountered in integrating deeper learning approaches into their English language instruction. This research is expected to provide valuable insights for educators, policymakers, and teacher training institutions in Kediri and beyond, informing strategies to effectively support the integration of DL principles into English language education at the secondary level.

**Keywords: Deep Learning; English Language Learning; High School; Teacher Perspectives**



**The AI-Powered Pen: Deep Learning  
and the Future of Academic Writing**

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**Abstract**

In the era of digital learning and interdisciplinary education, the development of academic writing skills has become increasingly vital, particularly for students in fields like psychology, where the ability to express complex ideas is essential. As traditional methods often fall short in addressing students' individual learning needs, there is a growing interest in innovative pedagogical strategies that combine cognitive depth with technological support. Effective academic writing is a critical skill for psychology students. Yet, many struggle to develop these abilities due to the complex nature of discipline and the demands of higher education. This qualitative descriptive study investigates the integration of deep learning approaches in teaching academic writing to psychology students at the higher education level. Focusing on the role of technology in the review and revision process, the study examines how digital tools facilitate critical thinking, metacognitive awareness, and enhanced self-regulation in writing. The results demonstrate that deep learning strategies significantly improve students' ability to analyse, critique, and refine their writing, fostering a deeper understanding of psychological concepts and enhancing their overall writing quality. Furthermore, technology-enabled feedback mechanisms allow for more personalized, timely, and iterative revisions, promoting continuous improvement. The findings are compiled into a book chapter, offering valuable insights for educators in psychology and related disciplines on effectively integrating technology into writing instruction.

**Keywords:** academic writing, Artificial Intelligence, deep learning, psychology



## **The Concept of Deep Learning in Teaching English for High Schools**

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### **Abstract**

Minister of Primary and Secondary Education has launched the Academic Manuscript of Deep Learning in February 2025. It is stated that deep learning is not kind of curriculum; however, it is an approach of learning. The key principles of this approach are mindful, meaningful, and joyful. These principles should have been implemented in teaching English for the students of high school students. The principles are not something new in Indonesia. However, it is needed to analyse the concepts of deep learning based on the government and the concepts based on the literatures. Therefore, this study aims to analyse the concepts of deep learning in teaching English for high schools. This study uses qualitative method of Content Analysis. The data are taken from the Academic Manuscript of Deep Learning and related articles of journal. The result shows that there are three phases of learning called as surface, deep, and transfer learning. However, the government only focuses on the deep learning. It is suggested that the government should take a look back to the concept of deep learning and the teachers should implement various strategies and approaches in teaching English for high school students.

**Keywords: Approach; Concepts; Deep Learning; Teaching English**



**The Practice of Deep Learning in English Classes:  
A Case Study of Junior High Schools in Semarang City**

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**2)English Education Department, Universitas PGRI Semarang, Indonesia**

**Abstract**

This study explored the implementation of Deep Learning in English classes at Junior High Schools in Semarang City. Data were collected through a questionnaire, interviews, and classroom observations. The questionnaire was directed at 66 English teachers, while the interviews and observations were conducted in two schools, involving both teachers and students as participants. The findings revealed a generally positive attitude towards Deep Learning, though they also highlighted the necessity for training and institutional support. Notably, 37.9% of respondents reported having never participated in any training related to Deep Learning. Teachers identified four main challenges in implementing Deep Learning in their classrooms: a lack of training or knowledge about Deep Learning (69.7%), limited time within the curriculum (36.4%), large class sizes (48.5%), and insufficient teaching resources (28.8%). Observational data and interviews showed that students enjoy learning activities that involve games or group work. Conversely, they expressed a dislike for lengthy reading activities that contain complex vocabulary. Students also expressed a desire for learning materials to be more relevant to their teenage experiences. From the teachers' perspective, they demonstrated enthusiasm for implementing learning activities that foster Deep Learning. However, some expressed concerns about whether these approaches would enable them to fully meet the curriculum content requirements. This paper offers valuable insights into current classroom practices and suggests potential strategies for enhancing Deep Learning

**Keywords:** deep learning; English teaching; challenges



**Transformation of 21st Century Pedagogy: Teachers' Perception of Deep Learning Approach in Merdeka Curriculum**

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INDONESIA**

**Abstract**

Indonesian education transformation through Merdeka Curriculum presents a flexible and student centered learning approach. One approach that is considered to be in line with the spirit of Merdeka curriculum is Deep Learning which emphasizes in depth learning, active engagement, and the development of 21st century skills. This study aims to explore teachers' perceptions of the integration of the Deep Learning approach in the implementation of Merdeka Curriculum in English teaching at the high school level. Using a qualitative-descriptive method, data were collected through in-depth interviews and observations of teachers in several schools that have implemented Merdeka Curriculum, then analyzed using a thematic approach. The results of the study show that teachers generally have a positive perception of Deep Learning because it is considered capable of increasing student engagement and understanding. However, most teachers still feel unprepared to implement it optimally due to lack of training, non-contextual teaching materials, and the absence of appropriate assessment guidelines. It can be concluded that the integration of Deep Learning and the Independent Curriculum has great potential in improving the quality of English teaching, but requires systemic support in the form of teacher capacity development, material procurement, and a holistic evaluation system.

**Keywords:** Deep Learning, Merdeka Curriculum, Teacher Perception, English Teaching.



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