



Department of English
Faculty of Letters
Universitas Negeri Malang



THE 9th INTERNATIONAL ENGLISH LANGUAGE TEACHERS AND LECTURERS CONFERENCE

“English in a Digitally Connected World: Reframing
Pedagogy and Research for Sustainable Practices”



PROGRAM BOOK iNELTAL 2026





Program Book

18 - 19 September 2026

***Organized by the Department of English
Faculty of Letters
Universitas Negeri Malang***

**With this Year's Theme:
English in a Digitally Connected World:
Reframing Pedagogy and Research for Sustainable Practices**



Good morning,

Distinguished guests, keynote speakers, presenters, and participants.

On behalf of the English Department, Faculty of Letters, Universitas Negeri Malang, It is my great pleasure to welcome you to the 9th International English Language Teachers and Lecturers Conference, or iNELTAL 2026.

This year's conference carries the theme, "**English in a Digitally Connected World: Reframing Pedagogy and Research for Sustainable Practices.**" This theme is both timely and significant. Digital technologies, including artificial intelligence, continue to transform how languages are taught, learned, studied, and used. These developments offer remarkable opportunities, but they also invite us to reconsider our pedagogical approaches, research practices, professional responsibilities, and commitment to sustainability.

Over these two conference days, iNELTAL brings together scholars, researchers, teachers, practitioners, and students from Indonesia and other countries. Together, we will exchange insights, present innovations, and critically reflect on the evolving landscape of English language teaching, linguistics, literature, and cultural studies.

On this occasion, I would like to express our sincere gratitude and appreciation to the Rector of Universitas Negeri Malang and the Dean of Faculty of Letters for their generous support and for providing the facilities that have made this conference possible. Our heartfelt appreciation also goes to all keynote speakers for sharing their valuable time and expertise; to the presenters and participants for contributing their ideas and research; and to the organizing committee, faculty members, staff, and students whose dedication and hard work have brought iNELTAL 2026 to life.

I hope that this conference will inspire meaningful dialogue, foster lasting collaboration, and renew our enthusiasm for advancing English language education, linguistics, and literary scholarship in ways that are innovative, inclusive, responsible, and sustainable.

Once again, welcome to iNELTAL 2026. I wish you a productive, inspiring, and enjoyable conference.

Dr. Suharyadi

Head, the Department of English

Faculty of Letters

Universitas Negeri Malang



Assalamu'alaikum warahmatullahi wabarakatuh,
Good morning and warm greetings to all.

The Honorable Rector of Universitas Negeri Malang, Prof. Dr. Hariyono, M.Pd.,
distinguished keynote speakers, presenters, and all participants of the 9th iNELTAL Conference
2026,

Praise be to Allah, the Almighty, for His blessings and guidance that enable us to gather once
again in this scholarly and collaborative atmosphere at the 9th iNELTAL Conference, organized by
the Department of English, Faculty of Letters, Universitas Negeri Malang.

Ladies and gentlemen,

The Faculty of Letters of Universitas Negeri Malang takes great pride in the continuing
growth of iNELTAL as an international academic forum that brings together educators,
researchers, practitioner, and students from divers institutions and countries. Since its inception,
iNELTAL has provided a valuable platform for exchanging ideas, sharing research findings, and
developing innovation that enrich English language teaching, linguistics, literature, and cultural
studies.

This year's theme, **"English in a Digitally Connected World: Reframing Pedagogy and
Research for Sustainable Practices,"** speaks directly to the opportunities and responsibilities
facing our academic community. Digital technologies, including artificial intelligence, are
reshaping how English is taught and learned. They can broaden access, enrich multimodal
communication, and support new forms of collaboration. At the same time, they require us to
attend carefully to ethics, inclusion, human agency, and sustainability. This conference therefore
invites us not only to explore what technology can do, but also to consider how sound pedagogy
and responsible research should guide its use.

I extend my sincere appreciation to the organizing committee, academic staff, staff
members, and students whose dedication has made this conference possible. I also thank our
keynote speakers for sharing their expertise, and all presenters and participants for contributing
their research, experience, and perspectives. May iNELTAL 2026 provide a productive space to
deepen knowledge, expand professional networks, and foster lasting international academic
collaboration.

To all presenters and participants of iNELTAL 2026, congratulations on being part of iNELTAL
2026. I wish you an inspiring, engaging, and fruitful conference.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Dr. Moch. Syahri, M.Sos., M.Si.
Dean, Faculty of Letters, Universitas Negeri Malang



Assalamu'alaikum warahmatullahi wabarakatuh,
Selamat pagi dan salam sejahtera bagi kita semua.

Yang terhormat Rektor Universitas Negeri Malang, Prof. Dr. Hariyono, M.Pd.,
para pembicara utama, para pemakalah, dan seluruh peserta the 9th iNELTAL conference 2026,

Puji syukur kita panjatkan ke hadirat Allah SWT karena atas rahmat-Nya, kita dapat kembali berkumpul dalam suasana ilmiah dan kolaboratif pada konferensi iNELTAL ke-9 yang diselenggarakan oleh Departemen Sastra Inggris, Fakultas Sastra, Universitas Negeri Malang.

Bapak/Ibu yang saya hormati,

Fakultas Sastra UM bangga karena iNELTAL telah berkembang menjadi forum akademik internasional yang mempertemukan para pendidik, peneliti, dan praktisi bahasa Inggris dari berbagai institusi. Sejak pertama kali diselenggarakan, iNELTAL selalu menjadi wadah pertukaran gagasan, penelitian, dan inovasi yang memperkaya pengajaran bahasa, linguistik, dan sastra Inggris.

Tahun ini, tema **"English in a Digitally Connected World: Reframing Pedagogy and Research for Sustainable Practices,"** secara langsung menanggapi peluang dan tanggung jawab yang dihadapi komunitas akademik. Teknologi digital, termasuk kecerdasan artifisial, telah mengubah cara bahasa Inggris diajarkan dan dipelajari. Teknologi dapat memperluas akses, memperkaya komunikasi multimodal, dan mendukung bentuk-bentuk kolaborasi baru. Namun, pemanfaatannya menuntut perhatian serius terhadap etika, inklusivitas, peran manusia, dan keberlanjutan. Oleh karena itu, konferensi ini mengajak kita tidak hanya mengeksplorasi kemampuan teknologi, tetapi juga mempertimbangkan bagaimana pedagogi yang tepat dan penelitian yang bertanggungjawab dalam penggunaannya.

Saya menyampaikan apresiasi yang tulus kepada panitia, dosen, tenaga kependidikan, dan mahasiswa yang penuh dedikasi dalam mewujudkan konferensi ini. Terima kasih saya sampaikan kepada pembicara utama yang telah berbagi keahlian, serta kepada seluruh pemakalah dan peserta yang telah menyumbangkan hasil penelitian, pengalaman, dan perspektifnya. Semoga iNELTAL 2026 menjadi ruang yang produktif untuk memperdalam pengetahuan dan memperluas jejaring profesional. Kepada seluruh pemakalah dan peserta, selamat menjadi bagian dari iNELTAL 2026. Semoga konferensi ini memberikan hasil yang bermakna.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Dr. Moch. Syahri, M.Sos., M.Si.
Dekan Fakultas Sastra Universitas Negeri Malang



Malang, 18 September 2026

Assalamu'alaikum warahmatullahi wabarakatuh,
Good morning and best wishes to all of us,

Distinguished keynote speakers, presenters, participants, students, and colleagues,

It is my great pleasure to welcome you to the 9th InterNational Language Teachers and lecturers Conference (iNELTAL 2026), organized by the Department of English, Faculty of Letters, Universitas Negeri Malang. Held on 18 – 19 September 2026, this conference brings together scholars, educators, researchers, and students to exchange knowledge and consider how English studies can respond thoughtfully to a rapidly changing world.

The theme of iNELTAL 2026, **“English in a Digitally Connected World: Reframing Pedagogy and Research for Sustainable Practices”** is consequential. Digital technologies are changing how people learn, communicate and engage with literature and culture. These developments expand access to knowledge and enable new forms of creativity and collaboration. Reflecting the breadth of these opportunities and challenges, the conference addresses the following interconnected areas:

1. English Language Teaching and Pedagogy;
2. Language Assessment and Feedback Practices;
3. Technology-Enhanced and AI-Mediated Language Learning;
4. Digital Literacies and Multimodal Communication;
5. Applied Linguistics and English Linguistics;
6. Second Language Acquisition and Language Development;
7. English Literature and Cultural Studies;
8. Literature in Language Education;
9. Curriculum and Materials Development in ELT;
10. Teacher Professional Development in Digital Contexts;
11. Education for Sustainable Development and the SDGs; and
12. Global and Intercultural Perspectives in English Studies

The conference also forms part of the spirit of Universitas Negeri Malang's 72nd Anniversary, expressed through the theme *Sehat, Bergerak, Berdampak, Berkelanjutan*. These four commitments provide a meaningful framework for our response to a digitally connected world. *Sehat* calls us to cultivate a healthy academic ecosystem and use technology in ways that support human well-being. *Bergerak* urges us to remain responsive and turn change into purposeful innovation. *Berdampak* directs teaching and research toward tangible benefits for learners and society. *Berkelanjutan* requires us to ensure that innovation remains ethical, inclusive, responsible for the future. In this spirit, meaningful digital transformation is not achieved simply



by adopting new tools. It requires research-informed decisions, human centred pedagogy, innovative learning, and societal impact.

Prominent scholars in the field of education, language and literature have been invited to share their insights and expertise on issues related to the theme. We proudly welcome:

1. Assoc. Prof. Victor Lim Fei, Nanyang Technological University, Singapore
2. Prof. Anik Nunuk Wulyani, Universitas Negeri Malang
3. Asst. Prof. Thanis Bunsom, King Mongkut's University of Technology Thonburi, Thailand
4. Dr. Hannah Ho Ming Yit, University Brunei Darussalam, Brunei Darussalam
5. Sasigaran Moneyam, M.Ed., Universiti Pendidikan Sultan Idris, Malaysia, CAPEU Representative
6. Made Hery Santosa, Ph.D., Universitas Pendidikan Ganesha, Indonesia

We are very delighted to see many academics, researchers, practitioners, teachers, and students participating in this online seminar. We strongly hope that you can take as much benefit as possible from this conference. Finally, I wish all participants a most rewarding and fruitful conference. May this event bring great benefit to our academic community and beyond. With this, I am pleased to officially open the 9th iNELTAL conference 2026.

Have a great conference day.

Prof. Dr. Hariyono, M.Pd.
Rector, Universitas Negeri Malang



Malang, 18 September 2026

Assalamu'alaikum warahmatullahi wabarakatuh,

Yth. Para Pemakalah dan Peserta the 9th iNELTAL Conference 2026,
Selamat pagi dan salam sejahtera bagi kita semua,

Dengan penuh sukacita, saya menyambut Bapak/Ibu semua dalam kegiatan InterNational English Language Teachers and Lecturers Conference (iNELTAL 2026) yang diselenggarakan setiap tahun oleh Departemen Sastra Inggris, Fakultas Sastra, Universitas Negeri Malang. Konferensi yang berlangsung pada 18 - 19 September 2026 ini mempertemukan akademisi, pendidik, peneliti, dan mahasiswa untuk berbagi pengetahuan serta mendiskusikan bagaimana bahasa Inggris dapat merespon perubahan dunia secara reflektif.

Tema iNELTAL 2026, **"English in a Digitally Connected World: Reframing Pedagogy and Research for Sustainable Practices"** sangat penting. Teknologi digital telah mengubah cara kita mengajar, belajar, dan berkomunikasi, Perkembangan ini memperluas akses terhadap pengetahuan dan memungkinkan bentuk kreativitas serta kolaborasi baru, Namun, perkembangan tersebut menuntut perhatian kita terhadap etika, akses, kepekaan budaya, integritas akademik, dan tanggung jawab. Untuk merefleksikan keluasan peluang dan tantangan tersebut, beberapa topik utama dalam konferensi ini mencakup:

1. English Language Teaching and Pedagogy;
2. Language Assessment and Feedback Practices;
3. Technology-Enhanced and AI-Mediated Language Learning;
4. Digital Literacies and Multimodal Communication;
5. Applied Linguistics and English Linguistics;
6. Second Language Acquisition and Language Development;
7. English Literature and Cultural Studies;
8. Literature in Language Education;
9. Curriculum and Materials Development in ELT;
10. Teacher Professional Development in Digital Contexts;
11. Education for Sustainable Development and the SDGs; and
12. Global and Intercultural Perspectives in English Studies

Konferensi ini menjadi bagian dari semangat Dies Natalis ke-72 Universitas Negeri Malang yang mengusung tema "Sehat, Bergerak, Berdampak, Berkelanjutan." Keempat kata tersebut memberikan kerangka yang bermakna bagi respon kita yang terkoneksi secara digital. **Sehat** mengajak kita membangun ekosistem akademik yang sehat dan memanfaatkan teknologi untuk mendukung kesejahteraan manusia. **Bergerak** mendorong kita untuk terus belajar, berinovasi, dan tanggap. **Berdampak** mengarahkan pendidikan dan penelitian yang bermanfaat bagi



mahasiswa dan masyarakat. **Berkelanjutan** menuntut agar inovasi dikembangkan secara etis, bertanggung jawab, dan relevan bagi masa depan. Dalam semangat ini, transformasi digital yang bermakna tidak cukup dilakukan hanya dengan mengadopsi perangkat baru, tetapi memerlukan pedagogi yang berpusa pada manusia, penciptaan pengetahuan dan pembelajaran inovatif.

Kami mengundang para pakar terkemuka di bidang pendidikan, bahasa, dan sastra untuk berbagi wawasan dan keahlian mereka terkait isu-isu yang selaras dengan tema konferensi ini, diantaranya:

1. Assoc. Prof. Victor Lim Fei, Nanyang Technological University, Singapore
2. Prof. Anik Nunuk Wulyani, Universitas Negeri Malang
3. Asst. Prof. Thanis Bunsom, King Mongkut's University of Technology Thonburi, Thailand
4. Dr. Hannah Ho Ming Yit, University Brunei Darussalam, Brunei Darussalam
5. Sasigaran Moneyam, M.Ed., Universiti Pendidikan Sultan Idris, Malaysia, CAPEU Representative
6. Made Hery Santosa, Ph.D., Universitas Pendidikan Ganesha, Indonesia

Kami sangat senang melihat banyak akademisi, peneliti, praktisi, guru, dan mahasiswa berpartisipasi dalam konferensi daring ini. Kami berharap seluruh peserta dapat memperoleh manfaat yang sebesar-besarnya dari konferensi ini. Akhirnya, saya mengucapkan selamat mengikuti konferensi yang penuh makna dan produktif. Semoga kegiatan ini membawa manfaat besar bagi komunitas akademik kita dan masyarakat luas.

Dengan ini, saya dengan resmi membuka *the 9th iNELTAL Conference 2026*.

Selamat mengikuti konferensi.

Hormat saya,

Prof. Dr. Hariyono, M.Pd.

Rektor, Universitas Negeri Malang



TABLE OF CONTENTS

Welcoming Remarks, Head of English Department	vi
Congratulatory Remarks, Dean of Faculty of Letters	vii
Opening Address, Rector of Universitas Negeri Malang	ix
Table of Contents	xiii
List of Organizers	xiv
Program Schedule	1
Timetable of iNELTAL 2026	5
Notes for Parallel Presenters	10
Notes for Participants	11
Speakers' Abstracts	
Keynote Speeches	12
Parallel Sessions	19
Parallel Session One	20
Parallel Session Two	34
Parallel Session Three	46

LIST OF ORGANIZERS

Steering Committee	:	Dr. Moch. Syahri Dean, Faculty of Letters
	:	Dr. Evynurul Laily Zen Vice Dean for Academic and Student Affairs, Faculty of Letters
	:	Dr. Edy Hidayat Vice Dean for Finance and Human Resources, Faculty of Letters
	:	Dr. Kusubakti Andajani Vice Dean for Research and Collaboration, Faculty of Letters
	:	Dr. Suharyadi Head, the Department of English
Reviewers	:	Assoc. Prof. Victor Lim Fei Nanyang Technological University, Singapore
	:	Asst. Prof. Thanis Bunsom King Mongkut's University of Technology Thonburi, Thailand
	:	Dr. Hannah Ho Ming Yit University Brunei Darussalam, Brunei Darussalam
	:	Sasigaran Moneyam, M.Ed. Universiti Pendidikan Sultan Idris, Malaysia CAPEU Representative
	:	Prof. M. Kamarul Kabilan Universiti Teknologi MARA, Malaysia
	:	Prof. Anik Nunuk Wulyani Universitas Negeri Malang, Indonesia
	:	Prof. Yazid Basthomi Universitas Negeri Malang, Indonesia
	:	Prof. Utami Widiati Universitas Negeri Malang, Indonesia
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Secretary	:	Ira Maria Fran Lumbantu, M.Hum.
Treasurers	:	Elvira Rosyida, M.Pd.
	:	Dr. Niamika El Khoiri
Divisions	:	
Secretariat and Public Relation	:	Alma Huwaida Ramadhani, M.A. (Coordinator)
	:	Ira Maria Fran Lumbantu, M.Hum.
	:	Erli Wahyuningtiyas Sudarmiati, M.App.Ling.
	:	Mochammad Wafi, S.S.
Abstract	:	Dr. Siti Muniroh (Coordinator)
	:	Dr. Mirjam Anugerahwati
Proceedings	:	Dr. Lestari Setyowati (Coordinator)



	: Herditya Wahyu Widodo, M.A.
Agenda and Sessions	: Dr. Maria Hidayati (Coordinator)
	: Dr. Yusnita Febrianti
	: Dr. Nanang Zubaidi
	Dr. Francisca Maria Ivone
Equipment and Documentation	: Dr. Ahmad Heki Sujiatmoko (Coordinator)
	: Sibakhul Milad Malik Hidayatulloh, M.Pd.
Logistics	: Sri Andreani, M.Ed. (Coordinator)
	: Dr. Sari Karmina
	: Dr. Aulia Apriana
Publication (Journal)	: Dr. Nur Hayati
	: Dr. Nurenzia Yannuar
	: Alma Huwaida Ramadhani, M.A.
	: Erly Wahyuningtiyas Sudarmiati, M.App.Ling.
Students' Committee	: Dicky Ryan Setyawan
	: Ichsanthyia Fajrin Dwinaya
	: Kautsar Cahaya Gumilang
	: Laras Puspita Sari
	: Savira Putri Maulidya



PROGRAM SCHEDULE

InterNational English Language Teachers and Lecturers (iNELTAL) Virtual Conference 2026

"English in a Digitally Connected World: Reframing Pedagogy and Research for Sustainable Practices"

Day One

Friday, 18 September 2026

07:30 - 16:10

TIME	AGENDA	ROOM
07:30 - 08:00	Call to Order	
Opening Ceremony		
08:00 - 08:45	• Opening Dance • National Anthem: Indonesia Raya • Video Profile: Faculty of Letters, UM • Greetings by the Head of English Department • Congratulatory Remarks by the Dean, Faculty of Letters, Universitas Negeri Malang • Opening Remarks by the Rector, Universitas Negeri Malang MC: Uyun Nishar M.Ed.	Zoom Link: https://bit.um.ac.id/iNELTAL2026 Meeting ID: 938 5289 6887 Passcode: 606114
Keynote Speeches 1		
Time	Keynote Speakers	ROOM
08:45 - 09:30	Assoc. Prof. Victor Lim Fei Nanyang Technological University, Singapore Designing Literacy Learning for Sustainable Futures in the Cyber-Social Turn Moderator: Francisca Maria Ivone, Ph.D.	Zoom Link: https://bit.um.ac.id/iNELTAL2026 Meeting ID: 938 5289 6887 Passcode: 606114 Aula AVA D16 2nd Floor
09:30 - 10:15	Asst. Prof. Thanis Tangkitjaroenkun King Mongkut's University of Technology Thonburi, Thailand Teaching a Literary Course in Thailand at the Age of AI Moderator: Yusnita Febrianti, Ph.D.	
10:15 - 10:30	Break	

Parallel Session One			
Time	Room and Zoom Link		
10:30 – 11:30	Rooms	Moderators	Zoom Link
	Room 1	Arum Puspitasari, M.Pd.	Topics: AI-Mediated and Sustainable Language Education Zoom Link: https://bit.um.ac.id/iNELTAL2026 Meeting ID: 938 5289 6887 Passcode: 606114
	Room 2	Ira Maria Fran Lumbanbatu, M.Hum	
	Room 3	Elvira Rosyida, M.Pd.	
	Room 4	Dr. Niamika El Khoiri	
	Room 5	Alma Huwaida Ramadhani, M.A.	
	Room 6	Dr. Ahmad Heki Sudjiatmoko	
	Room 7	Dr. Siti Muniroh	
11:30 – 13:15	Break Friday Prayer		
Keynote Speeches 2			
Time	Keynote Speakers		ROOM
13:15 – 14:00	Sasigaran Moneyam, M.Ed. Universiti Pendidikan Sultan Idris, Malaysia CAPEU Representative From Digital Connection to Human Connection: Reframing English Language Pedagogy and Research for an AI-Enabled, Sustainable Future Moderator: Dr. Maria Hidayati		Zoom Link: https://bit.um.ac.id/iNELTAL2026 Meeting ID: 938 5289 6887 Passcode: 606114
	Dr. Hannah Ho Ming Yit Universiti Brunei Darussalam, Brunei Darussalam Reading English Literature in the Digital Age: Technology, Access, and Sustainable Scholarship Moderator: Dr. Suharyadi		
14:00 – 14:45			
14:45 – 15:00	Break for Transition		
Parallel Session Two			
Time	Room and Zoom Link		
15:00 – 16:00	Rooms	Moderators	Zoom Link
	Room 1	Dr. Siti Muniroh	Topics: Language Teaching, Assessment, and Learner Development
	Room 2	Dr. Mirjam Anugerahwati	



	Room 3	Uyun Nishar, M.Ed.	Zoom Link: https://bit.um.ac.id/iNELTAL2026 Meeting ID: 938 5289 6887 Passcode: 606114
	Room 4	Herditya Wahyu Widodo, M.A.	
	Room 5	Dr. Maria Hidayati	
	Room 6	Dr. Nanang Zubaidi	
16:00 – 16:10	Announcement		



Day Two
Saturday, 19 September 2026
08:00 - 11:30

TIME	AGENDA	ROOM
08:00 – 08:30	Call to Order MC: Alma Huwaida Ramadhani, M.A.	
Keynote Speeches 3		
Time	Keynote Speakers	ROOM
08:30 – 09:15	Prof. Anik Nunuk Wulyani Universitas Negeri Malang Digital Extensive Reading in EFL Contexts: Implementation, Challenges, and Pedagogical Implications Moderator: Moch. Nasrul Chotib, M.A.	Zoom Link: https://bit.um.ac.id/iNELTAL2026 Meeting ID: 938 5289 6887 Passcode: 606114
09:15 – 10:00	Assoc. Prof. Made Hery Santosa Universitas Pendidikan Ganesha, Indonesia THINK-AI: Making Thinking Visible in AI-Integrated HOTS English Pedagogy and Assessment for Sustainable Learning Moderator: Francisca Maria Ivone, Ph.D.	
10:00 – 10:15	Break for Transition	
Parallel Session Three		
Time	Room and Zoom Link	
10:15 – 11:15	Rooms	Moderators
	Room 1	Dr. Yusnita Febrianti
	Room 2	Uyun Nishar, M.Ed.
	Room 3	Dr. Ahmad Heki Sujiatmoko
	Room 4	Sibakhul Milad Malik Hidayatullah, M.Pd.
	Room 5	Sri Andreani, M.Ed.
	Room 6	Erli Wahyuningtyas Sudarmiati, M.App. Ling
	Room 7	Dr. Maria Hidayati
Closing Ceremony		
TIME	AGENDA	ROOM
11:15 – 11:30	Closing Speech Arum Puspitasari, M.Pd. Chairperson iNELTAL 2026 MC: Alma Huwaida Ramadhani, M.A.	Zoom Link: https://bit.um.ac.id/iNELTAL2026 Meeting ID: 938 5289 6887 Passcode: 606114

TIMETABLE OF iNELTAL 2026 PARALLEL SESSIONS 18 - 19 September 2026

“English in a Digitally Connected World: Reframing Pedagogy and Research for Sustainable Practices”

Day 1,

Friday, 18 September 2026

Parallel Session One (10:30 - 11:30)

Topics: AI-Mediated and Sustainable Language Education

ROOM	PRESENTERS	TITLE
1	Fitriani	Zero-Shot Versus Few-Shot Prompting in Ai-Assisted EFL Reading Short-Answer Scoring: Validity and Reliability Evidence
	Ira Mutiaraningrum	Mobilizing Vocational Knowledge for Coastal Sustainability: Translanguaging and Knowledge Transfer in Online ESP Asynchronous Discussions
2	Imam Ghozali Ali Mustofa Much Koiri	Cognitive-Affective Pathways of EFL Learners' Engagement in Video-Assisted Ecofiction Writing
	Lathifatuddini Binti Rusdi	Beyond Effectiveness: Rethinking Digital Tool Use in Indonesian EFL Flipped Classrooms
3	Elisa Ratih Nur Laily Lupita Sari	Redesigning Genre-Based ESP Materials through Industry-Based Curriculum and AI-Responsive Learning Tasks in Vocational Higher Education
	Mariana	From Chatbots to Classrooms: The AI Journey of Junior High School English Learners in Indonesia
4	Rasithra Ravichandran Rita Wong Mee Mee Muhammad Fairuz Abd Rauf Lim Seong Pek	Bridging Language and Technology: Developing a Translanguaging Guideline for Elderly Digital Learning in Malaysia
	Afifah	Gamifying Grammar Review with Factile in the EFL Classroom
5	Tanzila Shahid	Responsible AI in Higher Education: Teachers' Insights and Comparative Analysis of Institutional AI Policies
	Puspita Dewi Siusana Kweldju Mirjam Anugerahwati Sari Karmina	Exploring the Development of EFL Learners' Oral Communicative Competence through ChatGPT-Supported Metacognitive Strategies

ROOM	PRESENTERS	TITLE
6	Siti Muniroh Mirjam Anugerahwati Nur Hayati Ira Maria Fran Lumbanbatu Silviya Izza Ulinuha Bagas Nadiansah Tenku Intan Suzila Tengku Sharif	Indonesian Multilingual Teens' Critical Thinking, Linguistic Identity, and Sociocultural Dynamics in the International Class Program
	Moh. Kholilurrahman Jailani Bayu Dharmala	Beyond Error Correction: Learner Revision and Decision-Making in Dialogic AI-Mediated Feedback for EFL Argumentative Writing
7	Nabila Zahra Rohani Faiz Rizky Muhammad Diska Fatima Virgiyanti	Negotiating Multilingual Identity among English Teachers in Modern Pesantren
	Pradnya Paramita Dewi Siusana Kweldju Pramudita Cecilia	Multilingual Practices in Indonesian ESP Classrooms: An English as a Lingua Franca Perspective

Day 1,
Friday, 18 September 2026
Parallel Session Two (15:00 - 16:00)
Topics: Language Teaching, Assessment, and Learner Development

ROOM	PRESENTERS	TITLE
1	Ahmad Saedi Nakita Cantika Dewi Lailiy Kurnia Ilahi	Note-Taking: The Paper Protection Method as a Dynamic Scaffolding Tool in EFL Speaking Development
	Fridolin Mauritz Leghu Yofita L. Duka	The Discursive Construction of Caring Masculinity in Inerie: Mama yang Cantik
2	Disa Giffari Putri Djuhara Muhammad Handi Gunawan	Teaching Listening in a Digitally Connected Classroom: Lecturers' TPACK Practices and Adaptations
	Meisyani Gustri Fadila Yenni Rozimela Yetti Zainil	Spatial Reasoning in Early EFL Acquisition: Decoding Young Learners' Cognitive Processing and Task Performance
3	Ananda Siti Khoirunnisa Yeti Mulyati Vismaia S. Damaianti Andoyo Sastromiharjo Ahmad Bukhori Muslim	Beyond Vocabulary Limits: Teachers' Beliefs on Fulfilling Learner Autonomy Needs in BIPA Speaking Instruction
	Santi Farmasari Lalu Ali Wardana Dewi Satria Elmiana	Peer Assessment and the Development of Pre-Service Teachers' Agency in EFL Microteaching
4	Thalita Ahyadina Intan Nur Hasanah Zharifah Nayla Vitria Hakim Elvira Rosyida MR	Teachers' Experiences in Implementing Game-Based Learning and Student Engagement in English Language Learning at SMA Ar-Rohmah Putri Boarding School
	Distiani Fitria Kusuma	The Pomodoro Technique in Grammar Instruction: A Quasi-Experimental Study of Junior High School EFL Learners
5	Muhammad Reza Pahlevi Nunung Suryati Francisca Maria Ivone Niamika El Khoiri	From Vulnerability to Voice: Dialogic Feedback and Students' Writing Development in Undergraduate Thesis Supervision
	Huong Giang Do Huyen Anh Phung	A Socio-Cognitive Analysis of Us/Others Representation in Trump's Truth Social Posts on the US-Iran War
6	Nanang Zubaidi Durotun Nasihah	Indonesian EFL Students' Use of Politeness Strategies in Human-AI Agent Conversation
	Lauresta Rahayu Putri Herditya Wahyu Widodo	The Representation of Junimos as Marginalized Communities in Stardew Valley

Day 2,
Saturday, 19 September 2026
Parallel Session Three (10:15 - 11:15)
Topics: Language, Literature, Culture, Identity, and Power

ROOM	PRESENTERS	TITLE
1	Emanuel Basa Hayon Yofita Lawe Duka Marianus Roni	Constructing Victim Blaming in Pink (2016): A Faircloughian Critical Discourse Analysis
	Yolanda C. Alejandre	Reimagining Literature Education through Social-Emotional Learning: Insights from The Perks of Being a Wallflower
2	Agnes Monica Simanjutak	The Power of Language for Social Interaction in the Movie "The Miracle Worker" (2000)
	Aulia Rahmatika Nur Azizah Nafissa Tracy Fendy Kharisma Muzayyad	Reading the Same News Differently: Tracing Critical Discourse Awareness in an EFL Classroom
3	Dimas Raditya Bagaskara Muhammad Farihul Qulub Saddam Reza Hamidi Andi Muammar Kareba Setiawan Hadi	Decolonialising English in Indonesia: An Insight from World Englishes
	Hafida Anggi Pratikasari Mirjam Anugerahwati	Multilingual Identity and Investment in EFL Learners' Online Social Media Practices
4	Maulina Frida Putri Kheren Georgia Timbang Lauresta Rahayu Putri Evy Nurul Laily Zen	Language, Branding, and Identity: Multilingual Strategies in the Promotion of Creative Industries in Blitar City
	Ayudia Pramesti Adisty Cahyani	Who May Speak English? A Sociolinguistic Analysis of Class-Based Stigma in Language Usage
5	Lailiy Kurnia Ilahi Moh. Taufik Wahyudi	The Effect of the REACT Interactive Learning Approach on Students' Writing Competence in ESP Contexts
	Annisa Magzhar Vidyantoro Herditya Wahyu Widodo	Identity Construction in J. K. Rowling's Harry Potter Series: Analysis of Progressive and Traditional Representations
6	Devayo Abidzar Kirnanto Latifa Ramadani Maria Hidayati	Developing Pragmatic Awareness through Digital Advertisement Analysis: An EFL Group-Based Project
	Nurhaeni	The Teaching of Culture in the Indonesian EFL Classrooms: Teachers' Perspectives



ROOM	PRESENTERS	TITLE
7	Kate Angella Cruz	Voices of Timid ESL Learners: A Narrative Inquiry in Creating Authentic TikTok Videos to Enhance Their Speaking Skills
	Maria Hidayati	Digital Literacy in Action: Empowering Students through English Speaking Projects
	Amita Sanghavi Sara AL Najidi	Omani Students' Preferences in Using AI Tools at University

NOTES FOR PARALLEL PRESENTERS

1. The parallel sessions are conducted in 6 (six) to 7 (seven) different breakout rooms. To join the breakout room, click "**Breakout Room**" button, choose the room based on your assigned schedule (See Timetable of the Program Book), then click "**Join**".
2. The rooms are as follows:
 - a) Room 1
 - b) Room 2
 - c) Room 3
 - d) Room 4
 - e) Room 5
 - f) Room 6
3. There will be a host and a moderator in each virtual room.
4. The Moderator will provide assistance in:
 - a) moderating the sessions,
 - b) checking the presentation time.
5. The Host will provide technical assistance related to the virtual room.
6. There are three parallel sessions during conference days, accommodating 2 presentations.
7. The time allocated for two paper presentations in each room is 60 minutes. Each presenter will have 30 minutes (approx. 25 minutes for presentation and 5 minutes for the Q&A).
8. Screensharing is operated by each presenter.
9. Certificates for presenters will be distributed only when they join at least 75% of the series of events in the seminar (4 sessions out of 6 scheduled sessions, including the keynote speeches and the parallel sessions). An attendance link will be shared at the end of each session.
10. When joining a Zoom room, presenters must rename themselves using the following template: **[Room Name.Presenter.Full Name]**; for example:
[C.Presenter.Nanang Zubaidi].
11. All sessions will start on time and late attendance is not allowed after 15 minutes the session has started. Please check your internet connection beforehand.

NOTES FOR PARTICIPANTS

1. Participants can join Keynote Presentation sessions through the Zoom link sent via email or the link provided in the program book.
2. Participants must check the schedule of the parallel session in the program book and choose accordingly.
3. The parallel sessions are conducted in 6 (six) to 7 (seven) different breakout rooms. To join the breakout room, click "**Breakout Room**" button, choose the room you want to join, then click "**Join**".
4. Participants must join a session no later than 20 minutes after it starts. Please check your connection beforehand.
5. When joining a Zoom room, participants must rename themselves using the following template: **[Participant.Full Name]**; For example: **[Participant.Ardhito Pramono]**.
6. Participants should join all sessions. Attendance lists will be shared at the end of each session.
7. During Keynote Presentation sessions, participants can write questions in the Chatbox. The questions will be answered by the speaker during the Q&A session after the presentation.
8. During the parallel sessions, participants can write their questions in the Chatbox. The questions will be read by the moderator in the allocated time.
9. Certificates for participants will be distributed only when they join at least 75% of the series of events in the seminar (4 sessions out of 6 scheduled sessions, including the keynote speeches and the parallel sessions). An attendance link will be shared at the end of each session.



Keynote Speeches

Keynote Speech I

DESIGNING LITERACY LEARNING FOR SUSTAINABLE FUTURES IN THE CYBER-SOCIAL TURN

Victor Lim Fei

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Abstract:

The emergence of the cyber-social world, where human activity is increasingly entangled with artificial intelligence, digital technologies, and networked environments, demands a fundamental rethinking of literacy learning. This talk explores what it means to design literacy education for sustainable futures in which learners must navigate new technologies, and increasingly complex social, cultural, and ecological challenges. Drawing on a view of literacy as situated, multimodal and agentic meaning-making, I argue that literacy learning must move beyond the acquisition of established repertoires towards developing learners' capacities to design, evaluate, connect and act. In particular, learners need to develop the judgement to determine what is worth attending to, believing, creating and doing in collaboration with both humans and intelligent technologies.

Keywords: artificial intelligence, networked environments, literacy learning

Biodata:

Fei Victor Lim is Associate Professor and Deputy Head (Research) in English Language and Literature at the National Institute of Education, Nanyang Technological University, Singapore. His research and teaching focus on multiliteracies, multimodal discourse analysis, and digital learning. He serves as an Editor of *Multimodality and Society* and Associate Editor of *Computers and Composition*. He is also bringing together a community interested in multimodality and learning through a global initiative, MERLIN (Multimodality in Educational Research and Learning International Network). Victor has secured and led multiple research grants as Principal Investigator and Co-Principal Investigator, delivered keynote and plenary lectures internationally, and published widely in leading journals on multimodality in education. For his contributions, he has been recognised among the top 2% of scientists worldwide in Education and in Language and Linguistics (2023-2025) in a study conducted by Stanford University, and has received awards for excellence in research, teaching, and service.

Keynote Speech II

TEACHING A LITERARY COURSE IN THAILAND AT THE AGE OF AI

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Abstract:

Thai education heavily promotes the teaching and learning of English but seems to neglect its closely-related subject, English literature. While English is generally perceived as a tool for economic advancement, English literature is regarded as a non-money-making subject, hence not worth investing. Despite this lack of recognition, English literature has struggled to make its place at King Mongkut's University of Technology Thonburi, a public university in Bangkok Thailand where the majority of our students are from the schools of engineering and science. A literature course called Reading Appreciation was launched in 2011 to enhance our students' language and critical thinking skills. In its inception and growth, a sizeable number of students enrolled in it and they were excited by the experience they were introduced to. However, the spread of Covid and the advent of Generative AI have changed how our students read and reflect. In this presentation, I will narrate the course's journey from its inception, its golden era and its ongoing decline. The impact of Covid and the digital disruption on the course will also be highlighted.

Keywords: English literature, Reading Appreciation

Biodata:

Thanis Tangkitjaroenkun is an assistant professor of English at King Mongkut's University of Technology Thonburi, Bangkok, Thailand. He teaches academic English, ESP-related courses and English literature. He has been with rEFLections since 2011. He was made EIC in 2021 and since then has always thought about how to develop the journal both in terms of quality and visibility. As for research, his attention span might be short but his research interests are long fixed on teaching literature to non-English major students, linguistic landscape and sociolinguistics.

Keynote Speech III

FROM DIGITAL CONNECTION TO HUMAN CONNECTION: REFRAMING ENGLISH LANGUAGE PEDAGOGY AND RESEARCH FOR AN AI-ENABLED, SUSTAINABLE FUTURE

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CAPEU Representative

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Abstract:

Artificial intelligence is rapidly transforming English language education, reshaping how we teach, learn, communicate, and conduct research. While AI offers unprecedented opportunities for personalised learning, creativity, accessibility, and global connectivity, it also raises an important question: Are we becoming more digitally connected while becoming less humanly connected? This keynote explores the need to rethink English language pedagogy in an AI-enabled era, where technology serves as an enabler of meaningful learning rather than a substitute for human interaction.

Moving from digital connection to human connection, the keynote advocates a human-centred approach that places communication, empathy, creativity, critical thinking, intercultural understanding, and learner well-being at the heart of English language education. It also highlights the importance of teacher agency, ethical AI use, and sustainable educational practices. Ultimately, the keynote envisions an English language education that is technologically empowered, humanly grounded, and socially responsible, preparing learners not only to communicate effectively with intelligent technologies, but also to connect meaningfully with people, cultures, and the world around them.

Keywords: artificial intelligence, digital connection, human connection

Biodata:

Sasigaran Moneyam is a Senior Language Teacher at Universiti Pendidikan Sultan Idris (UPSI), Malaysia, and Executive Director of the Consortium of Asia-Pacific Education Universities (CAPEU). An international higher education leader and academic, he has delivered and presented keynote addresses at international conferences and forums, and has published extensively in areas including English language education, digital transformation, higher education, internationalisation, and educational innovation. Through his leadership of CAPEU, he actively advances global academic partnerships, international mobility, and strategic collaboration among universities across the Asia-Pacific and beyond. His work is driven by a commitment to future-ready education, global engagement, and transformative leadership in higher education.

Keynote Speech IV

READING ENGLISH LITERATURE IN THE DIGITAL AGE: TECHNOLOGY, ACCESS, AND SUSTAINABLE SCHOLARSHIP

Hannah Ho Ming Yit

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Abstract:

The keynote address discusses technological advances, scales of access, and sustainable practices in the reading and teaching of literatures in English in a digital world. Transformations in pedagogical and research practices are inevitable in a fast-evolving landscape where digital technology is pervasively integrated into daily life. This shift has led to questions about technological saturation, levels of access, and sustainable praxes in literary analysis, scholarship and dissemination. However, a sustainable research culture is one that promotes and preserves knowledge without excluding communities. Along this line, literary researchers are called to the task of inclusivity and navigating inevitable dichotomies, such as close reading and distant reading, the latter borrowed from Franco Moretti's sense of this literary practice, as well as straddling individual scholarship and collaborative research that are opened up through digital humanities. On the whole, the digitalisation of literary studies is reassessed and deliberated in terms of a critical engagement with the opportunities afforded by rapid technological advancement that facilitates the globalisation of literary texts, scholarship, and reading methods.

Keywords: reading literature, teaching literature, digital technology

Biodata:

Hannah Ming-Yit Ho is Senior Assistant Professor in English Studies at the Faculty of Arts and Social Sciences, Universiti Brunei Darussalam. She is also a Research Associate at the Asia Research Institute, National University of Singapore. Her research focuses on Southeast Asian literature, diaspora, identity, ethnicity, gender, mental health, and Bruneian language and culture. She has published extensively in international journals and edited volumes, including *Transnational Southeast Asia: Challenges, Cultures and Identities* and *Engaging Modern Brunei: Research on Language, Literature and Culture*. She also serves in editorial roles for several international journals, reference works, and book series. Her scholarly contributions have earned her recognition among the world's top 2% of scientists in Communication and Textual Studies.

Keynote Speech V

DIGITAL EXTENSIVE READING IN EFL CONTEXTS: IMPLEMENTATION, CHALLENGES, AND PEDAGOGICAL IMPLICATIONS

Anik Nunuk Wulyani

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Abstract:

The emergence of Digital Extensive Reading (DER) has created both valuable opportunities and unique challenges for teaching and learning English as a Foreign Language (EFL) across secondary, tertiary, and postgraduate contexts. The proliferation of digital platforms—such as Xreading, Let's Read Asia, and ER Central—has enabled learners and educators to engage with texts without the spatial, temporal, and physical constraints of printed materials. Previous empirical research demonstrates that digital ER platforms offer key affordances to enhance student reading motivation, reading efficacy, and incidental vocabulary acquisition while significantly reducing foreign language reading anxiety. Furthermore, learners exhibit measurable cognitive gains, including advanced reading speeds and level progression on standardized extensive reading scales.

However, implementation across classrooms remains complex. While many practitioners possess theoretical knowledge of ER principles, operational hurdles persist. Secondary school teachers report heavy teaching workloads, insufficient administrative backing, and a scarcity of ready-to-use materials. Meanwhile, adult and postgraduate learners encounter dense academic vocabulary, complex syntax, strict time constraints, and a shortage of major-specific or business-oriented e-books. Overcoming these barriers requires a multi-pronged approach: expanding teacher training on student motivation, post-reading activities, and curriculum integration, simplifying post-reading assessment tasks, establishing clear native-language orientation protocols, and curating specialized, field-aligned digital libraries to sustain long-term reading engagement.

Keyword: Academic Literacy, Digital Extensive Reading (DER), Implementation Barriers, Reading Motivation, TEFL/EFL Pedagogy

Biodata:

Anik Nunuk Wulyani is a faculty member in the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. She holds a PhD in Applied Linguistics from Victoria University of Wellington, New Zealand. Her research interests include extensive reading, literacy, teacher professional development, artificial intelligence in language education, and teaching English as a foreign language. She has led and contributed to numerous funded projects focusing on AI-assisted academic writing and assessment, extensive reading, digital learning, intercultural communicative competence, and teachers' pedagogical development. She has published extensively in national and international journals and is actively involved in professional training and community-service programs for English language teachers.

Keynote Speech V

THINK-AI: MAKING THINKING VISIBLE IN AI-INTEGRATED HOTS ENGLISH PEDAGOGY AND ASSESSMENT FOR SUSTAINABLE LEARNING

Made Hery Santosa

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Abstract:

Generative artificial intelligence (GenAI) is reshaping English language teaching by making fluent responses instantly available while rendering learners' reasoning, authorship, and cognitive engagement difficult to assess. The study reframes pedagogy and assessment for a digitally connected yet sustainable future through the THINK-AI Learning Framework. The framework guides learners to Think first, Harness AI purposefully, Interrogate its outputs, Navigate credible evidence, Keep ownership, Apply and create, and Introspect and reflect. It positions human judgment, agency, and ethical responsibility at the center of AI-supported learning. The study distinguishes higher-order thinking from mere task difficulty and demonstrates how teachers can redesign English assessments to foreground analysis, evaluation, creativity, transfer, and metacognition. Practical models include AI-output critique, human-AI-human revision, prompt improvement, fact-checking, evidence-based debate, process portfolios, and oral defenses. These approaches capture initial thinking, prompts, verification, revisions, decisions, and reflections rather than evaluating only polished final products. A rubric further aligns subject knowledge, critical judgment, creativity, English proficiency, responsible AI use, and reflection. Most importantly, sustainable digital pedagogy does not attempt to exclude AI. It deliberately allocates cognitive work, preserves teacher and learner agency, and makes learning processes visible, accountable, inclusive, and educationally meaningful across diverse English learning contexts.

Keywords: artificial intelligence; digital pedagogy; English language teaching; higher-order thinking; sustainable assessment

Biodata:

Made Hery Santosa teaches in the English Language Education at Universitas Pendidikan Ganesha, Bali, Indonesia and a recent visiting professor in Soka University, Japan. He is the Head of Virtual Lab and Digital Learning in the Faculty while becoming the editorial board member and reviewer in reputable journals. He also serves as the Executive Board for the Asia Computer Assisted Language Learning (AsiaCALL) Association and Asia-Pacific Association of Computer-Assisted Language Learning (APACALL), with memberships of TESOL, AsiaTEFL, and TEFLIN. He has published articles, books, and chapters and been invited as keynote speakers in various academic forums. His research interests include EFL, AI, Xtended Reality, CALL, Innovative Pedagogies, Inclusive Education, and Literacy.



Parallel Sessions

PARALLEL SESSION ONE

Day 1

Friday, 18 September 2026

ROOM 1

ZERO-SHOT VERSUS FEW-SHOT PROMPTING IN AI-ASSISTED EFL READING SHORT-ANSWER SCORING: VALIDITY AND RELIABILITY EVIDENCE

Fitriani

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Abstract:

Large language models have empirically demonstrated scoring performance comparable to human raters, yet whether and how prompting strategy affects the validity and reliability of AI-assisted scoring in EFL reading short-answer assessment remains underexplored. This quantitative comparative study examined zero-shot and few-shot prompting for scoring EFL reading short-answer responses. Thirty-four EFL students completed ten items across five reading constructs, generating 340 item-level scoring decisions, benchmarked against consensus scores from two teachers. Claude Sonnet 4.6 scored all responses across three runs, grounded in principle-based scoring documents, with few-shot incorporating human scoring exemplars. Both conditions achieved high AI-human agreement (total-score ICCs of .971 and .975), with no statistically significant validity advantage between them. Few-shot scoring achieved better calibration and greater stability, increasing consistency ICC from .915 to .954 and reducing total-score bias by two-thirds. Human-scored exemplars functioned as a calibration mechanism that reduced construct-irrelevant variance rather than uniformly improving agreement. Gains were clearest for Main Ideas and Vocabulary in Context, constructs marked by gradable semantic adequacy, while Making Inferences and Supporting Details were already scored reliably under zero-shot conditions. These findings indicate that document grounding, rather than the AI model alone, established the primary basis for valid scoring, supporting a construct-sensitive scoring procedure with targeted human verification.

Keywords: AI-assisted language assessment, automated short-answer grading, EFL reading assessment, human-AI collaboration

MOBILIZING VOCATIONAL KNOWLEDGE FOR COASTAL SUSTAINABILITY: TRANSLANGUAGING AND KNOWLEDGE TRANSFER IN ONLINE ESP ASYNCHRONOUS DISCUSSIONS

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Abstract:

This study investigates how vocational college students transfer disciplinary knowledge to solve coastal environmental problems and how that knowledge translates into community-oriented engagement in an asynchronous discussion. This interpretive case study drew on qualitative data from interactions in Google Classroom among fisheries and marine agribusiness students at a polytechnic in Indonesia. Data from Google Classroom threads and an open-ended questionnaire were analyzed using thematic analysis. This study identified four forms of knowledge transfer in translanguaging-based discussions: (1) translating academic knowledge into coastal environmental solutions such as breakwaters, mangrove planting, and ecosystem rehabilitation; (2) diagnosing environmental damage using disciplinary concepts such as overfishing, habitat destruction, and ecosystem damage; (3) applying scientific and technological knowledge such as GIS and water pH measurement; and (4) the application of sustainability-oriented fisheries knowledge. Meanwhile, in the application of knowledge to community-oriented engagement, several themes were identified, such as (1) community education as knowledge mobilization, (2) collective environmental stewardship, (3) localized knowledge application, and (4) environmental advocacy and behavior change. The study shows that translanguaging serves as a space for students to bridge academic knowledge and socio-ecological realities, one that is not merely cognitive but also involves contextual social action.

Keywords: English for fisheries, ESP, knowledge transfer, translanguaging, vocational students

ROOM 2

COGNITIVE-AFFECTIVE PATHWAYS OF EFL LEARNERS' ENGAGEMENT IN VIDEO-ASSISTED ECOFICTION WRITING

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Abstract:

This study develops and empirically tests a mechanism-based model of Video-Assisted Project-Based Learning (V-PBL) to explain how cognitive, motivational, and affective processes jointly shape learning outcomes in EFL writing and environmental education. Addressing the limitation of prior outcome-oriented research, the study adopts a process-oriented framework by modeling engagement and empathy as interdependent mediating mechanisms, alongside key instructional and learner-level moderators. Using a quantitative design with structural equation modeling (SEM), data were collected from undergraduate students enrolled in EFL writing courses at universities in East Java, Indonesia. The results indicate that V-PBL exerts significant positive effects on both creative writing performance and environmental awareness. More importantly, these effects are indirectly transmitted through engagement and empathy, with evidence supporting a sequential mediation pathway in which engagement facilitates the development of empathy. Moderation analyses further reveal that teacher scaffolding, video design quality, prior competence, and project duration significantly condition the strength of these relationships. The study contributes to the literature by reconceptualizing V-PBL as a cognitive-affective-motivational system, extending multimedia learning theory beyond its cognitive emphasis, and providing a theoretically grounded and empirically validated framework for understanding how multimodal, project-based pedagogies foster both creative expression and ethical engagement.

Keywords: Video-Assisted Project-Based Learning (V-PBL), EFL writing, environmental awareness, student engagement, multimodal learning

BEYOND EFFECTIVENESS: RETHINKING DIGITAL TOOL USE IN INDONESIAN EFL (ENGLISH AS A FOREIGN LANGUAGE) FLIPPED CLASSROOMS

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Abstract:

Today's technological developments enable Indonesian EFL (English as a Foreign Language) lecturers to implement flipped classroom teaching by providing pre-class modules, pre-learning videos, or assignments. Various applications, LLMs (Large Language Models), and LMSs (Learning Management Systems) are commonly found today.

Many studies have examined the effectiveness of digital tools on students' learning outcomes and lecturers' teaching experience with satisfying results. However, most studies have emphasised that the understanding of the pedagogical reasoning behind lecturers' technology choices remains limited. On the other hand, the complex pedagogical considerations that shape lecturers' selection and use in the EFL classroom to support their flipped-classroom teaching is also significant.

This conceptual study argues that research on digital tool use in Indonesian EFL flipped classrooms should move beyond questions of effectiveness to examine the pedagogical decision-making processes that precede technology integration. Drawing on the Technology Acceptance Model (TAM) alongside pedagogical perspectives on flipped learning, this study develops a conceptual argument for investigating not only what digital tools are used, but also why particular tools are selected and how these decisions support meaningful language learning.

This study will outline implications for future qualitative research on lecturers' decision-making processes and contribute to understanding technology use in flipped classrooms.

Keywords: flipped classroom, digital tools, Indonesian EFL, pedagogical decision-making, Technology Acceptance Model.

ROOM 3

REDESIGNING GENRE-BASED ESP MATERIALS THROUGH INDUSTRY-BASED CURRICULUM AND AI-RESISTANT LEARNING TASKS IN VOCATIONAL HIGHER EDUCATION

Elisa Ratih¹, Nur Laily Lupita Sari²

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Abstract:

The rapid adoption of Generative Artificial Intelligence (GenAI) has created new challenges for English for Specific Purposes (ESP) instruction in vocational higher education, particularly in designing learning materials that foster authentic language production. This study aims to develop and refine an industry-based ESP curriculum that integrates reading, writing, and speaking skills through authentic genre-based texts, including descriptive, narrative, procedure, report, and exposition texts within heavy equipment contexts. A qualitative approach was employed through industry needs analysis, classroom implementation, and reflective evaluation of students' learning performance. The findings revealed that students actively engaged in reading and speaking activities; however, writing tasks were frequently completed by directly copying responses generated by ChatGPT. To address this challenge, writing materials were redesigned into structured learning templates and reflective canvases that required students to construct ideas from their own experiences, observations, and opinions before using AI to improve language quality. The redesigned materials promoted more authentic writing, strengthened critical thinking, and encouraged responsible AI use. This study provides practical implications for ELT practitioners and vocational institutions in developing AI-responsive ESP curricula and learning materials that effectively balance technological innovation with authentic learning.

Keywords: Curriculum Development, English for Specific Purposes (ESP), Generative Artificial Intelligence, Materials Development, Vocational Higher Education

FROM CHATBOTS TO CLASSROOMS: THE AI JOURNEY OF JUNIOR HIGH SCHOOL ENGLISH LEARNERS IN INDONESIA

Mariana

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Abstract:

AI has rapidly changed education, offering new ways for students and teachers to learn. Grammar checkers, chatbots, and translation apps use AI to provide adaptive feedback, specialized material, and engaging experiences to motivate and improve English language learners. However, Indonesian junior high school students' recognition, adoption, and benefits from AI-assisted learning are still poorly studied. This research examines how eighth-grade students perceive the use of AI in their English learning experience at a private junior high school in Bali for the 2025/2026 academic year.

This research utilized mixed-method approach by Creswell and Creswell (2018). A total of 20 students were chosen randomly. A mixed-format Google Forms questionnaire with ten closed-ended items for quantitative analysis and four open-ended questions for qualitative insights was used to collect data. Quantitative data was analyzed using descriptive statistics to show student AI usage, perceived utility, ease of use, and comfort.

The results indicated that mostly students possess favorable views regarding the use of AI in English learning, valuing its contribution to enhancing vocabulary, grammar precision, and writing fluency. Students appreciated the adaptability and promptness of the feedback offered by AI tools. Nonetheless, there were apprehensions about dependence, the precision of data, and restricted access to technology.

Keywords: Artificial Intelligence, English Language Learning, Student Perceptions, Mixed-Methods Research, Junior High School

ROOM 4

BRIDGING LANGUAGE AND TECHNOLOGY: DEVELOPING A TRANSLANGUAGING GUIDELINE FOR ELDERLY DIGITAL LEARNING IN MALAYSIA

Rasithra Ravichandran¹, Rita Wong Mee Mee^{1*}, Muhammad Fairuz Abd Rauf², Lim Seong Pek³

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Abstract:

The rapid digitalisation of society has transformed how individuals access information, communicate, and participate in everyday life, making digital literacies and multimodal communication increasingly essential for social participation. Despite these advancements, many elderly continue to face challenges in engaging with digital technologies. In multilingual contexts such as Malaysia, youth frequently provide informal support to elderly by drawing on multiple languages and multimodal resources such as speech, gestures and digital interfaces during digital literacy learning. However, limited research has examined how translanguaging practices facilitate intergenerational digital learning. Therefore, this study aims to explore the translanguaging practices employed by Malaysian youth when assisting elderly in digital learning and to develop a translanguaging guideline to support effective intergenerational digital learning. A quantitative survey design was employed in this study and the data were collected using a structured questionnaire. The findings indicate that adaptive instructional approaches, translanguaging, and multimodal communication strategies are important for supporting elderly's digital literacies in intergenerational learning. The study contributes to the research on translanguaging, digital literacies, and multimodal communication for the development of a practical guideline that supports youth facilitators, educators, and community organisations in promoting sustainable digital inclusion among elderly in Malaysia.

Keywords: translanguaging, elderly, youth, intergenerational learning, Malaysia

GAMIFYING GRAMMAR REVIEW WITH FACTILE IN THE EFL CLASSROOM

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Abstract:

Students often perceive grammar lessons as difficult because of the large number of rules and frequent exceptions. In addition, the breadth of grammar topics covered within a single semester makes it challenging for learners to retain all the material. This study investigates the use of Factile, a Jeopardy-style game, for grammar review. The research questions are: (1) In what ways is Factile beneficial for grammar review? (2) What are the shortcomings of this game for grammar review? (3) Does learning with Factile increase student collaboration? Participants were 51 Indonesian university students enrolled in an English Grammar course. Grammar review using Factile was conducted twice: once before the midterm and once before the final exam. Data were collected through interviews with six students and the researcher's field notes, then analysed using thematic analysis. Findings indicate that Factile positively affected student engagement and enjoyment, improved focus, supported learning grammar in context, aided memory recall, and assisted exam preparation. Factile was well-suited to group play, prompting discussion before answering and thereby enhancing collaboration. Reported weaknesses included limited time for certain activities and issues with question display.

Keywords: grammar review, Factile, gamification

ROOM 5

RESPONSIBLE AI IN EDUCATION: TEACHERS' INSIGHTS AND COMPARATIVE ANALYSIS OF INSTITUTIONAL AI POLICIES

Tanzila Shahid

Department of English, Islamic University, Kushtia, Bangladesh
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Abstract:

Artificial intelligence is reshaping educational sector worldwide. This underscores the urgent need for uniform AI policies to ensure safe and responsible use of AI which will safeguard data privacy, prevent plagiarism, and guarantee fairness, accountability, and transparency. As the world approaches a technological singularity that increasingly blurs the boundaries between humans and machines, higher education faces a pressing need to develop robust frameworks for AI integration. Clear and comprehensive AI policies are essential to safeguard data privacy, prevent plagiarism, and guarantee fairness, accountability, and transparency in educational practices. The present research investigates teachers' perspectives on ethical AI use and the relevance of AI policies in current educational settings. Data were collected from 13 public university teachers through open-ended surveys, and document analysis is conducted with seven AI policies. The findings reveal a gap between international efforts to promote responsible AI use and the shortage of appropriate AI policies and guidelines in the present context. Results highlight the necessity of establishing a comprehensive AI policy to ensure responsible use of AI in education.

Keywords: Artificial intelligence (AI), AI policy, Ethical AI use, Responsible AI integration

EXPLORING THE DEVELOPMENT OF EFL LEARNERS' ORAL COMMUNICATIVE COMPETENCE THROUGH CHATGPT-SUPPORTED METACOGNITIVE STRATEGIES

Puspita Dewi¹
Siusana Kweldju²
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Sari Karmina⁴

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Abstract:

Recent advances and the widespread accessibility of Generative Artificial Intelligence (GenAI), particularly ChatGPT, have transformed learners' approaches to the learning process and are increasingly recognized as an essential tool in foreign language education, especially in fostering tourism students' communicative competence, which requires effective, interactive, and service-oriented communication practices. However, limited attention has been given to how AI-mediated interaction contributes to the development of learners' oral communicative competence. To contribute to this understanding, this study aims to investigate how ChatGPT and metacognitive strategies facilitate the development of oral communicative competence among tourism university students, as perceived in their interaction practices and learning experiences. A purposive sample of 14 learners (6 females and 8 males) who engaged with ChatGPT over an 8-month period was selected to join the research through video recording sessions, in-class observations, and interviews, analyzed via thematic analysis. The analysis unwraps four key categories: strengthened grammatical competence (e.g., enhanced vocabulary and improved fluency), enhanced sociolinguistics competence (e.g., pragmatic sensitivity and politeness strategies), expanded discourse competence (e.g., cohesive service talk and interactional coherence), and reinforced strategic competence (e.g., clarification requests and communication repair strategies). These findings reveal that ChatGPT can be considered a beneficial tool in EFL instruction because its personalized and autonomous learning can notably support oral language development and student engagement. The study contributes to targeted guidance on structuring prompts, and structured AI-supported speaking tasks can strengthen students' autonomous use of ChatGPT to enhance oral communicative competence in tourism education.

Keywords: *ChatGPT, grammatical competence, discourse competence, sociolinguistic competence, strategic competence*

ROOM 6

INDONESIAN MULTILINGUAL TEENS' CRITICAL THINKING, LINGUISTIC IDENTITY, AND SOCIOCULTURAL DYNAMICS IN THE INTERNATIONAL CLASS PROGRAM

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Abstract:

This mixed method research examines the critical thinking competence, linguistic identity, and sociocultural awareness of multilingual teenagers enrolled in ICP at four schools in four different regions of East Java, Indonesia (Malang, Blitar, Ponorogo, and Banyuwangi), involving 394 students to complete a critical thinking test and surveys on linguistic identity and sociocultural awareness. Most of the participants are Javanese (88,97%) and other ethnicities (11,03%). The findings indicate that the majority of ICP teenagers are proficient thinkers (43%), and the rest are developing thinkers (38%). Only 13% are excellent critical thinkers, and a small number of the teens are categorised as low and thus need support to exercise their CT (6%). Further, the teens' CT knowledge is higher than their disposition and skills. This indicated that the teenagers' need for practical guidance to infuse their CT knowledge into their manner and skills. The study also reveals that the majority of ICP teenagers master Javanese, Bahasa Indonesia, and English (34,59%). They use Javanese and Bahasa Indonesia as their home languages (40,10%), while at schools, they add English, besides Javanese and Bahasa Indonesia (48,12%), and they are proud of using those three languages (28,82%). On the other hand, they avoid using local languages such as Bahasa Osing (25,04%), Madurese (24,17%), and other foreign languages such as Arabic (14,53%) and Korean (13,67%). Challenges were found in the sociocultural dynamics in the interaction across peers from different ethnic cultures; generally, the results indicated conducive interaction during communication with peers. However, there is confusion about which language to choose, as peers beyond ICP felt discomfort if ICP teenagers used English as a means of communication.

Keywords: critical thinking, linguistic identity, sociocultural awareness, multilingual teenagers, international class program

BEYOND ERROR CORRECTION: LEARNER REVISION AND DECISION-MAKING IN DIALOGIC AI-MEDIATED FEEDBACK FOR EFL ARGUMENTATIVE WRITING

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Abstract:

This study examines grammatical and lexical revision patterns in EFL undergraduate students' argumentative writing following dialogic AI-generated written corrective feedback. Responding to the limited process-oriented research on how learners engage with and act on AI feedback during revision, the study moves beyond error detection to investigate what revisions students make, which types of feedback trigger those revisions, and how students justify accepting or rejecting AI suggestions. Using a qualitative design, data were collected from students' original and revised drafts, revision logs, ChatGPT prompts and feedback records, accept-or-reject decisions, and written rationales. The data were analyzed through thematic analysis, supported by revision taxonomy and grammatical and lexical error categorization. The study is expected to identify recurrent patterns in grammar- and vocabulary-related revisions, show how dialogic feedback shapes learner decision-making during revision, and clarify the conditions under which AI feedback is taken up, modified, or rejected. These findings aim to contribute to feedback literacy research and to inform more critical, pedagogically grounded uses of dialogic AI in EFL writing instruction.

Keywords: dialogic AI-mediated feedback, written corrective feedback, learner revision; learner decision-making, EFL argumentative writing

ROOM 7

NEGOTIATING MULTILINGUAL IDENTITY AMONG ENGLISH TEACHERS IN MODERN PESANTREN

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Abstract:

This study examines the negotiation of multilingual identity among English teachers in modern Islamic boarding schools (pesantren modern) in Indonesia. Situated within a linguistically and culturally complex educational environment, English teachers in pesantren are required to navigate the use of multiple languages, including English, Arabic, and Indonesian, across pedagogical, religious, and social domains. Drawing upon perspectives from multilingual education and identity theory, this study explores how teachers construct and negotiate their professional and sociocultural identities through everyday multilingual practices. Employing a qualitative descriptive design, the data were collected through semi-structured interviews, classroom observations, and reflective narratives involving English teachers from a modern pesantren context. The findings demonstrate that language choice among teachers is closely associated with identity positioning and contextual functions. English is predominantly associated with professionalism, academic competence, and global orientation, whereas Arabic represents religious authority and Islamic intellectual tradition. Meanwhile, Indonesian function as mediational tools for interpersonal interaction, solidarity, and pedagogical accessibility. The study further reveals that translanguaging and code-switching practices serve as strategic resources for negotiating institutional expectations, classroom communication, and teachers' multilingual identities. This research contributes to the growing discussion on multilingualism, teacher identity, and language practices in Islamic educational institutions, particularly within underrepresented pesantren contexts in Indonesia.

Keywords: Multilingual identity, English teachers, Modern pesantren, Multilingual education

MULTILINGUAL PRACTICES IN INDONESIAN ESP CLASSROOMS: AN ENGLISH AS A LINGUA FRANCA PERSPECTIVE

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Abstract:

As English increasingly functions as a global lingua franca, English for Specific Purposes (ESP) instruction is expected to prepare learners for communication in multilingual settings rather than exclusively native-speaker contexts. However, classroom practices in many Indonesian universities remain influenced by native-speakers. This study explores how strategic multilingual practices support teaching and learning in an Indonesian ESP classroom through an English as a Lingua Franca perspective. Employing a qualitative case study, the research was conducted in an ESP course for Psychology students at a private university in Indonesia. Data were collected through classroom observations, audio and video recordings, field notes, and semi-structured interviews with the lecturer and selected students. The data were examined thematically following Miles and Huberman's interactive model. The findings indicate that the lecturer strategically drew on learners' shared linguistic resources to facilitate conceptual understanding, scaffold classroom interaction, and reduce communication barriers while maintaining English as the primary instructional language. Students perceived these practices as enhancing comprehension, confidence, and participation. The study suggests that strategically integrating multilingual resources aligns with ELF-oriented pedagogy and supports more inclusive and effective ESP instruction in multilingual higher education contexts.

Keywords: English as a Lingua Franca, ESP, multilingual practices, higher education.

PARALLEL SESSION TWO

Day 1

Friday, 18 September 2026

ROOM 1

NOTE-TAKING: THE PAPER PROTECTION METHOD AS A DYNAMIC SCAFFOLDING TOOL IN EFL SPEAKING DEVELOPMENT

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Abstract:

Although note-taking strategies have been recognized as supportive resources in EFL speaking preparation, their developmental role in facilitating learners' transition toward autonomous speaking performance remains underexplored. This study investigates EFL students' perceptions and practices of the Paper Protection Method (PPM) and examines its role as a dynamic scaffolding mechanism in speaking development. Employing an explanatory sequential mixed-methods design, this study involved 19 EFL students. Data were collected through questionnaires, semi-structured interviews, students' note documentation, and classroom speaking observations. Nine participants representing high, moderate, and low PPM user groups were purposively selected for the qualitative phase. The findings reveal a developmental continuum in PPM use. High users employed concise keywords, outlines, and mind maps as strategic cues, while moderate users utilized structured key points and vocabulary prompts. Low users relied more on detailed notes and complete sentences as external scaffolding. Overall, PPM functioned as a multidimensional scaffolding mechanism providing cognitive, linguistic, and psychological support for idea organization, vocabulary retrieval, fluency development, and speaking confidence. However, excessive dependence on notes may limit spontaneity and audience engagement. This study highlights PPM as a gradually reduced scaffolding tool that promotes self-regulated and autonomous EFL speaking.

Keywords: cognitive scaffolding, EFL speaking, note-taking strategy, Paper Protection Method, speaking autonomy

THE DISCURSIVE CONSTRUCTION OF CARING MASCULINITY IN *INERIE: MAMA YANG CANTIK*

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Abstract:

Masculinity is increasingly understood as a socially constructed and discursively negotiated identity rather than a fixed biological attribute. While studies of Indonesian cinema have predominantly examined hegemonic masculinity characterized by authority, emotional restraint, and male dominance, limited attention has been given to the discursive construction of caring masculinity in local films. This study investigates how caring masculinity is constructed through the character Belo in *Inerie: Mama yang Cantik*. Grounded in social constructionism, the study conceptualizes film dialogue as a discursive resource through which gender identities are produced and negotiated. It integrates Judith Butler's theory of gender performativity with Elliott's concept of caring masculinities to examine how Belo's linguistic performances enact empathy, emotional openness, shared responsibility, and non-dominant masculine identities. Employing a qualitative descriptive approach, the study analyzes selected dialogues situated within the sociocultural context of the Ngada community in Flores. The findings reveal that Belo's discursive practices challenge hegemonic masculine norms by constructing masculinity through relational care, emotional expressiveness, and egalitarian gender relations. By demonstrating how local cinematic discourse reconfigures masculine identity, this study contributes to discourse-based gender studies and expands scholarly understanding of alternative masculinities in Indonesian cinema. Furthermore, this study promotes local wisdom as depicted in the film.

Keywords: caring masculinity, gender performativity, social constructionism, film discourse

ROOM 2

TEACHING LISTENING IN A DIGITALLY CONNECTED CLASSROOM: LECTURERS' TPACK PRACTICES AND ADAPTATIONS

Disa Giffari Putri Djuhara, Muhammad Handi Gunawan

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Abstract:

Digital technology has become a common part of university listening instruction, but its presence does not always lead to meaningful learning. Much of the discussion on technology in language education focuses on tools or student outcomes, while less attention is given to how lecturers connect technology with listening content, classroom activities, and students' needs. This study explored how two lecturers implemented Technological Pedagogical Content Knowledge (TPACK) in undergraduate EFL listening classes at a state university in West Java, Indonesia. Data were collected through classroom observations, lecturer reflective journals, and semi-structured interviews and analysed thematically.

The findings showed that both lecturers treated TPACK as a practical part of teaching rather than the simple use of digital tools. Videos, slides, WhatsApp, email, and AI-supported activities became useful when linked to clear objectives, listening tasks, explanation, and feedback. Technology-supported activities also supported participation through note-taking, discussion, presentation, and digital task submission, although engagement varied. Challenges included material preparation, limited time, technical disruptions, infrastructure, and differences among students. The lecturers responded by adjusting lesson pace, repeating instructions, preparing alternative tasks, and using backup plans. Overall, effective TPACK implementation depended mainly on pedagogical judgement, flexible teaching, and support responsive to learning needs.

Keywords: TPACK, EFL listening, technology integration, lecturer practices, higher education

SPATIAL REASONING IN EARLY EFL ACQUISITION: DECODING YOUNG LEARNERS' COGNITIVE PROCESSING AND TASK PERFORMANCE

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Abstract:

During the early stages of language acquisition, spatial reasoning is essential to how young learners process visual-spatial information and internalize abstract linguistic structures. The cognitive processing and task performance of fourth-grade elementary school students acquiring English as a foreign language (EFL) are decoded in this study. Empirical data were collected using a survey research approach in order to assess students' spatial reasoning skills in addition to their comprehension and task performance in EFL contexts. The results show that young learners' capacity to recall vocabulary, decipher grammatical patterns, and finish task-based activities is significantly influenced by their spatial visualization abilities. In particular, when it came to spatial-based language problems and visual scaffolding, students with higher spatial reasoning performed better. These findings imply that early EFL classes can maximize cognitive alignment and improve language learning results by incorporating spatially oriented instructional materials. This study adds important evidence to the field of young learner pedagogy and cognitive psychology.

Keywords: spatial reasoning, cognitive processing, early EFL acquisition, young learners, task performances

ROOM 3

BEYOND VOCABULARY LIMITS: TEACHERS' BELIEFS ON FULFILLING LEARNER AUTONOMY NEEDS IN BIPA SPEAKING INSTRUCTION

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Abstract:

This study investigates how BIPA 2 teachers conceptualize speaking instruction through their beliefs, examining how these beliefs collectively shape instructional orientation and opportunities for learner autonomy. Grounded in teacher cognition research, the study views teacher beliefs as an integrated epistemic system of mutually reinforcing propositions that organize pedagogical decision-making. Using a qualitative interpretive design, data were collected through semi-structured interviews with 18 BIPA 2 teachers in Indonesia and analyzed using NVivo. Three interrelated themes emerged: beliefs about learner readiness, speaking competence, and teacher role. These interconnected beliefs constitute an integrated system that generates a persistently teacher-directed instructional orientation and a readiness paradox, in which perceived learner unpreparedness justifies withholding the communicative exposure necessary for autonomous speaking development. This points to the need for BIPA teacher education programs to incorporate explicit belief-awareness engagement to support more autonomy-oriented speaking pedagogy.

Keywords: teacher beliefs; learner autonomy; speaking instruction; BIPA; teacher cognition

PEER ASSESSMENT AND THE DEVELOPMENT OF PRE-SERVICE TEACHERS' AGENCY IN EFL MICRO TEACHING

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Abstract:

Peer assessment is broadly esteemed as a formative evaluation technique that encourages contemplation and involvement in feedback. Yet, little studies have examined how peer evaluation supports the cultivation of learner agency in pre-service teachers of English as a Foreign Language (EFL). By utilizing ecological model of agency, this qualitative study explored the attitudes of pre-service teachers on peer assessment, their feedback replies, and the impact of the peer feedback on their instructional decision-making and future career development. Data were obtained from fifteen pre-service EFL teachers through focus group discussion and reflective journal writings. The thematic analysis merged the inductive coding with deductive interpretation shaped by the iterative, practical-evaluative, and projective elements of agency. Researcher triangulation, iterative coding, and peer debriefing were employed for trustworthiness during the analytical procedure. The study identified five themes: reflective awareness, selective incorporation of feedback and pedagogical evaluation, learning through peer observation, fostering professional confidence and responsibility, and anticipating future professional career. The findings indicated that the participants did not passively receive feedback; rather, they engaged in a thorough evaluation, adjustment, and at times, rejection of advice in light of their teaching principles, learning demands, and contextual elements. This study contributes to the body of knowledge by showing that peer assessment serves not just as a feedback system but as an agency-centered instructional context that promotes reflective evaluation, cooperative professional development, and identity evolution. The research implies that embedding systematic peer assessment in teacher education frameworks can enhance the formation of agentive teachers who are adept at making educated teaching judgements and managing their own career development.

Keywords: peer assessment; learner agency; evaluative judgement; professional identity development; pre-service EFL teachers.

ROOM 4

TEACHER'S EXPERIENCES IN IMPLEMENTING GAME-BASED LEARNING TO ENHANCE STUDENT ENGAGEMENT IN ENGLISH LANGUAGE LEARNING AT SMA AR-ROHMAH PUTRI BOARDING SCHOOL

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Abstract:

This study investigated the implementation of Game-Based Learning (GBL) and students' engagement in English language learning at SMA Ar-Rohmah Putri Boarding School Dau. Employing a qualitative case study design, the research involved five English teachers and classroom observations of Game-Based Learning activities. Data were collected through four classroom observations, semi-structured interviews, and documentation, including lesson plans, learning materials, and students' work. The findings revealed that GBL was implemented through both digital and non-digital games aligned with instructional objectives and classroom conditions. The use of GBL was associated with students' behavioral, emotional, and cognitive engagement, reflected in increased participation, enthusiasm, interaction, and efforts to understand learning materials. Despite challenges such as preparation time and classroom management, the study concludes that Game-Based Learning can create more engaging and meaningful English learning experiences when supported by effective instructional design and teacher guidance.

Keywords: Game-Based Learning, student engagement, English teaching, teacher's experiences

THE POMODORO TECHNIQUE IN GRAMMAR INSTRUCTION: A QUASI-EXPERIMENTAL STUDY OF JUNIOR HIGH SCHOOL EFL LEARNERS

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Abstract:

Grammar is one of the most challenging aspects of English as a Foreign Language (EFL) learning because it requires sustained attention and continuous cognitive processing. Therefore, effective instructional strategies are needed to improve students' grammar achievement. This study aimed to investigate the effectiveness of the Pomodoro Technique in improving grammar learning outcomes among junior high school EFL students. A quasi-experimental design with repeated measures was employed, involving 40 students divided into an experimental group ($n = 20$) and a control group ($n = 20$). Students' grammar achievement was assessed across four measurement sessions, consisting of two pre-tests and two post-tests. The data were analyzed using Mixed Analysis of Variance (Mixed ANOVA). The Greenhouse-Geisser corrected results revealed significant main effects of time ($\eta^2 = .677$) and treatment ($\eta^2 = .371$), as well as a significant time-by-treatment interaction ($\eta^2 = .481$). These findings indicate that students who learned using the Pomodoro Technique demonstrated greater improvements in grammar achievement over time than those who received conventional instruction. The structured learning intervals and scheduled breaks of the Pomodoro Technique appear to support students' sustained attention during grammar instruction, thereby improving learning outcomes. This study contributes to the growing body of research by providing empirical evidence for the effectiveness of the Pomodoro Technique in enhancing grammar achievement among junior high school students in an EFL context through a repeated-measures quasi-experimental design.

Keywords: Pomodoro Technique; Grammar Learning; EFL; Junior High School Students; Mixed ANOVA

ROOM 5

FROM VULNERABILITY TO VOICE: DIALOGIC FEEDBACK AND STUDENTS' WRITING DEVELOPMENT IN UNDERGRADUATE THESIS SUPERVISION

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Abstract:

Dialogic feedback has been widely explored in general education and writing. However, dialogic feedback in undergraduate thesis supervision is scarce. This multiple-case study investigates dialogic feedback in thesis writing supervision, focusing on students' experiences, benefits, and challenges. This study involved four supervisors and six students who were voluntarily recruited and met the research requirements in an English education context. Data were collected through semi-structured interviews, observation, reflective journals, and students' multiple thesis drafts, and were analyzed thematically. The findings revealed that supervisory dialogic feedback enables students to build supervisor-student emotional and relational support, sustain follow-up dialogue, express ideas, and receive supervisors' developmental contributions. Additionally, students' dominant challenges include feeling inadequate and worrying about being judged for their weaknesses during the thesis supervisory process. Despite challenges, the dialog feedback in supervisory thesis writing supports students' main writing thesis skills, which were scientific quality, structure, and professional attitude. This study highlights that dialogic feedback serves as an interactive discussion that assists students' thesis writing supervision. This study underscores the interactive exchange between undergraduate students and a supervisor as a bridge to accomplish students' theses.

Keywords: dialogic feedback, undergraduate thesis, writing development

A SOCIO-COGNITIVE ANALYSIS OF US/OTHERS REPRESENTATION IN TRUMP'S TRUTH SOCIAL POSTS ON THE US-IRAN WAR

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Abstract:

Digital media discourse enables dominant groups to reproduce and disseminate their preferred ideologies in new ways (KhosraviNik, 2014). Given the topical issue of US-Iran war on Truth Social and the research gaps in methodology and scope, both qualitative and quantitative data analysis of Trump's 111 conflict-related truths using van Dijk's (2006) socio-cognitive approach is conducted to investigate the thematic representations of "us" and "others" and their distribution across timespan, the discursive strategies used, the cognitive structures and its social function. The findings showed that lexicalization, actor description, and polarization were commonly used. Trump's discourse reflects his cognition of the US and himself as morally justified, and destined to prevail through strength while the others-group (Iran, some US's allies and news agencies) are perceived as immoral and incompetent. Legitimacy is measured by power, and loyalty, aligning with broader American socio-political beliefs, including "peace through strength", and expectations of allied support. This ideology may legitimize US intervention, reinforce Trump's leadership image, weaken public trust in the media, and marginalize opponents through strength, morality and transactional diplomacy. This study helps to show how a digital discourse shapes public perception and contributes to sustainable practices. Future studies should examine audience responses.

Keywords: socio-cognitive approach, US-Iran war, Trump's truths, us-group, others-group

ROOM 6

INDONESIAN EFL STUDENTS' USE OF POLITENESS STRATEGIES IN HUMAN-AI AGENT CONVERSATION

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Abstract:

To develop productive and effective relationship, as well as minimize conflict, human beings uniquely implement principles of politeness in their communication. The advancement of AI-based technology brings an interesting question: whether human beings also adhere to the linguistic politeness rules when conversing with agentive AI tools. The current study explores how Indonesian undergraduate English as Foreign Language (EFL) students (n=20) interact with an AI agent (ChatGPT) and whether they adhere to the linguistic politeness principles. The participants were recruited using purposive sampling method. The data were collected through documenting students' interaction with AI agent, especially when discussing certain academic subjects. The data obtained consist of 112 human-AI tool conversation turns across 20 documented conversation sessions. The data were analyzed qualitatively using Brown and Levinson's (1978, 1987) politeness theories. The findings reveal that EFL students implement various politeness strategies when interacting with AI agent. These students also take into account various sociolinguistic factors when communicating with AI agents, including context, rationales, and interpersonal nuance. Politeness is shown not just through students' words and expressions which contain face-threatening act (FTAs) and non-FTA expressions, but also through ritual and relational practices that regulate the conversation dynamic. Interestingly, when quick AI response is needed, the students often resort to using brief, direct questions. Overall the study suggests that EFL students treat AI both as discussion partner and tool.

Keywords: agentive AI tool; English as Foreign Language; face-threatening acts and non-FTA; human-AI conversation; politeness strategies.

THE REPRESENTATION OF JUNIMOS'S IDENTITY, LABOR, AND SOCIAL POSITION IN STARDEW VALLEY

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Abstract:

This paper aims to examine how Junimos—magical forest spirits responsible for restoring the Community Center in Stardew Valley—are represented through their identity, labor, and social position within the game's narrative. Stardew Valley is a well-known farming simulation game that emphasizes community restoration and social relationships through its narrative and gameplay. However, despite Junimos' important roles in restoring communal spaces, their existence remains invisible and unrecognized by the residents of Pelican Town. Using Cultural Studies, this research analyzes how Junimos' characteristics, roles, and narratives create meanings of marginalization in the game. The findings show that the Junimos are indeed represented as a marginalized community through cultural differences and limited recognition despite their significant contribution to the community. Furthermore, Junimos' characteristics—colorful appearance, distinct language, and hidden existence—along with their major role in restoring communal spaces, shows them as beings whose existence is valued through their labor rather than through social recognition.

Keywords: Stardew Valley, representation, marginalized communities, invisible labor, Cultural Studies.

PARALLEL SESSION THREE

Day 2

Saturday, 19 September 2026

ROOM 1

CONSTRUCTING VICTIM BLAMING IN PINK (2016): A FAIRCLOUGHIAN CRITICAL DISCOURSE ANALYSIS

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Abstract:

Courtroom discourse functions not only as a medium of legal communication but also as a site where power relations, gender identities, and ideological assumptions are discursively constructed and legitimized. Although Critical Discourse Analysis (CDA) has been widely applied to legal and media discourse, limited research has examined how courtroom discourse in film simultaneously constructs victim blaming, represents female victims, and reproduces patriarchal ideology. This study investigates courtroom dialogues in the Indian film *Pink* (2016) using Fairclough's Three-Dimensional Critical Discourse Analysis framework. This study analyzes purposively selected dialogues across the dimensions of textual analysis, discursive practice, and social practice. The analysis focuses on lexical choices, transitivity, mood, modality, and syntactic structures to examine how linguistic resources construct institutional legal discourse. The findings reveal that victim blaming is discursively constructed through strategies that foreground women's morality, lifestyle, and credibility while backgrounding perpetrators' actions. Furthermore, female victims are represented as morally contested subjects whose identities are shaped by patriarchal assumptions embedded within legal and sociocultural institutions. By demonstrating how legal discourse in film reinforces gendered power relations, this study not only extends Fairclough's CDA to cinematic courtroom discourse and contributes to broader discussions of language, gender, ideology, and media representation, but also promotes critical awareness of gender bias in institutional communication.

Keywords: Critical Discourse Analysis, courtroom discourse, victim blaming, patriarchal ideology, *Pink* (2016)



REIMAGINING LITERATURE EDUCATION THROUGH SOCIAL-EMOTIONAL LEARNING: INSIGHTS FROM THE PERKS OF BEING A WALLFLOWER

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Abstract:

Literature instruction has traditionally emphasized textual interpretation and critical appreciation, while its potential to foster learners' social-emotional development has received comparatively less pedagogical attention. This paper explores how literary representations of healing and self-discovery in Stephen Chbosky's *The Perks of Being a Wallflower* can inform literature pedagogy through a Social-Emotional Learning (SEL) perspective. Drawing on a completed qualitative content analysis guided by Reader-Response Theory, Humanistic Literary Theory, Erikson's Psychosocial Development Theory, and the CASEL SEL Framework, the study identified recurring patterns of emotional recognition, supportive relationships, reflective meaning-making, and identity formation. These findings were synthesized into pedagogical principles that encourage reflective reading, empathetic dialogue, expressive writing, and perspective-taking while preserving the integrity of literary analysis. The paper argues that literary scholarship attains greater educational value when its insights are intentionally translated into classroom practice. By bridging literary analysis and pedagogy, the study contributes a reflective approach to literature education that supports both literary competence and learners' social-emotional development.

Keywords: Literature Education, Social-Emotional Learning, Literary Pedagogy, Reflective Learning, Qualitative Literary Analysis

ROOM 2

THE POWER OF LANGUAGE FOR SOCIAL INTERACTION IN THE MOVIE "THE MIRACLE WORKER (2000)"

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Abstract:

In the movie *The Miracle Worker* (2000), the main character, Helen Keller, was born blind and deaf, which made her unable to acquire or use language like people in general. She often threw tantrums when people did not understand what she meant or wanted, which was different when she had already acquired the right language, namely tactile signing. For this reason, this study aims to analyze Helen Keller's language acquisition process and its relationship to the importance of language use in social interaction based on Turner's Social Interaction Theory (SIT) and the concept of the Zone of Proximal Development (ZPD) by Vygotsky. To find out, there are four main things that will be analyzed: 1) how the communication barriers experienced by Helen Keller due to her disability created social alienation; 2) how social interaction with Anne Sullivan encouraged Helen's language development through the tactile signing method; 3) how changes in Anne's teaching strategies reflect language acquisition planning in the context of sensory limitations; and 4) how language acquisition transformed Helen from an isolated child into an individual who was able to engage in social life. The results of the analysis indicate that effective language acquisition and consistent communication play a crucial role in social interaction.

Keywords: Helen Keller, Language Acquisition, Social Interaction Theory, *The Miracle Worker* (2000)

READING THE SAME NEWS DIFFERENTLY: TRACING CRITICAL DISCOURSE AWARENESS IN AN EFL CLASSROOM

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Abstract:

Students often approach media texts as neutral sources of information rather than as socially constructed discourse. Developing Critical Discourse Awareness (CDAw) is therefore an important objective of Critical Discourse Analysis (CDA) in English Language Teaching (ELT). This qualitative classroom-based study examines how undergraduate EFL students reinterpret the same news report on the Sound Horeg controversy before and after learning Fairclough's Three-Dimensional Framework. Twenty-four fourth-semester students have analyzed the news text at the beginning of the semester based on their own understanding and revisited the same text after fourteen weeks of CDA instruction. Data consist of students' initial interpretations, final analyses, and reflective responses. The data are currently being analyzed through qualitative comparative analysis to identify changes in students' interpretive lenses. Rather than measuring achievement through test scores, the study explores how students develop a deeper understanding of representation, ideology, and power relations embedded in media discourse. The findings are expected to provide insights into a practical approach to fostering and tracing Critical Discourse Awareness in EFL classrooms through repeated engagement with authentic media texts.

Keywords: Critical Discourse Awareness, Critical Discourse Analysis, Fairclough, Media Discourse, EFL

ROOM 3

DECOLONIALISING ENGLISH IN INDONESIA: AN INSIGHT FROM WORLD ENGLISHES

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Abstract:

English has been widely spoken and used all over the world. With this, its sociolinguistic landscape has slowly evolved over time, particularly within the dimension of language and cultural identity. Acknowledging this, researchers have developed World Englishes, a theoretical framework that focuses on the pluricentric paradigm of English that embraces the speakers' cultural uniqueness, rather than conforming to a monolithic, single standard. Drawing on the World Englishes paradigm, this paper examines key issues related to English in Indonesia and provide insights from World Englishes perspective by drawing upon real-life examples from multiple countries. This study employs a library research design, examining the theoretical development of World Englishes from Kachru's Three Concentric Circles model to more recent perspectives such as Manns and Xu's transmedial approach. To illustrate the applicability of these frameworks, examples from various sociolinguistic contexts around the world are discussed. The paper then reflects on contemporary English language issues in Indonesia and analyses them through both theoretical and practical lenses provided by World Englishes scholarship. The study argues that the World Englishes paradigm, with its emphasis on cultural identity, linguistic diversity, and localised forms of English, provides a promising framework for "decolonising" English in Indonesia, where the prevailing ideologies of linguistic ownership and native speakerism underpin many of the challenges associated with English language use, teaching, and learning. Adopting the World Englishes paradigm enables a more inclusive understanding of English in Indonesia by recognising local linguistic and cultural identities as legitimate rather than subordinate to native-speaker norms. Consequently, embracing this perspective can contribute to the decolonisation of the English language, fostering greater linguistic equity and more contextually relevant approaches to English use in Indonesia.

Keywords: English sociolinguistics, world Englishes, Issues in English, Indonesian contexts

MULTILINGUAL IDENTITY AND INVESTMENT IN EFL LEARNERS' ONLINE SOCIAL MEDIA PRACTICES

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Abstract:

This study examines how Indonesian EFL learners construct and negotiate multilingual identities through publicly available social media content, using Norton's (2000) Identity and Investment Theory and Darwin and Norton's (2015) model of investment as the guiding framework. Rather than recruiting participants for interviews or questionnaires, the study adopts a netnographic design (Kozinets, 2020) combined with multimodal discourse analysis (Kress & Bezemer, 2023) and thematic analysis (Braun & Clarke, 2006), applied to naturally occurring, publicly accessible posts, captions, and hashtags on TikTok, Instagram, X, and YouTube content. A purposive corpus of 12 items was assembled through systematic hashtag and keyword searches (e.g., #belajarbahasainggris, #bahasainggris, #kosakatabahasainggris) triangulated with published Indonesian code-mixing corpus studies. Findings reveal five recurring practices through which learners invest in English-mediated identities: code-switching as a marker of symbolic capital and professionalism; bilingual glossing as a scaffold for imagined community-building; hashtag stacking as algorithmic and social investment; sustained creator and celebrity personas as long-term identity projects; and peer-curated resource sharing as everyday community investment. Pedagogically, the findings suggest that EFL educators might view learners' translanguaging and hashtag practices not as errors to be corrected, but as valuable resources that reflect learning investment.

Keywords: multilingual identity, investment theory, translanguaging, netnography, EFL, social media

ROOM 4

LANGUAGE, BRANDING, AND IDENTITY: MULTILINGUAL STRATEGIES IN THE PROMOTION OF CREATIVE INDUSTRIES IN BLITAR CITY

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Abstract:

Social media has become an essential platform for promoting tourism and the creative industries in the digital era. This study examines the use of multilingualism in promotional videos produced by the Blitar City Department of Culture and Tourism (Disbudpar Kota Blitar) and explores the role of language in branding strategies for creative products. Adopting a qualitative descriptive design with a sociolinguistic approach, the study analyzed ten promotional videos published on the official Instagram account of Disbudpar Kota Blitar. The analysis was complemented by interviews with two members of the department's social media team. The findings reveal that Indonesian is the dominant language, functioning as the primary medium for delivering information to a broad audience. English is used selectively as a complementary resource to project a modern and attractive image, whereas Javanese does not appear in the analyzed videos. The study also identifies instances of Indonesian-English code-mixing, which contribute to enhancing the promotional appeal of the content. Interview data further suggest that multilingualism is deliberately employed as a branding strategy to balance the local identity of Blitar City's creative products with a more global image. These findings demonstrate that language serves not only as a means of communication but also as a symbolic resource for constructing identity and strengthening the competitiveness of creative products in the digital marketplace.

Keywords: multilingualism, branding, linguistic identity, digital promotion

WHO MAY SPEAK ENGLISH: A SOCIOLINGUISTIC ANALYSIS OF CLASS-BASED STIGMA IN LANGUAGE USAGE

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Abstract:

This paper reveals how social class shapes perceptions of who seems “fitting” to speak a foreign language, while focusing on the usage of English language in Indonesia as an objective. Drawing on a sociolinguistic perspective, it explores class-oriented stigma attached to non-elite speakers who adopt global languages, particularly in academic and digital spaces. Using qualitative interviews and discourse analysis of everyday interactions among people, the study investigates how linguistic capital, accent, and perceived proficiency become markers of legitimacy or exclusion. Findings reveal that speakers from lower socioeconomic backgrounds often face heightened scrutiny, stereotyping, and self-censorship, reinforcing existing hierarchies of language ownership. The analysis highlights how ideologies of “legitimate” English users intersect with class, education, and digital visibility that reproduces symbolic boundaries in everyday interaction. The paper argues for rethinking English language supplementation to challenge monolithic standards of correctness and belonging. By foregrounding class stigma in foreign language use, this study contributes to ongoing debates in the linguistic world on power, identity, and equity in global English context.

Keywords: sociolinguistics, social class, language stigma, language ideology, English as a foreign language

ROOM 5

THE EFFECT OF THE REACT INTERACTIVE LEARNING APPROACH ON STUDENTS' WRITING COMPETENCE IN ESP CONTEXTS

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Abstract:

The increasing demand for effective strategies in English for Specific Purposes (ESP) writing courses has encouraged the implementation of interactive learning models that promote active engagement. This study investigates the effect of the REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) approach on students' writing competence in ESP contexts. Employing a quasi-experimental design with a non-equivalent control group, this study involved 60 undergraduate students in a Management program, consisting of an experimental group ($n = 30$) and a control group ($n = 30$). Data were collected through pre-test and post-test writing assessments. The findings indicate that students in the experimental group demonstrated greater improvement after receiving REACT-based instruction, with scores increasing from ($M = 58.47$, $SD = 6.99$) to ($M = 76.03$, $SD = 5.68$). Meanwhile, the control group showed limited improvement from ($M = 56.17$, $SD = 7.73$) to ($M = 62.34$, $SD = 7.04$). Statistical analysis confirmed a significant improvement in the experimental group ($t(29) = 14.75$, $p < .001$). These findings suggest that REACT is an effective instructional approach for enhancing writing competence and supporting ESP writing instruction at the tertiary level.

Keywords: ESP, REACT approach, writing competence, interactive learning, writing instruction

IDENTITY CONSTRUCTION IN J.K ROWLING'S HARRY POTTER SERIES: ANALYSIS OF PROGRESSIVE AND TRADITIONAL REPRESENTATIONS

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Abstract:

This study examines identity construction in the J.K Rowling's *Harry Potter* series through a Cultural Studies approach by exploring progressive and traditional representations of identity through House affiliation and blood status. The *Harry Potter* series presents identity as one of its central themes. Throughout the story, characters are categorized through multiple social identities, particularly House affiliation and blood status, whose expectations are later challenged by characters' personal choices. At the same time, the narrative repeatedly associated its central characters with recurring qualities and roles that shape admirable identity. Previous studies have examined identity construction in the series through multiple dimensions as separate analysis. However, how progressive and traditional representations operate through House affiliation and blood status remains underexplored. The findings show the series constructs identity by negotiating progressive and traditional representations by presenting House affiliation and blood status as categories that do not determine identity, showing progressiveness, while simultaneously continuing to define admirable identity through traditional representations portrayed by its central characters. These findings contribute to Cultural Studies by showing how a widely influential literary text constructs identity through the negotiation of progressive and traditional representations.

Keywords: Harry Potter Series, Identity Construction, Cultural Studies, Progressive Representation, Traditional Representations

ROOM 6

DEVELOPING PRAGMATIC AWARENESS THROUGH DIGITAL ADVERTISEMENT ANALYSIS: AN EFL GROUP-BASED PROJECT

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Abstract:

Digital advertisements provide learners exposures to linguistic choices enriched with visual and contextual resources to influence audiences. This study investigates how EFL students applied pragmatic concepts to develop their awareness through a collaborative group-based project. Working in groups, students selected digital advertisements and analyzed their use of pragmatic features such as speech acts, implicature, deixis, and contextual meanings. Their project reports and presentations were used to examine what pragmatic features they found and how they explained the meanings of the advertisements. The findings show that the students were able to connect concepts learned in class with real examples of digital communication. They identified how advertisements use both explicit and implied meanings to attract audiences and communicate brand messages. The project helped students see that pragmatics is not only a theory studied in class but is used in everyday digital communication. It also introduced how language and visual elements worked together to strengthen the persuasive effect of the advertisements. The study suggests that group-based advertisement analysis can be a practical and engaging way to develop students' pragmatic awareness in EFL learning.

Keywords: pragmatic analysis, digital advertising, pragmatic awareness, group-based project

THE TEACHING OF CULTURE IN THE INDONESIAN EFL CLASSROOMS: TEACHERS' PERSPECTIVES

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Abstract:

This research aimed to explore the Indonesian EFL teachers' knowledge regarding the approach to teaching culture in the current Indonesian curriculum (Kurikulum Merdeka). Surveys consisting of closed- and open-ended questions were distributed to EFL teachers of senior high schools in West Sulawesi Province, and 88 EFL teachers participated and completed them. Descriptive and thematic analyses were conducted on the collected data. The findings showed that the majority of teachers perceived the approach to teaching culture as mainly focused on teaching local cultures. However, analysis of curriculum-related documents revealed an emphasis on recognising and appreciating local and global cultures, as well as on developing intercultural competence. It indicated that insufficient information was provided to the EFL teachers regarding the curriculum-required approach to teaching culture. Therefore, relevant professional development is certainly needed for teachers to achieve the curriculum's intended objective regarding the approach to teaching culture.

Keywords: culture, curriculum, local, global, intercultural

ROOM 7

VOICES OF TIMID ESL LEARNERS: A NARRATIVE INQUIRY IN CREATING AUTHENTIC TIKTOK VIDEOS TO ENHANCE THEIR SPEAKING SKILLS

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Abstract:

This study explored the experiences of timid ESL learners in creating authentic TikTok videos, examined the effects of authentic TikTok video creation on their speaking skills, and developed classroom guidelines for its implementation. Using a qualitative narrative inquiry design, five teacher-identified timid Grade 9 ESL learners were selected through purposive sampling. Data were gathered from participants' narratives and authentic TikTok video outputs and analyzed using thematic analysis. Findings revealed that learners improved their speaking through deliberate preparation, contextualized vocabulary use, repeated recording, and self-reflection. Participants also encountered linguistic, affective, and technological challenges, including fear of making mistakes, hesitation in speaking, and technical difficulties during video creation. Despite these barriers, authentic TikTok video creation contributed to greater fluency, communication control, and speaking confidence through continuous practice and reflection. The study concludes that authentic TikTok videos provide a learner-centered environment that supports meaningful speaking practice and authentic language use. Classroom implementation guidelines were developed to help ESL teachers integrate authentic TikTok video creation into speaking instruction. The findings highlight the potential of digital platforms to foster speaking development among timid ESL learners.

Keywords: Timid ESL Learners; Authentic TikTok Videos; Speaking Skills; Narrative Inquiry; Speaking Confidence.

DIGITAL LITERACY IN ACTION: EMPOWERING STUDENTS THROUGH ENGLISH SPEAKING PROJECTS

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Abstract:

Even though digital tools are part of EFL learners' everyday life, frequent use does not necessarily mean that learners use digital communication purposefully to support English communication. This presentation describes a hands-on workshop demonstrating how digital literacy can be developed through an English-speaking project. The workshop engaged learners in a sequence of activities leading to the creation of a digital speaking project. Rather than focusing on learning particular applications, the workshop guided learners to use digital tools to explore information, develop language resources, evaluate content, create spoken messages, and reflect on their own use of technology. Feedback from 24 workshop participants indicated positive perceptions of the approach, particularly regarding the usefulness of the materials ($M = 3.63/4$), interest in using digital platforms for speaking ($M = 3.58$) and the relevance of the workshop to speaking development ($M = 3.50$). The presentation illustrates how project-based speaking activities can help EFL learners move from simply using digital tools to using them purposefully for language learning, critical evaluation, creativity, and meaningful communication.

Keywords: digital tools, speaking projects, hands-on workshop

OMANI STUDENTS' PREFERENCES IN USING AI TOOLS AT UNIVERSITY

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Abstract:

Vocabulary development is crucial for language and academic competency in higher education EFL contexts, and teacher- centered instruction does not always succeed in providing personalized learning or real- time feedback. Recently, the rapid expansion of artificial intelligence (AI) has opened a new door of possibilities to make language learners more autonomous, engaged and receptive. The present study examines students' perceptions on the use of AI tools to learn vocabulary in EFL higher education institute in Oman. An online QuestionPro survey collected the quantitative data needed to determine student's preferences of AI tools, the benefits and challenges they faced while using these AI technologies to study vocabulary. The results revealed 85.72% of the freshmen involved prefer using AI tools rather than traditional teacher instruction to learn vocabulary. Interestingly, 86.49% of subjects declare using Gemini or Chat GPT daily or several times a week. However, reported dimensions of vocabulary learning seem to focus on breadth as AI was utilized mostly to find definitions or example sentences. These findings suggest integrating AI tools in a coherent pedagogical design with structured teacher scaffolding and explicit vocabulary instruction, rather than using them as stand-alone units, to maximize students' gains and deepen their learning. Moreover, as EFL learners expressed some challenges while using AI tools, a significant implication would be the provision of training sessions to assist students technically and linguistically.

Keywords: Vocabulary learning, artificial intelligence (AI), English as a foreign language (EFL), learner autonomy, pedagogical scaffolding



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