



5-7 AUGUST 2022

PROGRAM BOOK

20th AsiaTEFL
68th TEFLIN
5th iNELTAL

CONFERENCE 2022 - INDONESIA
A HYBRID INTERNATIONAL CONFERENCE



Organized by:



Universitas Negeri Malang

in partnership with:



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PREFACE



ABOUT AsiaTEFL



Founded in 2003, The Asian Association of Teachers of English as a Foreign Language (AsiaTEFL) boasts over 37,000 members from 80 countries. AsiaTEFL is expected to have the ability to cover the field of English education in the whole of Asia and reach beyond national boundaries for individuals and groups to work together toward commonly held goals of developing TEFL in Asia. The following goals are pursued:

- 1) To link ELT professionals in joint research on issues and concerns regarding English teaching and learning in the Asian context.
- 2) To publish an academic journal, *The Journal of AsiaTEFL*, as an internationally recognized journal in the field of English language teaching.
- 3) To host conferences and seminars addressing important issues concerning ELT in Asia.
- 4) To develop proficiency guidelines and assessment methods designed for the needs of the Asian context.
- 5) To develop programs for Asian learners and teachers of English to build their English language proficiency and cultural understanding and provide them with the skills required to be efficient English teaching professionals.

Annual membership benefits include receiving online access to *The Journal of AsiaTEFL*, discount rates for annual conferences, eligibility to serve on committees, and so on.

Information : <http://www.asiatefl.org/> → Membership

Contact : membership@asiatef.org

As the premier association in Asia, AsiaTEFL embraces the entire Asia region to advance English teaching and learning. Its slogan, "Unity within Diversity," reflects its founding principal of envisioning an Asia where commonalities are emphasized and local diversity is respected.

2023 AsiaTEFL International Conference in South Korea

We are traveling across the Asian continent all the way to South Korea in 2023! The 2023 AsiaTEFL International Conference will be held on August 17-20, 2023 in Daejeon, South Korea, in commemoration of the 20th Anniversary of AsiaTEFL. The conference theme is "Celebrating ELT in Asia: Visions and Aspirations." As COVID-19 might continue in the next year, the 2023 conference is now being prepared in two ways: in person and blended.

ABOUT TEFLIN



The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN) is a professional organization run primarily by volunteer members of the organization. The members of TEFLIN are institutions and individuals focusing on Teaching English as a Foreign Language in Indonesia

TEFLIN focuses on developing its professional members and has important role in Indonesian societies nowadays in the field of TEFL and TESL. Various academic and professional activities are conducted by TEFLIN, such as:

- conferences
- seminars
- workshops
- trainings
- journal publications

In addition, TEFLIN continuously develop its national and international networks for collaboration and cooperation. The TEFLIN conferences become momentous annual international academic event in Indonesia since 1998 to connect professionals and stakeholders in the field of TEFL. Its journal publications, TEFLIN Journal, is published twice a year and accredited as a scientific journal by the Directorate of Higher Education, Ministry of Education and Culture since 2002, and have indexed in several international academic publication databases, e.g. DOAJ, EBSCO, Proquest, Indonesian Publication Index (IPI), Google Scholar Metrics, WorldCat, Science and Citation Index (Sinta), ERIC, and Scopus. Its significance is performed through its responsibility to Test of English Proficiency (TOEP) in cooperation with the Pusat Layanan Tes Indonesia –PLTI (Indonesian center of test services). TEFLIN is the content provider of TOEP of which result is acknowledged by the Indonesian government as one of requirements to be governments officials.

TEFLIN now stands tall among international professional organizations of TEFL/TESL institution in the world. It has close relationship with organizations such as TESOL International, IATEFL, MELTA Malaysia, Thai-TESOL Thailand, Cam-TESOL Cambodia, ALAK South-Korea, JALT Japan, RELC SEAMEO Singapore, RELO Jakarta, and British Council.

ABOUT iNELTAL



The iNELTAL (International English Language Teachers and Lecturers) conference is an annual international conference organized by the Department of English, Faculty of Letters, Universitas Negeri Malang (UM). It evolved from the well-established NELTAL (National English Language Teachers and Lecturers) conferences which were held by the Department from 2009 to 2017. The first iNELTAL Conference took place in 2018 under the theme “Engaging students, empowering teachers: Toward quality education”. Subsequently, the second year’s iNELTAL in 2019 took on the theme “The treasure of the English classrooms: Exploring, reflecting and sharing”, and the third year’s theme in 2020 was “Literacy in English language: Learning beyond boundaries”. During the pandemic, the iNELTAL conference continued to strive and was held virtually in 2021 under the theme “Insights from the English language classrooms: Learning from best practices”. The 4th iNELTAL conference this year is a special one as it is jointly organized alongside the international AsiaTEFL and TEFLIN conferences.

The iNELTAL conference has been well-known among ELT teachers as a welcoming forum where English teachers from various educational institutions share their ideas, knowledge, and best practices. It aims to provide a forum for academic discourse where both speakers and participants can progress and sharpen their knowledge and abilities, as well as share their best ideas and approaches pertaining to the conference theme and topics. To achieve this aim, the conference invites notable ELT researchers as keynote speakers to share their ELT-related thoughts and knowledge in relation to the conference's major issue. It also gathers academics from universities, schools and other educational institutions to have productive discussions for the development of ELT practices and research. The four-year iNELTAL conferences have addressed major themes on ELT, including, among others, student engagement, teacher empowerment, best practices and lessons learnt from the classrooms, and literacy in English language.

ABOUT THIS YEAR'S CONFERENCE



The 2022 Conference, organized and hosted by Universitas Negeri Malang, Indonesia, is a joint conference of the **20th AsiaTEFL, 68th TEFLIN, and 5th iNLTAL Hybrid International Conference 2022 Indonesia**. It aims to:

- provide an academic sharing and discussion forum for ELT and English language researchers, policy makers, and practitioners across Asia,
- provide various pre-conference workshops for professional development,
- disseminate and publish current research and conceptual ideas,
- provide a networking forum for ELT researchers and practitioners across Asia,
- promote cultural understanding among Asian countries, and
- rekindle the spirit and energy of conferences by holding a hybrid conference.

This year's theme is **“Hindsight, Insight, and Foresight in ELT in Multilingual Asia”** discussed from the points of view of the following topics:

1. Curriculum, Syllabus, and Material Design
2. English as an International Language/Lingua Franca/World Englishes
3. English for Academic and Specific Purposes
4. Global Issues in Language Education
5. Identity and Learner Autonomy
6. Intercultural Communication, Cultural Awareness, and Global Competencies
7. Interpreting and Translation
8. Language Acquisition and Literacy Development
9. Language Planning, Management, and Policy
10. Language Teaching Methods and Approaches
11. Language Testing, Evaluation, and Assessment
12. Linguistics, Discourse Analysis, and Related Areas
13. Multilingual and Multicultural Education
14. Multiliteracies, Creativity, and Critical Literacies in ELT
15. Multimodality in Pedagogy
16. Plurilingualism, Translanguaging, Multilingual and Multicultural Education
17. Teacher Training and Professional Development
18. Teaching English to Young Learners
19. Teaching Literature and the Arts
20. Technology in Language Teaching and Learning
21. Working with Special Needs Students
22. Other Related Areas

OPENING ADDRESS FROM THE CHAIR OF THE ORGANIZING COMMITTEE



A very good morning to you all.

Ladies and gentlemen, on behalf of the organising committee, I am proud to physically and virtually welcome everyone to Malang, Indonesia and to the 20th AsiaTEFL – 68th TEFLIN – 5th iNELTAL Hybrid International Conference 2022 Indonesia. The joint conference is hosted this year by Universitas Negeri Malang. It is such an honour for us all to be able to welcome presenters and participants from many countries in Asia and beyond to join this year's event. The conference attempts to create a space where researchers and practitioners can exchange academic knowledge and create networks among scholars with the same or similar interests.

This year's theme "**Hindsight, Insight, and Foresight in ELT in Multilingual Asia**" and its 22 sub themes have attracted 861 on-site and online presenters and 59 non-presenting participant from 28 countries.

Our keynote, plenary and featured speakers have considered these topics and we look forward to hearing a variety of perspectives in ELT and beyond. We warmly welcome the keynote speakers from Indonesia, Professor Nizam, Director-General of Higher Education Indonesia, and Professor Ismunandar, Ambassador/Permanent Delegation of the Republic of Indonesia to UNESCO, the six featured speakers from Singapore (Prof. Christine Goh), from China (Prof. Quifang Wen), from Australia (Dr. Emilia Djonov), from Indonesia (Prof. Utami Widiati), from the USA (Prof. Greg Kessler), and from the United Kingdom (Prof. Ken Hyland), and all of the 32 featured speakers invited by AsiaTEFL, TEFLIN, and UM.

This year's joint conference is made possible by the dedication and hard work of our committee members and the support from the AsiaTEFL and TEFLIN Board, Universitas Negeri Malang, and the Department of English, Universitas Negeri Malang, as well as our partners, RELO, BC, and ETS and all of our sponsors, ClarityEnglish, EnglishScore, BenQ, NUADU, IIEF, Bank BTN, BNI46 and Bank Rakyat Indonesia (BRI). We also want to extend our gratitude to IERA, iTELL, RELO-AWC, BC, and many lecturers from numerous universities in Indonesia who have volunteered in the pre-conference workshop day. We are indebted to many. The track record of AsiaTEFL, TEFLIN, and iNELTAL excellence continues to this year. The hard work of everyone involved in this conference is one of the core strengths that adds tremendous value to the conference organisation. We thank all of them for volunteering their time and energy in service to our community.

Finally, we would like to thank all presenters for their willingness to share their research and ideas and all participants for their keen and active participation. Without your efforts, this conference would not be possible. We hope that you will have an enjoyable conference and productive time in Malang and virtually from all over the world, and leave with fond memories of the conference.

Thank you.

Francisca Maria Ivone

A handwritten signature in blue ink, appearing to be 'Francisca Maria Ivone'.

Organising Committee Chair
AsiaTEFL-TEFLIN-iNELTAL 2022 INDONESIA

WELCOME MESSAGE FROM THE ASIATEFL CO-PRESIDENT



It gives me great pleasure in welcoming you all to the AsiaTEFL International Conference at the Universitas Negeri Malang, in Indonesia. In 2021 we were forced to go for an entirely online conference at Mathura in India due to the raging pandemic. The shift to the hybrid mode this year, perhaps is a signal for the oncoming better days.

Indonesia has been a very dynamic member of AsiaTEFL. Not only have participants from Indonesia have participated in all our conferences in large numbers but also Indonesia has the distinction of hosting the AsiaTEFL conference for the third time, the earlier two being at Bali in 2008 and at Yogyakarta in 2017. This conference becomes more special due the sterling efforts of Prof. Madya, who was able to locate the university in Indonesia to host this conference at a relatively short notice. Kudos to the Conference Chair Prof. Francisca Maria Ivone and all other members of the OC for their hard work and for their excellent preparation for the conference. I am sure this conference will also be among the most successful ones of AsiaTEFL.

This conference is going to focus on the challenges, directions and developments that are visible today in the teaching of English in Asia. The topics are wide-ranging, and these include teaching methodologies, digital literacy, curriculum and syllabus design, ESP, assessment and evaluation, discourse analysis, critical literacies, World Englishes etc. Being the largest association of English language teachers in Asia, this conference is expected to provide a rich and varied fare.

I would like to express my thanks to TEFLIN and iNELTAL for teaming up with AsiaTEFL for the holding of this annual conference. I am sure the outcome will be of mutual benefit to all the participating associations. My sincere appreciation of the support and partnership provided by Regional English Language Office of the US State Department, The British Council and ETS, TOEFL. Finally, my gratitude to our distinguished plenary speakers, featured speakers, participants of the symposia, organizers of the workshops, and to all conference presenters as well as non-presenters.

I would like to heartily thank our EC members, AB members and all directors in our AsiaTEFL organization for their dedication and help that has led to the organization of this conference at Malang. And, last but not the least I wish to warmly thank our Joint President Prof. Kilryoung Lee, who also is a close friend and colleague, for very efficiently sharing all the responsibilities with me. I must admit that his contribution has been the lion's share. Thanks Prof. Lee. I am sure it is the collective effort of everyone that is going to make this conference a great success. Whether we participate onsite or online, I hope we will get an opportunity of sharing not only our academic perspectives but we will also bask in friendship and warmth during the conference.

Please stay well, and stay safe.

A handwritten signature in blue ink that reads 'Ravinder Gargesh'.

Ravinder Gargesh
Co-President, AsiaTEFL

WELCOME MESSAGE FROM THE ASIATEFL CO-PRESIDENT



It is with great happiness that the 2022 AsiaTEFL Conference is being held in Malang, Indonesia. I am very proud that the AsiaTEFL Conferences were not disrupted during the pandemic and were held with an indomitable spirit in Goyang, Korea in 2020, New Delhi, India in 2021, and in Malang, Indonesia this year without cessation.

First of all, I am deeply grateful to the Organizing Committee led by the Chair, Dr Francisca Maria Ivone, for its tremendous efforts in making this conference possible. In 2020 when the pandemic was on the rise, Indonesia raised its hand and volunteered to hold the 2022 conference. I highly appreciate Prof. Suwarsih Madya, and Prof. Utami Widiati for their initiative in holding a conference during the pandemic. I also want to give my thanks to the Rector of Universitas Negeri Malang, Prof. Dr. AH. Rofi'uddin M.Pd., for his generosity to hold the conference in the university.

This is the third conference since the outbreak of COVID-19. AsiaTEFL has reacted quickly and efficiently to changing situations and has successfully held the last two conferences. I am positive that this conference will be another successful one due to the organizing committee's outstanding dedication despite the pandemic. This conference is being held jointly with TEFLIN and the Department of English, Universitas Negeri Malang under the theme of 'Hindsight, Insight, and Foresight in ELT in Multilingual Asia'. I am sure that this collaboration will add richness to the conference and spread its theme to every corner of ELT in Asia.

This conference will be also successful due to the line-up of presenters. I would like to extend my sincere gratitude to the invited speakers such as the keynote speaker, Professor Nizam, Director-General of Higher Education Indonesia, Professor Ismunandar, Ambassador/Permanent Delegation of the Republic of Indonesia to UNESCO, our six plenary speakers and the featured speakers for sharing their expertise. Most of all, my thanks go to many more presenters who make this conference meaningful and special. All of their presentations from diverse areas will excite and inform us. I hope you enjoy taking what you learn here at this conference and applying it to your classrooms.

Best wishes,

A handwritten signature in black ink that reads "Kilyoung Lee".

Kilyoung Lee
Co-President, AsiaTEFL

WELCOME MESSAGE FROM THE PRESIDENT OF TEFLIN



Honorable Rector of Universitas Negeri Malang,
Distinguished Delegates and Guests,
Respected Invited Speakers,
Esteemed TEFLIN Board Members,
Presenters and Participants,
Ladies and Gentlemen,

Assalamu'alaikum warahmatullaahi wabarakaatuh

Good morning,

As the president of TEFLIN, I am pleased to welcome you all to the 20th AsiaTEFL, the 68th TEFLIN and the 5th iNELTAL International Conference 2022, hosted by Universitas Negeri Malang. The annual TEFLIN conference this year is organized in collaboration with AsiaTEFL and Department of English, Universitas Negeri Malang, offering a deep underlying theme of "Hindsight, Insight, and Foresight in ELT in Multilingual Asia."

The conference theme implies the importance of our abilities as educators to have self-awareness and a growth mindset. Much literature indicates that hindsight is the first step taken in order to become more self-aware. Being reflective by looking back at our past adversity and actions taken provides a useful beginning in our efforts to function differently. Insight, on the other hand, occurs when we become more self-aware of our actions as well as behaviors. For instance, as teachers, we might have struggled with online teaching during the COVID-19 pandemic, which yet eventually offers us some insight as we experiment with a wide variety of online teaching and learning tools. After trying the digital tools, we can have hindsight when we reflect on our experiences. We might then be able to learn, for example, the importance of clear instructions for students instead of focusing solely on fancy features of the digital tools.

Concerning foresight, we may relate it to the final goal in promoting change, that is, achieving the state of self-awareness. Change may be best achieved when we can foresee an opportunity or situation where we can employ our collection of hindsight and insight and take actions to achieve our goals. I strongly believe that having these three together, hindsight, insight, and foresight, we all can work toward the attainment of what sets an excellent ELT educator apart from merely common ELT educators. An excellent ELT educator will continuously change and develop professionally by making informed decisions and using good judgement to create and act on future plans. As the TEFLIN President, I sincerely hope that this conference can be a great forum for everyone to ponder on your past actions, gain new insights, and exchange your foresights as you are spending time together in this community of practice.

Distinguished guests, ladies, and gentleman,

On behalf of the TEFLIN Board, I would also like to take this opportunity to express my appreciation to sponsoring agencies and institutions that have supported us in holding this conference. First of all, our sincere appreciation goes to AsiaTEFL, particularly the board members and current co-presidents, Prof. Kilryoung Lee and Prof. Ravinder Gargesh, and vice presidents, Prof. Joo-Kyung Park and Prof. Suwarsih Madya, for their continuous support. TEFLIN is really thankful to the British Council Indonesia, with its Director, Colm Downes for offering The British Council Sponsorship for 10 English teachers/lecturers. We also want to express our special words of thanks to the Director of Regional English Language Office, U.S. Embassy Jakarta, Dr. Bradley Horn for providing us with a sole solicitation award for the AsiaTEFL 2022 Conference. We would like to extend our gratitude to the invited speakers and paper presenters, who contribute to the success of this conference. Please allow me to express my special thanks to our keynote and plenary speakers: (1) Prof. Nizam, the Director General of Higher Education, Indonesia, (2) Prof. Ismunandar, Ambassador/Permanent Delegation of the Republic of Indonesia to UNESCO, (3) Prof. Ken Hyland, University of East Anglia, the United Kingdom, (4) Prof. Christine Goh, National Institute of Education, Singapore, (5) Prof. Greg Kessler, Ohio University, the United States of America, (6) Dr. Emilia Djonov, Macquarie University, Australia, and (7) Prof. Quifang Weng, Beijing Foreign Studies University, China.

I would also like to extend my appreciation to the Honorable Rector of Universitas Negeri Malang as well as to the Head of the Department of English for the willingness and cooperation to host this conference. In addition, I wish to express my deepest gratitude to the conference committee, chaired by Dr. Francisca Maria Ivone, for their relentless hard work to organize this well-attended conference. Last but not least, I want to thank all presenters and participants of the conference for taking the opportunity to be a part of this conference.

Distinguished guests, ladies and gentlemen, I wish you all a very successful conference and a wonderful time learning from one another.

Thank you.

Wassalamu'alaikum warahmatullaahi wabarakaatuh

Malang, 5 August 2022



Prof. Utami Widiati
TEFLIN President

CONGRATULATORY MESSAGE FROM THE RECTOR OF UNIVERSITAS NEGERI MALANG



Bismillahirrahmanirrahim
Assalamualaikum Warahmatullahi Wabarakatuh

- The Minister of Education, Culture, Research and Technology, Mr. Nadiem Makarim, or his representative,
 - The Vice Governor of East Java, Dr. Emil Dardak,
 - The AsiaTEFL presidents and board members,
 - The TEFLIN president and board members,
- Organising Committee Members of AsiaTEFL-TEFLIN-iNELTAL 2022 Indonesia
 - Distinguished guests,
 - Ladies and gentlemen.

Welcome to the 20th AsiaTEFL – 68th TEFLIN – 5th iNELTAL 2022 conference. On behalf of Universitas Negeri Malang, I would like to extend my greatest gratitude to AsiaTEFL and TEFLIN presidents and board members, for giving us the pleasure to hold this prestigious event.

Ladies and gentlemen,

Since 2020, the COVID-19 pandemic has impacted everyone globally. The educational system worldwide is not spared from being affected by the pandemic. Without a choice, teaching and learning activities have been forced to migrate online and conducted remotely to control the spread of the virus. Despite these challenging times, the education sector has shown resilience and perseverance in adapting to these changes to ensure that the teaching and learning survive.

Now, working from home and remote online learning have become part of our new normal. Along this new norm, innovative approaches, techniques, and methods of online teaching, learning, assessment, and evaluation have been developed to cater to this rapidly changing world.

The AsiaTEFL 2022 conference provides an excellent platform for the dissemination of knowledge, research ideas, and innovation on English language teaching which help educators, researchers, practitioners, students and education stakeholders to overcome the challenges and meet the demands of this 21st century. I believe that the presenters and participants will enjoy the stimulating conference and later leave it with better insights that will help to enhance the teaching and learning discourses and activities.

I would also like to express my greatest appreciation for our partners: British Council, RELO, and ETS for their generous support, for the conference as well as other programs at the

university. You are important to us, and we hope that our partnership will continue to grow in the future.

Last but not least, I would like to convey my deepest gratitude and congratulations to the AsiaTEFL-TEFLIN-iNELTAL 2022 committee and their partners and sponsors - for their effort and hard work in making this hybrid conference a reality. I wish great success for this conference and we look forward to future collaborations with Universitas Negeri Malang.

Wabillahittaufiq Walhidayah, Wassalamualaikum Warahmatullahi Wabarakatuh.
Thank you.

Malang, 5 August 2022



Prof. Dr. AH. Rofi'uddin
Rector, Universitas Negeri Malang

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GLOBAL SCHEDULE



GLOBAL SCHEDULE

Date	Venue	Time	Activities
PRE-CONFERENCE DAY			
Onsite: GKB A20, 5th Floor, Room 1-4, Universitas Negeri Malang, Online: https://zoom.us/j/94901561345?pwd=amdCUDFvUEJsUHRYenRFdVBLTmNaZz09 (Virtual Room 5) Meeting ID: 949 0156 1345 Password: 840557 Pre-Conference Workshop Booklet: https://bit.ly/PreConferenceWorkshop_Booklet			
4 August 2022	GKB A20	7:00 – 8:30	Registration
		8:30 – 9:30	Parallel Session 1 (4 onsite & 1 online)
		9:30 – 10:00	Coffee Break
		10:00 – 11:00	Parallel Session 2 (4 onsite & 1 online)
		11:00 – 12:00	Parallel Session 3 (4 onsite & 1 online)
		12:00 – 13:00	Lunch Break
		13:00 – 14:00	Parallel Session 4 (4 onsite & 1 online)
		14:00 – 15:00	Coffee Break
		15:00 – 16:30	AsiaTEFL EC Meeting (Online)

Date	Venue	Time	Activities	
CONFERENCE DAY 1				
Onsite: Graha Cakrawala & GKB A20, Universitas Negeri Malang Online: https://zoom.us/j/97375997369?pwd=RVZCWHloMVZIRGdNZFFnb0RJSUNTdz09 Meeting ID: 973 7599 7369 Passcode: 379849				
5 August 2022	Graha Cakrawala	8:00 – 8:45	Registration	
		8:45 – 10:15	Opening Ceremony	
		10:15 – 10:55	Keynote Speeches <i>Nizam – Director-General of Higher Education Indonesia (Online)</i> <i>Ismunandar – Ambassador/Permanent Delegation of the Republic of Indonesia to UNESCO (Online)</i>	
		11:10 – 13:00	Friday Prayer & Lunch Break	
	GKB A20	13:05 – 13:55	Plenary Speech 1 <i>Greg Kessler – Ohio University, USA (Onsite)</i> Moderator: Francisca Maria Ivone – Universitas Negeri Malang, Indonesia	
		14:00 – 15:00	Featured Speech (BC) <i>Colm Downes – British Council Indonesia (Onsite)</i> Moderator: Zuliati Rohmah – Universitas Brawijaya, TEFLIN Board Featured Speech (AsiaTEFL) <i>Mira Namsrai – ELTAM President, Mongolia (Onsite)</i>	Parallel Session 1 (22 rooms)
		15:00 – 15:30	Afternoon Prayer & Coffee Break	
		15:40 – 16:20	Plenary Speech 2 <i>Quifang Wen – Beijing Foreign Studies University, China (Online)</i> Moderator: Sisilia Setiawati Halimi – Universitas Indonesia, TEFLIN Board	

Date	Venue	Time	Activities		
		16:20 – 17:20	Featured Workshop (AsiaTEFL) Shahid Abrar-ul Hassan – Yorkville University, Canada (Onsite)	Featured Workshop (RELO) Eric Friginal – Georgia State University, USA (Online)	Parallel Session 2 (22 rooms)
		18:00 – 19:30	AsiaTEFL General Meeting (Online)		
		19:30 – 21:00	TEFLIN Board Meeting (Hybrid)		

Date	Venue	Time	Activities		
CONFERENCE DAY 2					
Onsite: GKB A20, Universitas Negeri Malang Online: https://zoom.us/j/95071085845?pwd=MjFGSG9mZFI0Y2FvNWdrNFY3U29TQT09 Meeting ID: 950 7108 5845 Passcode: 880622					
6 August 2022	GKB A20	7:30 – 8:00	Registration		
		8:00 – 8:50	Plenary Speech 3 Utami Widiati – TEFLIN President, Universitas Negeri Malang, Indonesia (Onsite) Moderator: Yazid Basthomi – Universitas Negeri Malang, TEFLIN Board		
		8:50 – 9:10	Coffee Break		
		9:10 – 10:10	Parallel Session 3 (25 rooms)		
6 August 2022	GKB A20	10:10 – 12:10	Moderator: Nanang Zubaidi – Universitas Negeri Malang, Indonesia	Moderator: Quifang Wen – Beijing Foreign Studies University, China	Moderator: Issy Yuliasri – Universitas Negeri Semarang, Indonesia
			Featured Speech (RELO-AWC) Yusnita Febrianti – Universitas Negeri Malang (Onsite) Andrea Mason Garner – Washington State University (Online)	AsiaTEFL Online Symposium Alaa Almohammadi – King Abdulaziz University, Saudi Arabia Lê Hoàng Dũng – University of Social Sciences and Humanities, Vietnam	Featured Speech (AsiaTEFL) Pornapit Darasawang – King Mongkut's University of Technology Thonburi, Thailand (Online)
			Featured Speech (BC) Michelle Avelena – British Council EnglishScore (Onsite)	Joko Nurkamto – Universitas Sebelas Maret	Featured Speech (AsiaTEFL) Yunjoo Park – Korean National Open University, South Korea (Online)
			Featured Speech (AsiaTEFL) Shaila Sultana – University of Dhaka, Bangladesh (Onsite)	Anjana Neira Dev – Gargi College, University of Delhi, India Leo Selivan – ELT expert	Featured Speech (UM) Richmond Stroupe – Soka University, Japan (Online)
			Featured Speech (AsiaTEFL)		Featured Speech (ClarityEnglish)

Date	Venue	Time	Activities			
			<i>Shumaila Memon – Mehran UET, Pakistan (Online)</i>		<i>Sean McDonald – TELC Language Test, Germany (Online)</i>	
6 August 2022	GKB A20	12:10 – 13:10	Prayer & Lunch Break			
		13:20 – 14:00	Plenary Speech 4 <i>Emilia Djonov - Macquarie University, Australia (Online)</i> Moderator: Yusnita Febrianti – Universitas Negeri Malang, Indonesia			
6 August 2022	GKB A20	14:00 – 15:00	Moderator: Maria Hidayati – Universitas Negeri Malang, TEFLIN Board	Moderator: Chairil Korompot – Universitas Negeri Makasar, TEFLIN Board	Moderator: Evy Nurul Laily Zen – Universitas Negeri Malang, TEFLIN Board	
			Featured Speech (BC) <i>Subhan Zein – Australian National University (Online)</i>	Featured Speech (BC) <i>Elisa Brewis – Saraswati ED Hub, UK (Online)</i> <i>Dorothy Ferary – Saraswati ED Hub, UK (Online)</i> <i>Uyun Nishar – Politeknik Negeri Malang (Onsite)</i>	Featured Speech (BC) <i>Latasha Safira – Center for Indonesian Policy Studies (Onsite)</i>	
			Panel (TEFLIN Affiliates) <i>Zulfadli A. Aziz – TEFLIN Board, Universitas Syiah Kuala, Indonesia (Online)</i> <i>Singhanat Nomnian – ThaiTESOL President, Mahidol University, Thailand (Online)</i> <i>Alvin Pang – RELC, Singapore (Online)</i>	Panel (TEFLIN Affiliates) <i>Dawn Lucovich – JALT President, Japan (Onsite)</i> <i>Seunghyun Baek – ALAK, Chonnam National University, South Korea (Online)</i> <i>Ika Lestari Damayanti – TEFLIN Board, Universitas Pendidikan Indonesia (Onsite)</i>	Panel (TEFLIN Affiliates) <i>Itje Chodidjah – TEFLIN Board (Online)</i> <i>Masum Billah – ETAB President, Bangladesh (Online)</i> <i>Atikur Rahman – BELTA, Bangladesh (Online)</i>	
6 August 2022	GKB A20	15:00 – 15:30	Prayer & Coffee Break			
		15:30 – 16:10	Plenary Speech 5 <i>Ken Hyland – University of East Anglia, United Kingdom (Online)</i> Moderator: Harumi Manik Ayu Yamin – Universitas Indonesia, TEFLIN Board			

Parallel Session 4
(18 rooms)

Date	Venue	Time	Activities	
6 August 2022	GKB A20	16:10 – 17:10	TEFLIN Business Meeting (Onsite)	Parallel Session 5 (25 rooms)
	Graha Cakrawala	18:30 – 21:00	Cultural Night with Korea Night	

Date	Venue	Time	Activities	
CONFERENCE DAY 3				
Onsite: GKB A20, Universitas Negeri Malang				
Online: https://zoom.us/j/94073617436?pwd=OVNud0FnSzBMdVlqM01JV29Fa3I2dz09				
Meeting ID: 940 7361 7436 Passcode: 262274				
7 August 2022	GKB A20	7:30 – 8:00	Registration	
		8:00 – 8:40	Plenary Speech 6 <i>Christine C.M. Goh – National Institute of Education, NTU, Singapore (Online)</i> Moderator: Willy A. Renandya – NIE, NTU, Singapore	
		8:45 – 9:45	Parallel Session 6 (25 rooms)	Poster Session
		9:45 – 10:00	Coffee Break	
		10:00 – 11:00	Parallel Session 7 (25 rooms)	
		11:00 – 12:00	Parallel Session 8 (25 rooms)	
		12:00 – 12:45	Closing Ceremony	
		12:45 – 13:30	Prayer & Lunch	
		13:30 – 15:30	Malang City Tour	
		23:00 – 14:00	Mount Bromo Trip	



PROGRAM SCHEDULE



CONFERENCE DAY 1

5 August 2022

Onsite: Graha Cakrawala, Universitas Negeri Malang

Online: <https://zoom.us/j/97375997369?pwd=RVZCWHloMVZIRGdNZFFnb0RJSUNTdz09>

Meeting ID: 973 7599 7369 | Passcode: 379849

Registration

8:00 - 8:45

Opening Ceremony

8:45 - 10:15

Keynote Speech

10:15 - 10:55

Nizam – Director-General of Higher Education Indonesia (Online)

Ismunandar – Ambassador/Permanent Delegation of the Republic of Indonesia to UNESCO (Online)

Friday Prayer & Lunch Break

11:10 - 13:00

CONFERENCE DAY 1

5 August 2022

Onsite: GKB A20, Universitas Negeri Malang

Online: <https://zoom.us/j/97375997369?pwd=RVZCWHloMVZIRGdNZFFnb0RJSUNTdz09>

Meeting ID: 973 7599 7369 | Passcode: 379849

Plenary Speech 1

GKB A20 Seminar Room 3, 9th Floor

13:05 - 13:55

Innovation and Technology in Language Teaching and Learning

Greg Kessler – Ohio University, USA (Onsite)

Moderator: Francisca Maria Ivone – Universitas Negeri Malang, Indonesia

Featured Speech (BC)

GKB A20 Seminar Room 3, 9th Floor

14:00 - 14:30

Online Teaching, Training and Assessment - What's Working and What Isn't

Colm Downes – Director English, Education and Society, British Council Indonesia & 'Climate Action in Language Education' Technical Lead

Moderator: Zuliati Rohmah – Universitas Brawijaya, Indonesia

Featured Speech (AsiaTEFL)

GKB A20 Seminar Room 3, 9th Floor

14:30 - 15:00

Pedagogical Insights for English Language Textbook Development

Mira Namsrai – President of the English Language Teachers' Association of Mongolia (ELTAM), Mongolia

Moderator: Zuliati Rohmah – Universitas Brawijaya, Indonesia

CONFERENCE DAY 1

5 August 2022

Onsite: GKB A20, Universitas Negeri Malang

Online: <https://zoom.us/j/97375997369?pwd=RVZCWHL0MVZIRGdNZFFnb0RJSUNTdz09>

Meeting ID: 973 7599 7369 | Passcode: 379849

Parallel Session 1

GKB A20 (5th, 6th, 7th Floor)

14:00 - 15:00

WORKSHOP

Room 1 5th Floor	Beyond the PowerPoint: Research-informed Protocols for Enhancing the Utility of PowerPoint for Language Learning ID 52604 (Online) <i>Joshua Wedlock</i>
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	PAPER PRESENTATION 1	PAPER PRESENTATION 2	PAPER PRESENTATION 3
Room 2 5th Floor	Helping ESP Teachers Create a Lesson: A Corpus-Informed Material Design ID 10932 (Online) <i>Deni Sapta Nugraha</i> <i>Ilza Mayuni</i> <i>Miftahulkhairah Anwar</i>	A Case Study of Vietnamese EFL Teachers' Stated Beliefs and Observed Practices of Adapting Their Textbooks ID 12399 (Online) <i>Le Thanh Ha</i>	Professional Development for English Teachers: What Pre-Service Education Needs to Adapt for the Industrial Revolution 4.0 ID 17745 (Onsite) <i>Dwi Poedjiastutie</i>
Room 3 5th Floor	Informal Digital English Learning and Hong Kong Preservice EFL Teachers' Perspectives on Using EIL Materials ID 373833 (Online) <i>Ju Seong Lee</i> <i>Jianzhu Chen</i>	Developing English Supplementary Speaking Material Based on Wetlands and Local Culture of South Kalimantan ID 31039 (Onsite) <i>Noor Eka Chandra</i> <i>Sarah Meisya Vira Laheba</i>	Content and Language Integrated Learning in a Japanese University EFL Setting ID 31548 (Online) <i>Kevin Bartlett</i>
Room 4 5th Floor	The Effects of English Writing Genres and Machine Translator on Korean EFL Learners' English Writing ID 30565 (Online) <i>Yoonhee Choe</i>	Task Based Activities for Developing Proficiency of EFL Students ID 38026 (Online) <i>Jayanthi Rajendran</i>	The Education Policy and English Education With SDGs in Japanese Universities ID 44563 (Online) <i>Takayuki Hara</i>
Room 5 5th Floor	The Correlation Between Student Engagement, Quality of English Online Learning, Level of Satisfaction and Learning Achievement of SMA Students ID 46183 (Online) <i>M. Fahmi Hariadi</i>	Developing First-Year Students' Global Career Readiness through a Video-Based EFL Online Discussion Forum ID 50626 (Onsite) <i>Retno Hendryanti</i>	Pronunciation Practice Tool for Thai Adult Learners of English ID 51718 (Online) <i>Tanchanok Prombut</i>

Room 6 5 th Floor	Topics Suggestions for Industrial Engineering ESP Modules: A Case Study in a Pulp and Paper Factory ID 81574 (Online) <i>Fikri Asih Wigati</i> <i>Nenden Sri Lengkanawati</i>	Teacher Agency and Different Teaching Communities: A Narrative Inquiry into Shifting Teaching Experiences ID 75897 (Online) <i>Fitri Agustin</i> <i>Nenden Sri Lengkanawati</i>	Making Online Education Meaningful through Cross-Curricular Instruction ID 69442 (Online) <i>Vivien Nga Man Chan</i>
Room 7 5 th Floor	Using ADDIE Theory and Genre-Based Approaches for Review Articles Writing Instruction: An Academic Literacy Journey ID 70839 (Online) <i>Zhai Xiuwen</i>	An Analysis of Year 6 Pupils' Decoding Skills ID 72405 (Online) <i>Lim Jia Lih</i>	The Use of Mobile Instant Messaging (MIM) in Improving Academic Performance ID 73627 (Onsite) <i>Verren Pandoh</i> <i>Michael Recard</i>
Room 8 5 th Floor	The Creation of E-Learning in an ESP Course at Universitas Negeri Medan's English Education Study Program Through a Team-Based Project ID 74354 (Online) <i>Nora Ronita Dewi</i> <i>Indra Hartoyo</i> <i>Anggraini Thesisia Saragih</i>	Flipgrid Diary: Self-Reflection Media to Enhance Students' Speaking Skills ID 81053 (Onsite) <i>Yesika Maya Ocktarani</i>	Developing Curriculum in Digital Context for Teaching ESP: Best Practices at Polytechnics ID 54654 (Online) <i>Yogi Widiawati</i>
Room 9 6 th Floor	Developing and Validating the Level Descriptors for English as a Second Language Curriculum in Sri Lanka (A Study Focuses on Educational Reforms 2023 within Sri Lankan Educational System) ID 82118 (Online) <i>Wimala Adhikari Mudalige</i> <i>Chapa Poornima Welagedara</i> <i>G.K. Verosha</i> <i>S.A.D. Samaraweera</i>	The Effects of Teacher-Made Localized Teaching Materials on EFL Learners' Grammar Performance ID 83905 (Onsite) <i>Sundari Purwaningsih</i>	Bahasa Indonesia or English? Parents' Perception toward Children Language Learning ID 52909 (Online) <i>Nihta Liando</i> <i>Sanerita Tresnawaty Ollii</i> <i>Tirza Kumayas</i> <i>Fivy Andries</i> <i>Rinny Rorimpandey</i>
Room 10 6 th Floor	Novice Students' Experience of Taking TOEIC Preparation Class: A Phenomenological Case Study ID 75580 (Onsite) <i>Nurti Rahayu</i> <i>Fuad Abdul Hamied</i>	Should the Use of Pragmatic Markers Be Taught? ID 97888 (Online) <i>Chie Kawashim</i>	The Importance of Exposing English Learners to Issues to Tackle VUCA Conditions through Interdisciplinary Cooperation ID 98541 (Online) <i>Yuri Jody Yujobo</i>
Room 11 6 th Floor	Genre-Based Approach in EFL Curricular Innovation: What Indonesian Secondary School EFL Teachers Think and Do ID 98877 (Online) <i>Novi Prihananto</i> <i>Zifirdaus Adnan</i>	Building Students' English Writing Skills through Creative 'Tanka Poem' Writing in English ID 25615 (Online) <i>Chiharu Kobayashi</i> <i>Miho Sato</i>	Implementing a Proverb-Based Language Learning Model to Build Students' Character ID 28150 (Onsite) <i>Golda Juliet Tulung</i>

Room 12 6 th Floor	Decision Makers in EFL Classroom; Is It a Part of Teachers' Role? ID 10273 (Online) <i>Absharini Kardena</i> <i>Veni Roza</i>	Marketing of Filipino English Teachers in the World of Native English Ideology ID 52027 (Online) <i>Yoko Kobayashi</i>	The Role of Individual and Contextual Factors in Promoting English Language Teachers' Professional Development ID 14146 (Online) <i>Kyaw Sein</i>
Room 13 6 th Floor	Motivations, Inhibitors, and Facilitators of University Teachers in Attending International Conferences ID 29385 (Online) <i>Khine Zin Thant</i>	"But I Don't Feel Like a Native Speaker": Insights into Singaporean Pre-Service Teachers' Linguistic Insecurities ID 21092 (Online) <i>Cherise Shi Ling Teo</i>	EFL Preservice Teachers' Initial Encounter with Reflective Practice: A Small Step in a CPD Journey ID 21395 (Onsite) <i>Lulu Laela Amalia</i> <i>Ni Luh Putu Eka Sulistia Dewi</i> <i>Galuh Nur Rohmah</i> <i>A.A. Ngurah Yudha Martin</i> <i>Mahardika</i>
Room 14 6 th Floor	Narrative Inquiry into Language Teacher Identity: ALTs in the JET Program ID 27800 (Online) <i>Takaaki Hiratsuka</i>	Coping with a Mandate to Teach English in Japanese Primary Schools: Current Training Requirements of in-Service Teachers ID 28700 (Onsite) <i>Michael Wilkins</i> <i>Ryan W. Smithers</i> <i>Atsuko Watanabe</i>	Development of Student Worksheets Based on The Reading to Learn Approach to Improve Students' Higher Order Thinking on Reading Narrative Texts Achievement Competence for Grade IX Students of MTSN 2 Medan ID 29248 (Onsite) <i>Masitowarni Siregar</i>
Room 15 6 th Floor	Demotivating Factors of Engagement in Action Research: A Case of EFL Teachers in Central Sulawesi ID 16390 (Onsite) <i>Abdul Kamaruddin</i> <i>Mukrim</i> <i>Hastini</i>	Teacher Education Partnerships and Boundaries from Cultural-Historical Activity Theory Perspectives ID 30155 (Online) <i>Ella Wulandari</i>	The Challenges of Academic Publishing: An Experience from Myanmar Researchers ID 33145 (Online) <i>Wint Khin Sandar Chit</i>
Room 16 6 th Floor	Seven Key Components of Effective Teacher Professional Development: A Narrative Inquiry ID 39464 (Onsite) <i>Eric Dheva Tachta Armada</i>	Research Ethics Committees and the Ethics of Practice ID 41712 (Online) <i>Htun Win</i>	Professional Identity Development in Liminality: Exploring an Indonesian EFL Teacher's Experience during Professional Education ID 47566 (Online) <i>Carla Sih Prabandari</i>
Room 17 6 th Floor	Perceptions of Classroom Teachers in Japanese Primary Schools Who Have Experience in EFL Teaching ID 49892 (Online) <i>Chisato Matano</i> <i>Emiko Izumi</i>	Technology-Supported Teacher Professional Development: What Works and What Does Not ID 56459 (Onsite) <i>Finita Dewi</i> <i>Gumawang Jati</i>	Addressing Challenges of the Asian English Pronunciation Classroom: A Consideration of Sociophonetic Variation ID 64877 (Online) <i>Geraldine Kwek</i>

Room 18 7 th Floor	Student Teachers Becoming Qualitative Researchers ID 28858 (Onsite) <i>Junjun Muhamad Ramdani</i> <i>Elih Sutisna Yanto</i> <i>Melisa Sri</i> <i>Rahmat Djunaedi</i>	Empowering Students in Speaking Class by Assigning Unstructured Individual Tasks ID 58249 (Online) <i>Ni Wayan Mira Susanti</i>	Students' Reading Attitudes and Students' Reading Comprehension Achievement in Extensive Reading Classes ID 26811 (Onsite) <i>Syamdianita</i>
Room 19 7 th Floor	Teacher Training on Materials Development: Bridging the Gap Between EFL Textbooks and Students' Needs ID 690680 (Online) <i>Nguyen Thi Hong Nhat</i>	Influence of Teachers' Collaborative Analysis on Elementary School English Teachers' Teacher Talk in CLIL Lessons ID 73907 (Online) <i>Chin-Wen Chien</i>	Identity and Sponsorship in Postgraduate Students' Literacy Narratives: A New Literacy Studies Perspective ID 276610 (Onsite) <i>Pratiwi Retnaningdyah</i>
Room 20 7 th Floor	The Use of L1 (Indonesian Language) in Students' English Learning Materials ID 56366 (Onsite) <i>Didi Sukyadi</i>	Pre-Service Teachers' Perceived Understandings and Practices of Intercultural Communicative Competence in EFL Teaching ID 570701 (Online) <i>Meyga Agustia Nindya</i> <i>Utami Widiati</i> <i>Niamika El Khoiri</i>	British Council Indonesia' EMI Pathfinder' Project - Stage 1 Findings ID 94048 (Online) <i>Sisilia Setiawati Halimi</i> <i>Will Nash</i>
Room 21 7 th Floor	Natural Translanguaging Practices in Bangladeshi Medical Education ID 47084 (Online) <i>Mohammad Sajjad Hossen</i> <i>S.M. Akramul Kabir</i>	A Systemic Functional Analysis on Interpersonal Metaphor of Modality in Discussion Section of Applied Linguistics Research Articles ID 56845 (Online) <i>Bao Yue</i>	Multimodality in Textbook Design: Lessons Learned from Indonesia ID 807788 (Onsite) <i>Ika Lestari Damayanti</i> <i>Yusnita Febrianti</i>
Room 22 7 th Floor	Students' Perception on Extensive Reading (ER) Book Club to Promote a Pleasure Reading in the Online Environment ID 63270 (Onsite) <i>Rusiana</i> <i>Nuraeningsih</i> <i>Made Hery Santosa</i>	Examining the Effectiveness of Reading-while-Listening Instruction for L2 Listening ID 82386 (Online) <i>Matthew P. Wallace</i> <i>Iris Ngan-Leng Mak</i>	The Significance of Pragmatics to Use in Social Interaction ID 37276 (Online) <i>Dinar Dipta</i>

Afternoon Prayer & Coffee Break
GKB A20 (5th, 6th, 7th, 8th Floor)
15:00 - 15:30

Plenary Speech 2
GKB A20 Seminar Room 3 (9th Floor)
15:40 - 16:20

Developing Cloud Communities of Foreign Language Teachers Across Different Regions in China
Quifang Wen – Beijing Foreign Studies University, China (Online)
Moderator: Sisilia Setiawati Halimi – Universitas Indonesia, TEFLIN Board

<p>Featured Workshop (AsiaTEFL) GKB A20 Seminar Room 3 (9th Floor) 16:20 - 17:20 Re-envisioning Academic Writing and Publishing in Asian Contexts <i>Shahid Abrar-ul Hassan – Yorkville University, Canada (Onsite)</i></p>
<p>Featured Workshop (RELO) GKB A20 Seminar Room 2 (7th & 8th Floor) 16:20 - 17:20 Corpus Linguistics, Data-Driven Learning, and the Teaching of English as a Foreign Language (TEFL) <i>Eric Friginal – Georgia State University, USA (Online)</i></p>

<p>Parallel Session 2 GKB A20 (5th, 6th, 7th Floor) 16:20 - 17:20</p>

SYMPOSIUM	
Room 1 5 th Floor	<p>Remote Teaching and Learning: Technology-Based Instructional Plan Business English for Undergraduate Students at University of PGRI Argopuro Jember ID 91872 (Online) <i>Ninuk Indrayani</i> <i>Ahmad Jazuly</i> <i>Nury Kurnia</i> <i>Ilanatuz Zahro</i></p>

PAPER PRESENTATION 1		PAPER PRESENTATION 2		PAPER PRESENTATION 3	
Room 2 5 th Floor	<p>The Use of Dictogloss to Improve Students' Writing in Muhammadiyah Plus Secondary School Batam ID 10559 (Online) <i>Dea Punjung Sari</i> <i>Leil Badrah Zaki</i></p>	<p>A Study on Factors Affecting Students Achievement in Learning English for Medical Purpose in Vietnam ID 12064 (Onsite) <i>Nguyen Thi Thanh Hong</i> <i>Nguyen Thi Khanh Ly</i> <i>Vu Thi Hao</i></p>	<p>Stance in Academic Writing: A Corpus-Based Comparison of Chinese Students' MA Dissertations and PhD Theses ID 16990 (Online) <i>Bin Wu</i></p>		
Room 3 5 th Floor	<p>Using Legal Case-Based Reading to Promote Critical Thinking for Law Students ID 20707 (Online) <i>Misnawati</i> <i>Zul Astri</i> <i>Reski Pilu</i></p>	<p>A Contrastive Study of Text-Oriented Bundles in Research Papers by English Natives and Chinese Writers ID 30328 (Online) <i>Jinnan Kou</i> <i>Qi Wang</i></p>	<p>Searching for Bookworms: College Students' Experience at a Career Building Program ID 45064 (Online) <i>Eun-Ju Kim</i></p>		
Room 4 5 th Floor	<p>School-University Partnership in Developing ESP Lesson Design: How Does It Work? ID 47359 (Onsite) <i>Lystiana Nurhayat Hakim</i></p>	<p>Developing Bottom-up Listening Skills and Learner Autonomy ID 835485 (Online) <i>Nguyen Thi Hong Nhat</i></p>			

Room 5 5th Floor	Students' Perceptions on CBLT in ESP Courses: A Case Study in Indonesian Higher Education ID 59571 (Online) <i>Muliati</i> <i>Syarifuddin Dollah</i> <i>Sultan Baais</i>	Agriculture Students' Difficulty in Writing an Essay ID 66783 (Online) <i>Mushoffan Prasetianto</i> <i>Rizkiana Maharddhika</i>	Digital Reading Strategies of Undergraduate English Language Learners ID 77534 (Online) <i>Melati</i> <i>Radiatan Mardiah</i> <i>Nyimas Triyana Safitri</i>
Room 6 5th Floor	Grammatical Metaphor in Research Article Introduction Sections: Nominalization and Lexical Density ID 70346 (Onsite) <i>Faizatul Istiqomah</i> <i>Nur Mukminatien</i> <i>Fitriatul Masitoh</i>	Learning English Across Campus: An Interpretive Phenomenological Analysis ID 82451 (Online) <i>Rini Intansari Meilani</i>	The Accuracy in Using Metadiscourse Devices Among EFL Students in Essay Writing ID 85218 (Online) <i>Hai-Long Huynh</i>
Room 7 5th Floor	Relevance of Content and Language Integrated Learning to Teaching English Fiction in Undergraduate Classes ID 22727 (Online) <i>Md. Asif Kamal</i>	Reflective Practice by EFL Teacher Educators: A Professional Journey ID 14052 (Onsite) <i>Lulu Laela Amalia</i>	Bottom-Up Strategy in Teaching Listening for Academic Purpose for EFL in Pesantren-Based University ID 38426 (Online) <i>Aries Fachriza</i>
Room 8 5th Floor	Legal Case Based Reading Task (LCBRT) to Foster Law Students' Critical Thinking. ID 99213 (Onsite) <i>Supardi</i>	"Am I Global?": Narratives of Japanese University Students ID 13939 (Online) <i>Asami Suzuki</i>	Language Attitudes in Teaching English and Chinese As a Lingua Franca: The Choice of Pedagogical Models ID 16340 (Online) <i>Jim Yee Him Chan</i>
Room 9 6th Floor	How Songs Can Integrate Students' Listening and Pronunciation Skill? ID 14532 (Onsite) <i>Nihta Liando</i> <i>Devilito Prasetyo Tatipang</i> <i>Paula Hampp</i> <i>Fergina Lengkoan</i>	How Can Social-Emotional Learning Enhance the Education System in Japan? ID 89611 (Online) <i>Lynsey Mori</i>	Student Teachers' Attitudes Towards English as a Lingua Franca: A Longitudinal Study ID 20767 (Online) <i>Panachanok Chanwaiwit</i> <i>Piyapan Kantisa</i>
Room 10 6th Floor	Ditching the Textbook in Favor of More Representative Input for the Students: A Corpus Analysis ID 24321 (Online) <i>Malila Carvalho De Almeida Prado</i> <i>Adriana Mendes</i> <i>Shiyao Wang</i>	Free Online Materials for Exposing EFL Learners to Global Englishes ID 25039 (Online) <i>Tomoyuki Kawashima</i>	A New Yardstick of Comparison for Contrastive Interlanguage Analysis: A Study on the ICNALE Global Rating Archives ID 30415 (Online) <i>Shinichiro Ishikawa</i>

Room 11 6th Floor	Content Knowledge and Self-Beliefs in the Korean and Japanese English-Medium Instruction Context: A Comparative Study ID 29635 (Online) <i>Victoria Kim</i> <i>Gene Thompson</i>	EMI in Chinese Tertiary Education Students' Attitudes and Motivations from the Cross-Disciplinary Perspective ID 42101 (Online) <i>Ping He</i>	Examining the Commodification of English Within the ELT Industry in China ID 49200 (Online) <i>Zhang Hui</i> <i>Cheung Yin Ling</i>
Room 12 6th Floor	Clustering Academic Word List Corpus for EFL Undergraduate Program ID 95696 (Online) <i>Yuni Utami Asih</i> <i>Weningtyas Parama Iswari</i> <i>Bibit Suhatmady</i> <i>Ida Wardani</i>	Writing Anxiety Among Indonesian EFL University Students ID 41493 (Onsite) <i>Kurniasih</i> <i>Bambang Yudi Cahyono</i> <i>Utari Praba Astuti</i> <i>Nunung Suryati</i>	Vocabulary Knowledge Versus Sociocultural Knowledge in EFL Reading Comprehension ID 78456 (Onsite) <i>Syamsiarna Nappu</i> <i>Radiyah Hamid</i> <i>Hasnawati</i>
Room 13 6th Floor	Improving English Grammar Skills through Kahoot for Undergraduate Students ID 59796 (Online) <i>Thisana Satharatthana</i>	L2 English Confidence Development of EFL International Students in Taiwan ID 74855 (Online) <i>Hanna Maria Panggabean</i> <i>I-Chung Ke</i>	Teacher's Talk vs. Students' Talk toward Classroom Interaction in Teaching English for Young Learners ID 76974 (Onsite) <i>Yofri Karis</i> <i>Paula Rombepajung</i> <i>Nihta Liando</i>
Room 14 6th Floor	Communication Strategies Performed in English as Lingua Franca Context and Their Contribution toward Student Engagement ID 77762 (Online) <i>Arina Shofiya</i>	Investigating Undergraduate Students' Comprehension of Commonly Used Idioms ID 94092 (Online) <i>Kunlawadee Farrell</i>	Language Feature Errors Made in the Indonesian Seventh Graders' Descriptive Texts and the Possible Causes ID 10135 (Onsite) <i>Sintha Tresnadewi</i> <i>Muhammad Irwanadri Azhari</i> <i>Mirjam Anugerahwati</i>
Room 15 6th Floor	E-Aviation English Based on Web 2.0 for Vocational School: A Development ID 15442 (Online) <i>Laila Rochmawati</i> <i>Lady Silk Moonligh</i> <i>Fatmawat</i> <i>Tiara Sylvia</i> <i>Harunur Rosyid</i>	The Correlation of Self-Efficacy and Speaking Performance: A Case Study in Electronic Engineering Study Program ID 19562 (Online) <i>Mariana Ulfah Hoesny</i> <i>Umi Anis Ro'lsatin</i> <i>Yani Ratnawati</i>	The Structure of Indonesian Undergraduate Literacy Practices during One Semester Off-Campus Program ID 24536 (Onsite) <i>Firman Parlindungan</i> <i>Reni Juliani</i> <i>Refanja Rahmatillah</i> <i>Eko Suhartoyo</i>

Room 16 6 th Floor	EFL Learners' Experience in Extensive Reading in a Small Circle ID 21882 (Online) <i>Soo Kyung Keum</i>	Remote Teacher Training Programme Using Telegram App ID 75904 (Online) <i>Wendy Arnold</i> <i>Juana Sagaray</i> <i>Maria-Teresa Fernandez</i>	An Examination of EFL Students' Vocabulary Development in a Private University in Indonesia ID 87600 (Onsite) <i>Fenty Lidya Siregar</i> <i>Henni</i> <i>Sivanni Comara</i>
Room 17 6 th Floor	Speaking Ability Identified as Most Important, Most in Need of Improvement, and Weakest English Skill ID 31595 (Onsite) <i>Brian Edward Wojtowicz</i>	Preliminary Study on Conflations in Hong Kong English ID 19165 (Online) <i>Chan Ka Long Roy</i> <i>Chan Nok Chin Lydia</i>	Portraying Students' Willingness to Communicate from Informal Digital Learning of English Activities: A Case of Fan Practice ID 44630 (Onsite) <i>Nur Arifah Drahati</i> <i>Surya Agung Wijaya</i>
Room 18 7 th Floor	Syntactic and Phonetic Proficiencies of College Students: Effects of Using Audio-Recorded Reflections and Feedback ID 80331 (Online) <i>Jocelyn L. Gagalang</i>	Exploring the Grammatical Development of Multilingual Learners of English: A Corpus-Based Perspective ID 56892 (Onsite) <i>Ewynurul Laily Zen</i> <i>Ira Maria Fran Lumbanbatu</i> <i>Elisa Ratih</i> <i>Khilda Husnia Abidah</i> <i>Anisatul Ilmi</i>	The Impact of Metacognitive Pedagogical Sequence of L2 Listening on Bangladeshi Learners during the Pandemic ID 31381 (Online) <i>Azran Azmee Kafia</i>
Room 19 7 th Floor	Mentoring and Coaching in a Workplace Literacy Program ID 64698 (Online) <i>Sivarajasingam Mahendran</i>	Adolescents' Success in Learning English as a Second Language: A Case Study of Adult Learners' Experience ID 70321 (Online) <i>Eka Yuni Kurniati</i> <i>Sholihatul Hamidah</i>	AKMI as an Education Quality Assurance Assessment to Assess Madrasa Students' Literacy Ability ID 47464 (Onsite) <i>Yuna Puteri Kadarisman</i> <i>Lantip Diat Prasajo</i>
Room 20 7 th Floor	An Analysis of NPU Students' English Learning Motivation: Case Study of Freshmen in Honors College ID 96260 (Online) <i>Rui Deng</i> <i>Yi Zhang</i>	Redesigning a More Fashionable Online Course to Promote Students' Engagement and Motivation ID 43800 (Online) <i>Ahmad Ridho Rojabi</i>	Academic English Socialization in the EMI Classroom: Experiences of Mainland Chinese Postgraduates in Hong Kong ID 96358 (Online) <i>Matthew Sung</i> <i>Xinyi Wang</i>
Room 21 7 th Floor	Non-English Students and Lecturers' Needs on Public Speaking: A Competence Preparation for Graduate Performance ID 17761 (Onsite) <i>Dian Rahma Santoso</i> <i>Sri Rachmajanti</i> <i>Johannes Ananto Prayoga</i>	Challenges in ELT in Pendidikan Anak Usia Dini (PAUD) Level in Rural Area in Indonesia ID 20282 (Online) <i>Raden Aulia Utami Hidayat</i>	Interpreting Multilingual and Multicultural Spaces for Raising Awareness ID 27002 (Online) <i>So-Yeon Ahn</i>

Room 22 7th Floor	How Does Student Created Bi-Weekly Videos Affect Speaking Anxiety? an exploratory study ID 84875 (Online) <i>Nicole Moskowitz</i>	Developing a Project-Based Learning Model in an Online Interpreting Course ID 39410 (Online) <i>Rika Andayani</i>	Korean EFL Students' Preferred Vocabulary Learning Strategies for Idiom Comprehension ID 86415 (Online) <i>Dennis P. Laffey</i>
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AsiaTEFL General Meeting (Online) 18:00 - 19:30
TEFLIN Board Meeting (Hybrid) Aria Gajayana Hotel 19:30 - 21:00

CONFERENCE DAY 2

6 August 2022

Onsite: GKB A20 & Graha Cakrawala, Universitas Negeri Malang

Online: <https://zoom.us/j/95071085845?pwd=MjFGSG9mZFIOY2FvNWdrNFY3U29TQT09>

Meeting ID: 950 7108 5845 | Passcode: 880622

Registration

GKB A20 (1st Floor)

7:30 - 8:00

Plenary Speech 3

GKB A20 Seminar Room 3 (9th Floor)

8:00 - 8:50

Foreseeing English Language Teaching and Teacher Professional Development in the Next Normal: Insights from the Covid-19 Pandemic

Utami Widiati – TEFLIN President, Universitas Negeri Malang, Indonesia (Onsite)

Moderator: Yazid Basthomi – Universitas Negeri Malang, TEFLIN Board

Coffee Break

GKB A20 (5th & 7th Floor)

8:50 - 9:10

Parallel Session 3

GKB A20 (5th, 6th, 7th Floor)

9:10 - 10:10

	PAPER PRESENTATION 1	PAPER PRESENTATION 2	PAPER PRESENTATION 3
Room 1 5th Floor	Project-Based Learning and Case Method in Indonesian EFL Classroom; Students' Perspectives ID 11388 (Onsite) <i>Rosinta Norawati</i> <i>Yunita Puspitasari</i>	EFL Students' Perspective of Digital Technology Call-Mediated in ELT: Insight from an Indonesian ID 12884 (Online) <i>Muhammad Mugni Assapari</i> <i>Rosyadi Hidayati</i>	Metadiscourse Markers Used in Engineering Dissertation Abstracts ID 12479 (Online) <i>Yuka Ishikawa</i>
Room 2 5th Floor	Student Teachers' Pedagogical Decision-Making about Their Initial Teaching Challenges ID 12410 (Onsite) <i>Dwiyani Pratiwi</i>	Designing a MOOC-Based Instructional Material for Flipped Speaking Class at Universitas Muhammadiyah Parepare, Indonesia ID 13542 (Online) <i>Areski Wahid</i> <i>Rafi'Ah Nur</i> <i>Hasmiati</i>	Maximizing Tiktok's Pronunciation Challenge in Pronunciation Class ID 16602 (Online) <i>Ana Ahsana El Sulukiyyah</i> <i>Diah Anita Pusparini</i>
Room 3 5th Floor	Modeling Relationships among Variables of Teacher Cognition toward the Use of ICT in ELT ID 16875 (Onsite) <i>Gusti Nur Hafifah</i> <i>Francisca Maria Ivone</i>	Validity Argument for Post-Entry Oral Performance Assessment for International Students in Korean Higher Education ID 18812 (Online) <i>Jiyoung Han</i> <i>Kilryoung Lee</i>	Students' Attitudes toward Audio Feedback: Literature Review ID 17337 (Online) <i>Listiani</i>

Room 4 5 th Floor	TOEFL Score Achievement as a Graduation Requirement in the Vocational Institute: A Need Analysis on Maritime Institute Students ID 17285 (Online) <i>Laila Puspitasari Anggraini</i> <i>Nur Patria Pujitama Sari</i>	Best Practice in Teaching Engaging Online Writing to Indonesian High-School Students ID 21345 (Online) <i>Yosinta Christie Setiabudi</i>	The Sun Is Reborn: Mindfulness, Poetry, and Voice of Silence ID 21466 (Online) <i>Kadek Sonia Piscayanti</i> <i>Januarius Mujiyanto</i> <i>Issy Yuliasri</i> <i>Puji Astuti</i>
Room 5 5 th Floor	Teacher Support and Lesson Material Creation in the Construction of a New Academic Writing Course ID 22184 (Online) <i>Barry Kavanagh</i>	Informational and Symbolical Functions of English in the Linguistic Landscape of Tourist Destinations ID 22493 (Online) <i>Shangrela Genon Sieras</i>	The Practice of Spontaneous Translanguaging (A Perspective from Indonesia) ID 25036 (Online) <i>Nurhasanah Halim</i>
Room 6 5 th Floor	Exploring Classroom Instructions in Online Speaking Classes: A Case Study of Telkom University Instructors ID 22821 (Onsite) <i>Shofa Dzulqodah</i> <i>Qisty Triani</i> <i>Retno Hendryanti</i>	TPACK 21St Century Learning in Teaching Reading Comprehension: An Autobiography Narrative ID 22976 (Online) <i>Rahmadilla Kurniasari</i>	On a College English Listening and Speaking Textbook from the Perspective of Intercultural Communication ID 23056 (Online) <i>Libin Duan</i> <i>Guoxuan Pan</i>
Room 7 5 th Floor	Virtual Reality-Assisted Foreign Language Study: Hype or Hope for the Future of FLA? ID 29399 (Onsite) <i>Clay Williams</i>	The Potentiality of Electronic Portfolio-Based Assessment for Speaking Performance: Syllabus Development for ELT Speaking Course ID 23420 (Online) <i>Moh. Taufik</i>	Comparing Formal and Informal Talk between Male and Female English Teacher in Classroom Interaction ID 23673 (Online) <i>Dennisya Marwa</i> <i>Hamzah</i>
Room 8 5 th Floor	Sustaining EFL Teachers' Professional Development: Getting the Most Out of Design-Based Research ID 23770 (Online) <i>Hasan Mohsen Al-Wadi</i>	Using QR Code to Promote Interactive Experience in EFL Learning: A Qualitative Study ID 23952 (Online) <i>Rizka Safriyani</i> <i>Zulfikri Malik</i>	Students' Perception and Practices of Screencast Feedback in Academic Writing Class during Blended Learning ID 96676 (Onsite) <i>Syifa Khuriyatuz Zahro</i> <i>Buyun Khulel</i>
Room 9 6 th Floor	Effects of Topic Familiarity on Critical Thinking of Thai Secondary Students at Different Writing Abilities ID 22616 (Online) <i>Supawadee Jaijon</i>	The Method in Teaching Vocabularies to Young Learners during Covid-19 Era ID 26640 (Onsite) <i>Henny Indira</i> <i>Hadiatus Sholiha</i>	Students' Affective Strategies and Anxiety in Speaking Class by High Public Speaking Students ID 26908 (Online) <i>Reza Fauzi Najib</i> <i>M. Rafli</i> <i>M. Tegar</i> <i>Ratu Utami</i>

Room 10 6th Floor	Identity Construction of Indonesian Seafarers Aboard Multilingua-Cultural Ships ID 26970 (Online) <i>Purnama Nf Lumban Batu Wida Cahyaningrum</i>	Students' Perception on the Instructional and Managerial Roles Performance of EFL Teacher ID 27106 (Online) <i>Yulie Asni Maemuna Muhayyan</i>	Saudi EFL University Students' Knowledge and Perceptions of Writing Academic Research (Pre- and Post-Survey Approach) ID 27244 (Online) <i>Israa Qari</i>
Room 11 6th Floor	Vocational English in Policy and Practice ID 27538 (Online) <i>Sry Mulya Kurniati</i>	Developing English Vocabulary Application to Enhance Speaking Skills for Students of Hospitality Program ID 35488 (Online) <i>Aprillia Maya Puspita Nur Mukminatien Mirjam Anugerahwati</i>	Fostering EFL Students' Structure Complexity Writing through Synchronous Teacher and Peer Feedback ID 29226 (Onsite) <i>Eko Suhartoyo Nur Mukminatien Johannes Ananto Prayogo</i>
Room 12 6th Floor	Non-ELT Students' Cognitive Autonomy in Choosing Applied Linguistics Course ID 28655 (Onsite) <i>Siusana Kweldju</i>	Humanizing Pedagogy in the EFL Context: Interviews with Seasoned EFL Teacher Educators ID 27721 (Online) <i>John Chi</i>	Non-Formal Early Childhood English Education : Mother's Efforts in Introducing English to Early Childhood ID 23411 (Online) <i>Ane Dwi Septina</i>
Room 13 6th Floor	The Critical Inquiry of Indonesian Beginner Linguistic Researchers ID 29581 (Onsite) <i>Rohmani Nur Indah Lestari Kasih</i>	The Implementation of Project-Based Learning with Blogging in Business Writing Class ID 29606 (Online) <i>Zubaidi Ririn Pratiwi</i>	Measuring Anxiety Level of Learning English Language Among Refugee Children in Malaysia ID 30783 (Onsite) <i>Mansurni Abadi Mar'Atun Shalihah Suciaty Ramdhan</i>
Room 14 6th Floor	Pedafiction and Reflection: Familiarizing EFL Pre-Service Teachers with Teacher Competence through Stories ID 30670 (Online) <i>Elis Homsini Maolida Sri Setyarini Didi Suherdi Asep Suparman</i>	English Learning Goals and Willingness to Communicate: A Qualitative Analysis in a Japanese EFL Context ID 30591 (Online) <i>Satomi Fujii</i>	Developing Malay Local Wisdom Content in Listening Skill for Higher Education Students in Riau Province, Indonesia ID 30984 (Onsite) <i>M. Zaim Kurniawan</i>
Room 15 6th Floor	Designing a Standardised-English Test: A Self-Report ID 32122 (Online) <i>Restu Mufanti</i>	Online Listening Journals for Extensive Listenng: Learner Autonomy, Authentic Materials, and Listening Difficulties ID 32258 (Online) <i>Saran Shiroza</i>	Utilising Criticality Framework to Demystify the Notions of Guru Penggerak for Merdeka Belajar ID 24503 (Onsite) <i>Siti Muniroh</i>

Room 16 6 th Floor	Twine as a Digital Tool in Writing Digital Fiction: A Creative writing Instruction in Higher Education ID 43609 (Online) <i>Fiftinova</i> <i>Erlinaiis</i> <i>Muslih Hambali</i>	Teacher Professional Development in Materials Development from in Expansive Learning Perspective ID 34067 (Online) <i>Chenming Lyu</i>	Teaching Listening through Indonesian Folklore Video in English ID 34520 (Online) <i>Danti Pudjiati</i> <i>Ninuk Lustyantje</i> <i>Ratna Dewanti</i>
Room 17 6 th Floor	Teachers and Students' Responses towards Technology-Based Instructional Tools Used in Online Learning ID 44580 (Online) <i>Aridah Aridah</i> <i>Weningtyas Parama Iswari</i>	Investigating the Influence of the TPR Method on the Development of English Vocabulary in Small Classroom ID 35032 (Online) <i>Zul Astri</i>	Self-Assessment Process in Academic Writing Facilitated by Artificial Intelligence: Pre-Service Teachers' Experiences ID 27647 (Online) <i>Yulia Tria Hapsari</i> <i>Nur Arifah Drajadi</i> <i>Endang Setyaningsih</i>
Room 18 7 th Floor	Equivalency Evidence of the English Competency Test (ECT) Across Different Modes: A Rasch Analysis ID 47591 (Onsite) <i>Muhammad Yoga Prabowo</i> <i>Sarah Rahmadian</i>	Exploring Vietnamese Architecture Students' Perception of a Field Trip in the Project Subject ID 36598 (Online) <i>Truong Thi Nhu Ngoc</i> <i>Nguyen Hoang Thao Phuong</i>	English Language Acquisition of an Indonesian-Dutch Toddler in Intercultural Living: A Case Study ID 37135 (Online) <i>Rachmi Retno Nursanti</i>
Room 19 7 th Floor	Indonesia's Language Policy on English ID 37542 (Online) <i>Irsyad Nugraha</i> <i>Wawan Gunawan</i>	Integrating Sustainability in ELT ID 40642 (Online) <i>Dewi Sari Wahyuni</i> <i>Yenni Rozimela</i> <i>Havid Ardi</i> <i>Mukhaiyar</i>	EFL Teachers' Needs of a Reflective Practice Model ID 39693 (Onsite) <i>Yenni Rozimela</i> <i>Sitti Fatimah</i> <i>Nora Fudla</i>
Room 20 7 th Floor	Exploring Student Engagement in Online Learning ID 40449 (Online) <i>Hafizah P. Pratiwi</i> <i>Joko Priyana</i>	Challenges in Developing Critical Thinking Skills Through Essays Writing: EFL Students' and Teachers' Perceptions ID 38507 (Online) <i>Jumariati</i> <i>Eka Puteri Elyani</i>	Can Extensive Reading and Listening Improve Proficiency? ID 85235 (Online) <i>Willy Ardian Renandya</i>
Room 21 7 th Floor	Applying Quizziz to Improve Student's Medical Vocabulary Achievement ID 41999 (Onsite) <i>Huyen Nguyen Thi Thuong</i>	Teaching EFL to Primary School Students: Perception of Indonesian Secondary – Trained EFL Teachers Teaching at Primary School ID 42922 (Online) <i>Hendri Yawan</i> <i>Marhamah</i>	Multi-Modal Digital Communication, Language Use and Literacy Practices of Generation Z: Implications for Practice ID 33859 (Online) <i>Fauzia Shamim</i>

Room 22 7 th Floor	The Effect of Digital and Print Reading Formats on University Students' Reading Stamina ID 96333 (Online) <i>Refanja Rahmatillah</i> <i>Firman Parlindungan</i>	Microlearning-Based Learning Object Material of English Subject Class XII ID 44263 (Online) <i>Imam Santosa</i> <i>Ninuk Lustyantie</i> <i>Ifan Iskandar</i>	Teaching Writing Stories to Pre-Service Teachers Using an SFL-Based Reading to Learn Approach ID 44282 (Online) <i>Monaliza Hernandez Mamac</i>
Room 23 7 th Floor	Improving EFL Students' Critical Global Literacy (CGL) in Academic Reading Class: How Does It Work? ID 44565 (Onsite) <i>Emy Sudarwati</i> <i>Utami Widiati</i> <i>Nunung Suryati</i>	Using Multicultural Literary Texts and Documentaries for Raising EFL Student Teachers' Awareness to Social Injustices, Developing their Cross-Cultural Competence, and Improving Their English ID 91499 (Online) <i>Ruwaida Abu Rass</i>	Implementation of Modified International Toastmaster to Improve Public Speaking Competence as Realisation of Independent Learning-Independent Campus ID 46386 (Online) <i>Rita Hartati</i> <i>Siti Aisyah Ginting</i> <i>Meisuri</i>
Room 24 7 th Floor	English Teacher Demotivation in Japanese Secondary Schools: A Qualitative Case Study ID 35846 (Online) <i>Saki Suemori</i>	Prospects of Film Studies in the Curriculum of ELT ID 48404 (Online) <i>Israt Jahan</i>	Personalized Learning in Teaching English as a Foreign Language: Limiting the Advantages, Increasing Its Effectiveness ID 48591 (Onsite) <i>Agnes Herawati</i>

WORKSHOP

Room 25 7 th Floor	Pen-Pal Exchanges: Building Language and Understanding Through Communication Across Cultures ID 22089 (Online) <i>Jeff Maxwell</i>
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Featured Speech (RELO-AWC)
GKB A20 Seminar Room 3 (9th Floor)
10:10 - 10:40

Adapting to Local Contexts in Establishing Writing Centers in Indonesia
Yusnita Febrianti – Universitas Negeri Malang (Onsite)
Andrea Mason Garner – Washington State University (Online)
Moderator: Nanang Zubaidi – Universitas Negeri Malang, Indonesia

Featured Speech (AsiaTEFL)
GKB A20 Seminar Room 1 (2nd Floor)
10:10 - 10:40

Micro-Credentials for Macro-Outcomes: What's New in Student Learning
Pornapit Darasawang – King Mongkut's University of Technology Thonburi, Thailand (Online)
Moderator: Issy Yuliasri – Universitas Negeri Semarang, Indonesia

Featured Speech (BC)
GKB A20 Seminar Room 3 (9th Floor)
10:40 - 11:10

Utilizing the power of Artificial Intelligence in English Assessment at EnglishScore

Michelle Avelena – British Council EnglishScore (Onsite)

Moderator: Nanang Zubaidi – Universitas Negeri Malang, Indonesia

Featured Speech (AsiaTEFL)

GKB A20 Seminar Room 1 (2nd Floor)

10:40 - 11:10

3Cs for ELT in the Era of Online/Blended Learning

Yunjoo Park – Korean National Open University, South Korea (Online)

Moderator: Issy Yuliasri – Universitas Negeri Semarang, Indonesia

Featured Speech (AsiaTEFL)

GKB A20 Seminar Room 3 (9th Floor)

11:10 - 11:40

Decoloniality as/in Praxis: The English Language Textbook at the Higher Secondary Level of Education in Bangladesh

Shaila Sultana – University of Dhaka, Bangladesh (Onsite)

Moderator: Nanang Zubaidi – Universitas Negeri Malang, Indonesia

Featured Speech (UM)

GKB A20 Seminar Room 1 (2nd Floor)

11:10 - 11:40

Challenges and Successes in Diverse Contexts: Investigating English Language Education in Indonesia

Richmond Stroupe – Soka University, Japan (Online)

Moderator: Issy Yuliasri – Universitas Negeri Semarang, Indonesia

Featured Speech (AsiaTEFL)

GKB A20 Seminar Room 3 (9th Floor)

11:40 - 12:10

English Learning Materials in Multilingual Asia: A Case of English Textbooks Developed by Sindh Text Board, Sindh

Shumaila Memon – English Language Development Centre, Mehran UET, Pakistan (Online)

Moderator: Nanang Zubaidi – Universitas Negeri Malang, Indonesia

Featured Speech (UM)

GKB A20 Seminar Room 1 (2nd Floor)

11:40 - 12:10

Cooperative Learning with the Dynamic Placement Test

Sean McDonald – TELC Language Test, Germany (Online)

Moderator: Issy Yuliasri – Universitas Negeri Semarang, Indonesia

AsiaTEFL Online Symposium

GKB A20 Seminar Room 2 (8th Floor)

10:10 - 12:10

English Learning Materials in Multilingual Asia

1. Gender Representation in Young Learners EFL Textbooks in Saudi Arabia

Alaa Almohammadi – King Abdulaziz University, Saudi Arabia

2. Incorporating Global Citizenship in Localized Learning Materials of English for High School in Vietnam

Lê Hoàng Dũng – University of Social Sciences and Humanities, Vietnam

3. Teachers' Beliefs and Practices of Developing Interculturally-Sensitive Language Teaching Materials: Does Equipping Students with Intercultural Communicative Competence Matter?

Joko Nurkamto – Universitas Sebelas Maret

4. The Undergraduate English Classroom in Delhi University: Learning Materials for Empowerment and Employment

Anjana Neira Dev – Gargi College, University of Delhi, India

5. Ambitious Vocabulary Goals in the Curriculum: Implications and Challenges for Materials Design

Leo Selivan – ELT expert

Moderator:

Quifang Wen – Beijing Foreign Studies University, China

Prayer & Lunch Break
GKB A20 (5th, 6th, 7th, 8th Floor)
12:10 - 13:10

Plenary Speech 4
GKB A20 Seminar Room 3 (9th Floor)
13:20 - 14:00

Critical Multimodal Approaches to Evaluating Materials and Pedagogies in TESOL Contexts

Emilia Djonov - Macquarie University, Australia (Online)

Moderator: Yusnita Febrianti – Universitas Negeri Malang, Indonesia

Featured Speech (BC)
GKB A20 Seminar Room 3 (9th Floor)
14:00 - 14:30

English as a Subject in Basic Education (ESBE) in Indonesia: Trends and Recommendations

Subhan Zein – Australian National University (Online)

Moderator: Maria Hidayati – Universitas Negeri Malang, TEFLIN Board

Featured Speech (BC)
GKB A20 Seminar Room 2 (8th Floor)
14:00 - 14:30

Mapping Indonesian Language Centres: Results of a National Mixed-Methods Study on the Contribution of Language Centres to General and Academic English Provision

Elisa Brewis – Saraswati ED Hub, UK (Online)

Dorothy Ferary – Saraswati ED Hub, UK (Online)

Uyun Nishar – Politeknik Negeri Malang (Onsite)

Moderator: Chairil Korompot, Universitas Negeri Makasar, TEFLIN Board

Featured Speech (BC)
GKB A20 Seminar Room 1 (2nd Floor)
14:00 - 14:30

Addressing the Employability of SMK Graduates through Improved English Curriculum

Latasha Safira – Center for Indonesian Policy Studies (Online)

Moderator: Evy Nurul Laily Zen – Universitas Negeri Malang, TEFLIN Board

Panel (TEFLIN Affiliates)
GKB A20 Seminar Room 3 (9th Floor)
14:30 - 15:00

English Teachers' Certification in Indonesia: A Solution or a Dilemma?
Zulfadli A. Aziz – TEFLIN Board, Universitas Syiah Kuala, Indonesia (Online)

Migrant Students' Language Learning Experiences in a Thai Public School: Insights from Stakeholders
Singhanat Nomniam – ThaiTESOL President, Mahidol University, Thailand (Online)

ELT in Singapore: What transcend time; what shift the paradigm
Alvin Pang – RELC, Singapore (Online)

Moderator: Maria Hidayati – Universitas Negeri Malang, TEFLIN Board

Panel (TEFLIN Affiliates)
GKB A20 Seminar Room 2 (8th Floor)
14:30 - 15:00

Innovations in Emergency Remote Professional Development (ERPD) in Japan
Dawn Lucovich – JALT President, Japan (Onsite)

The Status of Structural Equation Modeling and Its Potential in Second Language Acquisition Research
Seunghyun Baek – ALAK, Chonnam National University, South Korea (Online)

The Power of Readers Theatre (RT): Reviving Students' Motivation to Learn English as a Foreign Language in Indonesia
Ika Lestari Damayanti – TEFLIN Board, Universitas Pendidikan Indonesia (Onsite)

Moderator: Chairil Korompot, Universitas Negeri Makasar, TEFLIN Board

Panel (TEFLIN Affiliates)
GKB A20 Seminar Room 1 (2nd Floor)
14:30 - 15:00

New English School Curriculum: Curry with the Same Ingredients Cooked in Different Way
Itje Chodidjah – TEFLIN Board (Online)

English Receives Importance in State Policy in South Asian Countries but Meets a Number of Setbacks Varying Its Status Considerably
Masum Billah – ETAB President, Bangladesh (Online)

Covid-19 pandemic and Digital Divide in Language Teaching and Learning in South Asia
Atikur Rahman – BELTA, Bangladesh (Online)

Moderator: Evy Nurul Laily Zen – Universitas Negeri Malang, TEFLIN Board

Parallel Session 4
GKB A20 (5th & 6th Floor)
14:00 - 15:00

WORKSHOP	
Room 1 5th Floor	The Story-Based Curriculum for EFL Young Learners - from Oral Language to Literacy Development ID 58699 (Online) <i>Mitsue Allen-Tamai</i>

	PAPER PRESENTATION 1	PAPER PRESENTATION 2	PAPER PRESENTATION 3
Room 2 5th Floor	The Impact of Educational Transformation as an Ideal Platform to Enhance Learner Autonomy. ID 14696 (Online) <i>Vithuja Rajaram</i>	Parental Visions on Children's L2 Self Development at Early Age ID 25316 (Online) <i>Lan, Wei-Hua</i>	English Teachers' Perceptions of Integrating Technology into Young Learners' Classes ID 42747 (Onsite) <i>Emma Rosana Febriyanti Fahmi Hidayat</i>
Room 3 5th Floor	Preparing Young Learners for Effective Oral Communication: Perspectives from a Multilingual Context ID 92681 (Online) <i>Geraldine Kwek Donna Lim</i>	Analysis of Chants Used in Elementary School English Textbooks: Vocabulary and Phonetics ID 62265 (Online) <i>Kidai Hasegawa</i>	Supporting the Reading Teacher's Role and Influence on Young Learners ID 74842 (Online) <i>Donna Lim Morgan Zhou</i>
Room 4 5th Floor	What Teachers Can Expect When Teaching English to Hearing-Impaired Learners: Challenges and Strategies ID 40546 (Online) <i>Widya Shanty Irawati</i>	Exploring Global Citizenship Education in Primary English Using Informational Picture Books Based on Language Integration ID 95475 (Online) <i>Hae-Ri Kim Haein Park</i>	Teaching Drama in a Hybrid Class ID 17519 (Online) <i>Maria Vincentia Eka Mulatsih</i>
Room 5 5th Floor	Exploring the Pedagogical Potentials of Technology: Professional Development for EFL Vocational Teachers ID 31847 (Onsite) <i>Lusia Eni Puspadari Yazid Basthomi Nurenzia Yannuar Evynurul Laily Zen</i>	Digital Creative Industry "Podcast" as Development Media Literature ID 44939 (Online) <i>Nureza Dwi Anggraeni</i>	Promoting Creativity Skills through Greek Mythology EFL Online Classroom for Undergraduate Students ID 51658 (Online) <i>Preeyapha Wangmanee</i>
Room 6 5th Floor	A Method of Teaching Popular Literature in Online Learning ID 70785 (Online) <i>Nestiani Hutam Meria Zakiyah Alfisuma</i>	Using YouTube Video "Vincent Van Gogh's the Starry Night: Great Art Explained" in Teaching Art and Language Criticism Classroom ID 84532 (Online) <i>Beleven Khristawan Herditya Wahyu Widodo</i>	Development of Nominalization in EFL Learners' Writing: A Learner-Corpus-Based Study ID 63439 (Online) <i>Zheng Yurong</i>
Room 7 5th Floor	The Representation of Local Culture of Instructor's Literary Competence in English Language Classrooms ID 90357 (Onsite) <i>Muzakki Afiffudin Rifqi Nasirun Nafis</i>	Students' Experiences in Using the Plot Generator in Creating Literary Works ID 41668 (Online) <i>Nurindah</i>	The Undergraduate Students' Perception of Utilizing TikTok as Learning Media in EFL Classroom ID 95784 (Online) <i>I Putu Yoga Purandina Gusti Ayu Putu Diah Permata Sari Ar</i>

Room 8 5 th Floor	English Teacher Educators' (ETEs') Autonomous Learning Perceptions in Tertiary Level of Riau Province ID 95969 (Online) <i>Khulafiyah Utami Widiati</i> <i>Mirjam Anugerahwati</i> <i>Nunung Suryati</i>	Teacher Presence and Social Presence in Online Language Learning in Higher Education: Students' Perceptions ID 96159 (Onsite) <i>Hesti Wahyuni Anggraini</i> <i>Zuraida</i> <i>Nova Lingga Pitaloka</i>	Understanding Partnership between Teacher Feedback Literacy and Student Feedback Literacy: An Empirical Study ID 65956 (Online) <i>Chi Chen</i> <i>Andy Jiahao Liu</i>
Room 9 6 th Floor	Lecturer Perceptions on Undergraduate Student Motivation for Online Learning During the Covid-19 Pandemic. ID 96740 (Online) <i>Fiona L. Sadagopan</i> <i>Ali Ahmad Bin Seman</i> <i>Hashimah Mohd. Yunus</i>	Formative Peer-Assessment in Oral Presentation Skill: EFL Secondary School Students' Perception and Its Challenges ID 96930 (Online) <i>Jalu Wintang Widodo</i>	
Room 10 6 th Floor	A Study on the Current Situation of Vocabulary Learning Strategies of Junior High School Students in the Rural Area ID 97112 (Online) <i>Jinrong Guis</i> <i>Libin Duan</i>	Data-Driven Learning (DLL) for Teaching Writing: A Comprehensive Review ID 97170 (Onsite) <i>Humairah Fauziah</i> <i>Yazid Basthomi</i> <i>Nurenzia Yannuar</i>	Building A Place to Belong: Exploring Learner Experience in a Self-Access Learning Community ID 93377 (Online) <i>Daniel Hooper</i>
Room 11 6 th Floor	Using Problem-Based Learning to Promote Pre-Service Teachers' Critical Cultural Awareness: A Classroom Action Research ID 98001 (Onsite) <i>Ratna Andhika Mahaputri</i> <i>Fazri Nur Yusuf</i> <i>Misdi</i> <i>Nurani Hartini</i>	Academic Writing Competence: A Genre Based Mutli-Dimensional Analysis ID 99047 (Online) <i>Ping He</i>	The Employment of Critical Thinking and Problem-Solving Skills in English Learning Material of Senior High School ID 99200 (Online) <i>Sri Sumarni</i> <i>Deirra Ayu Kusmana</i>
Room 12 6 th Floor	Home-Based Parental Involvement Levels of Intellectually Disabled Students in Learning English ID 99551 (Onsite) <i>Diah Kurniati</i>	A Delphi Report on Communicative Approach in Korea: Follow up after 26 Years ID 159628 (Online) <i>Jihyeon Jeon</i> <i>Judy Yin</i>	Developing Communicative Competence of Students in Their Professional Domain through Modular Training ID 187813 (Online) <i>Nargiza Kh. Kholmurodova</i> <i>Ravinder Gargesh</i>

Room 13 6 th Floor	EFL Teachers' Perceptions of Learner Autonomy and Its Development in an Indonesian Context ID 335510 (Online) <i>Dwi Agustina</i> <i>Margaret Gleeson</i> <i>Gillian Hubbard</i>	The Application of Metacognitive Writing Strategies and Their Relations to Academic Writing Achievement of EFL Learners ID 375519 (Onsite) <i>Andjarwati Sadik</i> <i>Muhammad Ridha Anugrah</i> <i>Latief</i>	Comparing Process and Learners' Experiences in Face-to-Face and Computer-Mediated Collaborative Writing in a Malaysian University ID 385375 (Onsite) <i>Loo Shih Min</i>
Room 14 6 th Floor	English Reading Teaching Model of 21st Century Skills Using EduTech ID 451221 (Online) <i>Euihyun Kim</i>	ESL Students' Constraints and Strategies in Performing Sight Translation ID 26316 (Online) <i>Rizki Putri Ramadhani</i> <i>Maya Rizki Fauzia</i>	EFL Teachers' Perceptions of Their Professional Competence after Attending Professional Development for in-Service Teachers ID 58279 (Onsite) <i>St. Asriati</i>
Room 15 6 th Floor	Collaborative Translation in Chinese Students Majored in MTI ID 51497 (Online) <i>Li Yukun</i>	An Evaluation of Translation Practices and Translated Texts: Establishing a Guide in Translating Oral Narratives ID 52313 (Online) <i>Stacy Haynie B. Ayson</i>	Study on the Features and Translation Skills of Sentences in Scientific English Translation ID 64158 (Online) <i>Zhou Xiaoxi</i>
Room 16 6 th Floor	Perception of Authentic Materials in Teaching English Translation ID 69154 (Onsite) <i>Ratu Yulianti Natsir</i>	L2 Writing Process Using Google Translate: A Case of Korean EFL Students ID 96950 (Online) <i>Donghyun Kim</i> <i>Kilryoung Lee</i>	Translanguaging Strategies in Faith-Based Content English Classrooms: Case Studies in Indonesian Islamic Universities ID 66386 (Online) <i>Lyla Anggerwina Kusuma</i>
Room 17 6 th Floor	Project-Based English Learning Using English Newspapers in a Korean University ELT Setting ID 82544 (Online) <i>Mi Kyong Kim</i>	"It Exacerbates My Rhythm": Voices of EFL Teachers on TPACK Practice during Educational Policy Transitions ID 41324 (Onsite) <i>Lailatun Nurul Aniq</i> <i>Nur Arifah Drajadi</i>	Digital Multimodal Composing in EFL Context: Teacher Engagement in Assessment Representation ID 50543 (Online) <i>Novia Trisanti</i> <i>Sayyidatul Fadlilah</i> <i>Dwi Arni Siti Margiyanti</i>
Room 18 7 th Floor	"Let's Read Journal Articles": Reading Practice Materials for ELT Students ID 69054 (Onsite) <i>Sri Andreani</i> <i>Utari Praba Astuti</i>	The Role of Temporal Deixis in the Interpretation of English Song Texts ID 19700 (Online) <i>Ainun Fatimah</i> <i>Kamsinah</i> <i>Muhammad Ali Imran</i> <i>Muhammad Nurahmad</i>	A Case Study of EAP Assessments and the Affective Advantages of Student Enjoyment in Hong Kong Higher Education ID 12114 (Online) <i>Noble Lo</i>

Prayer & Lunch Break
GKB A20 (5th, 6th, 7th, 8th Floor)
15:00 - 15:30

<p>Plenary Speech 5 GKB A20 Seminar Room 3 (9th Floor) 15:30 - 16:10</p> <p>We Are What We Write: The Role of Writing in the Academy Ken Hyland – University of East Anglia, United Kingdom (Online) Moderator: Harumi Manik Ayu Yamin – Universitas Indonesia, TEFLIN Board</p>

Parallel Session 5 GKB A20 (5th, 6th, 7th Floor) 16:10 - 17:10			
	PAPER PRESENTATION 1	PAPER PRESENTATION 2	PAPER PRESENTATION 3
Room 1 5 th Floor	Sink or Swim? The Business Resilience of Indonesian Private English Language Schools ID 50643 (Onsite) <i>Chairil Anwar Korompot</i> <i>Nur Aeni</i> <i>Muhalim</i>	Multilingual Tutoring: Challenges and Rewards ID 630151 (Onsite) <i>Luki Ayu Widowati</i> <i>Nadia Galis Cahya Anugrah</i>	Ten Years after Paul Sutton (2012): Quo Vadis Feedback Literacy? (A Bibliometric Study) ID 78612 (Onsite) <i>Imelda Gozali</i> <i>Nunung Suryati</i> <i>Abdul Syahid</i>
Room 2 5 th Floor	Blogging to Write a News Story in English: A Case Study from Indonesia ID 52750 (Onsite) <i>Dwi Storia Suharti</i> <i>Bachrudin Musthafa</i>	Project-Based Learning Context: The Practice in Tertiary Educational in EFL ID 52821 (Online) <i>Reski Pilu</i> <i>Purnama Cahya</i> <i>Misnawati</i>	Publishing Our Classroom Teaching (Multilingual Students) Stories with Top Publishers: Two Empirical Examples ID 52994 (Onsite) <i>Ribut Wahyudi</i>
Room 3 5 th Floor	Focus on the Learners' Language: Insights from an Interlanguage Study in the Indonesian Context ID 53328 (Online) <i>Harits Masduqi</i> <i>Fatimah</i>	Students' Perception of Hybrid Learning Model Using E-Magazine in Teaching Writing at a Higher Education ID 53489 (Onsite) <i>Restu Januarty Hamid</i> <i>Basri Wello</i> <i>Asfah Rahman</i>	Native English Teachers' Beliefs and Practices in Teaching Oral Communication- Three Case Studies ID 57360 (Online) <i>Lan Wang</i>
Room 4 5 th Floor	Using Eco-Composition for Fostering Critical Thinking Through Writing: A Case Study of a Bangladeshi Young Learner ID 67886 (Online) <i>Sabreena Ahmed</i>	A Study on the Diagnostic Reaching of Ethnic Minority Students' English Argumentative Writing Based on the Toulmin Model ID 58928 (Online) <i>Luan Lan</i>	Action Research to Promote Development of Instructional Design for an Online English Club ID 59147 (Online) <i>Maria Vineki Riyadini</i> <i>Anita Triastut</i>
Room 5 5 th Floor	The Microgenetic Changes in EFL Learners' Vocabulary Development: A Learner-Corpus-Based Study ID 71464 (Online) <i>Zheng Yurong</i>	The Challenge of EFL Teachers in Technology-Integrated Learning in the Era of Society 5.0 ID 60568 (Online) <i>Windra Irdianto</i> <i>Irina N. Lazareva</i> <i>Rahmati Putri Yanifari</i>	Improving Language Teaching and Learning Process with Dual Coding Theory Approaches ID 61047 (Online) <i>Citra Kurniawan</i> <i>Shirly Rizki Kusumaningrum</i>

Room 6 5th Floor	<p>Looking into Metacognitive Strategies Used in Young Indonesian EFL Learners' Online Learning ID 71588 (Onsite) <i>Pipit Prihartanti Suharto</i> <i>Nenden Sri Lengkanawati</i> <i>Ika Lestari Damayanti</i></p>	<p>The Characteristics of Role Models and Vision-Directed Motivational Persistence of Japanese EFL Students ID 81244 (Online) <i>Kenta Sugawara</i> <i>Chihiro Nomura</i></p>	<p>Personality within the New Big Five Model and Motivational Persistence of Japanese EFL Students ID 62895 (Online) <i>Chihiro Nomura</i> <i>Kenta Sugawara</i></p>
Room 7 5th Floor	<p>The Applicability of a Scale on Self-Regulated Writing Strategies in English for High School Students ID 66406 (Onsite) <i>Teresa Angelina Kaluge</i> <i>Sisilia Setiawati Halimi</i></p>	<p>Mirror and Window: Teaching Global Muslim Literature to Indonesian Muslim Students ID 90012 (Online) <i>Febriyanti Lestari</i></p>	<p>Systematic Review: The Use of English Channels on YouTube Platform to Enhance EFL Students' Skills ID 63451 (Onsite) <i>Khotimah Mahmudah</i></p>
Room 8 5th Floor	<p>EFL Pre-Service Teacher Development for Autonomy: Rethinking Future Autonomy Supportive Teacher ID 77938 (Onsite) <i>Khusnul Khotimah</i> <i>Yazid Basthomi</i> <i>Evi Eliyanah</i></p>	<p>Embedding Multimodal Approach into Writing Activities (EFL Students' Needs) ID 64524 (Online) <i>Dewi Yana</i> <i>Yenni Rozimela</i> <i>Hamzah</i></p>	<p>Heterogeneous-Pairing Method in an Asynchronous Writing Classroom: Its Effects on Students' Writing Skills ID 96692 (Online) <i>Faradila Masuara</i> <i>Utami Widiati</i> <i>Yazid Basthomi</i></p>
Room 9 6th Floor	<p>The Impact of Test Preparation on Students' Test Performance ID 90880 (Onsite) <i>Nurti Rahayu</i> <i>Fuad Abdul Hamied</i> <i>Fazri Nur Yusuf</i></p>	<p>Does L2 Hinder Learning? – Case-Study from English Course Teaching Robot Programming in English CLIL ID 96472 (Online) <i>Noriko Akiho-Toyoda</i></p>	<p>Unfolding Lecturer-Student Interaction in an EFL Classroom: Implications for Professional Development ID 66290 (Online) <i>Nina Wanda Cassandra</i> <i>Fuad Abdul Hamied</i></p>
Room 10 6th Floor	<p>Investigating the Insulting Hate Speech Case in the Instagram Comment, How about the Regulation of It in Indonesia? ID 66929 (Online) <i>Natanael Bania Asaf Putra</i></p>	<p>Gestures in Pursuing Mutual Understanding among ESL Learners ID 67049 (Online) <i>Miki Nakano</i></p>	<p>In the Search for Enabling and Constraining Arrangements for Better Teaching Practices: EFL Teachers' Narratives ID 67185 (Onsite) <i>Neny Isharyanti</i> <i>Debora Tri Ragawanti</i></p>
Room 11 6th Floor	<p>The Effect of Tbl Based Lesson Plan to EFL Pre-Service Teachers' TPACK Self-Efficacy ID 67270 (Onsite) <i>Afif Ikhwani Muslimin</i> <i>Nur Mukminatien</i> <i>Francisca Maria Ivone</i></p>	<p>How Is the Student's Interest in Learning English Specific Purpose for Law? ID 77974 (Online) <i>Titin Kustini</i></p>	<p>Paragraph vs. Essay: Do They Require the Same Self-Regulated Writing Strategies? ID 90796 (Onsite) <i>Atik Umamah</i> <i>Merliyani Putri Anggraini</i> <i>M. Affandi Arianto</i> <i>Ratih Novita Sari</i> <i>Kurniasih</i> <i>Nur Mukminatien</i></p>

Room 12 6th Floor	Embodiment of Students’ Participation in English Language Learning Beyond “Learnification” ID 66176 (Online) <i>Hiroyuki Ida</i> <i>Yaoko Matsuoka</i>	Starting up and Running a Book Club for Non-Native Speakers of English ID 69107 (Online) <i>Lanoke Intan Paradita</i> <i>Made Hery Santosa</i> <i>Rusiana</i> <i>Athriyana Pattiwael</i> <i>Anesti Budi Ermerawati</i> <i>Mega Mulianing Maharani</i> <i>Yuseva Ariyani</i> <i>Christina Lhaksmita</i> <i>Irfan Rifai</i>	Cooperative Learning in English Language Classroom: Seen from Male and Female Students’ Perception ID 69482 (Online) <i>Ika Harianingsih</i> <i>Zailani Jusoh</i>
Room 13 6th Floor	The Implementation of Project Based Learning in the Teaching of English for Non-English Department Students ID 67742 (Online) <i>Atiqah Nurul Asri</i> <i>Farida Ulfa</i> <i>Faiz Ushbah Mubarak</i>	Cultural Content in ELT Textbook of Indonesian Secondary School: An Intercultural Perspective Analysis ID 59501 (Online) <i>Prisca Melenia Sari</i> <i>Nia Kurniawati</i> <i>Dian Ekawati</i>	
Room 14 6th Floor	Teaching English for Specific Purposes (ESP) Using Online Authentic Materials: Learners’ Perspective in English for It ID 71480 (Onsite) <i>Gufron</i>	The Effects of Input Enhancement and Frequency Manipulation on Incidental Collocation Learning from Computer-Mediated Reading ID 71524 (Online) <i>Jookyung Jung</i>	A Case Study of Writing Strategies by High Achieving Indonesian Bilingual Students in Tertiary Education ID 61829 (Online) <i>Melti Oktavianda</i>
Room 15 6th Floor	Community of Learning: the Shifting Belief and Practice of Indonesian EFL Teachers ID 73991 (Onsite) <i>Nur Arifah Drajati</i> <i>Agustina Tyarakanita</i>	The Implementation of Translanguaging in Bilingual Classroom at Pesantren in Indonesia: A Case Study ID 73010 (Onsite) <i>Tatu Zakiyatun Nufus</i>	English Teachers’ Personal Practical Theory during Pandemic ID 73386 (Online) <i>Ahmad Munir</i>
Room 16 6th Floor	American Indigenous Literature in the Eyes of the Islamic University Students ID 73828 (Onsite) <i>Mundi Rahayu</i>	The Impact of Applying Murder Strategy to Boost Students’ Reading Comprehension ID 72585 (Online) <i>Dewi Sartika</i>	Identifying Basic Aircraft Structures Using Project-Based Learning in ESP Context: Is It Effective? ID 68827 (Online) <i>Dewanti Ratna Pertiwi</i>
Room 17 6th Floor	A Project-Based Multiliteracies Instruction to Improve Students’ Multimodal Literacy ID 76663 (Online) <i>Siti Kustini</i>	Facilitating Student’s Reading Skill through Quizizz ID 76709 (Online) <i>Citra Puteri Utami</i>	Investigating the Speaking Examiner Challenges in a Synchronous Online Test ID 64275 (Onsite) <i>Anistya Rachmawati</i> <i>Pebby Ardin</i> <i>Retno Hendryanti</i>

Room 18 7 th Floor	Exploring a Group of English Learners' Experiences in Accessing Printed and Audio Texts ID 78907 (Onsite) <i>Irfan Rifai</i> <i>Endrico Witomo</i>	Foreign Language Listening Comprehension and Listening Anxiety ID 80865 (Online) <i>Shangwen Chen</i> <i>Matthew P. Wallace</i>	Competence of English Teachers in the Era of Technological Disruption ID 80149 (Online) <i>Oktariyani</i>
Room 19 7 th Floor	Incorporating Personal Approach in English Course to Enhance Students' Motivation ID 79779 (Onsite) <i>Nandyan Ayu Nooryastuti</i>	Employing the Gitbook Platform in Creating Interactive Online Coursebooks for Profession Oriented ELT ID 81028 (Online) <i>Marina Chashko</i>	Developing an Instructional Framework for Consolidating Religious Moderation Value in EFL Classroom ID 62503 (Online) <i>Nirwana</i>
Room 20 7 th Floor	Integrating Content and Language at Science Classroom: the Effectiveness of CLIL on Students' English Achievement ID 81455 (Onsite) <i>Muhammad Kholili</i>	Need Analysis in Developing an Edupreneurship Integrated Translation Course-Book Using ADDIE Model ID 83159 (Online) <i>Ana Rosida</i> <i>Yusring Sanusi Baso</i> <i>Noer Jihad Saleh</i> <i>Ria Rosdiana Jubhari</i>	Students' Attitude towards Translanguaging Practice in Indonesian EFL Classrooms: A Case Study in Multilingual Environment ID 58281 (Online) <i>Dewi Christa Kobis</i> <i>Gyöngyi Fábíán</i>
Room 21 7 th Floor	Translanguaging on ELT Writing Classroom during National Students' Exchange: Perceptions and Practices ID 84186 (Onsite) <i>Erlik Widiyani Styati</i> <i>Lulus Irawati</i>	Students Experience on 'Online Learning Method' During Pandemic - A Birds View ID 85682 (Online) <i>S. Jayanthi</i>	Increasing Students' English Vocabulary by Listening to Western-Song at Seventh Grade of MTs Darul Falah ID 89875 (Online) <i>Musdalifah</i> <i>Muhammad Ilham Ali</i> <i>Nurjannah</i>
Room 22 7 th Floor	The Effect of Genre-Based Approach on Students' Writing Skills ID 87384 (Onsite) <i>Syamsiarna Nappu</i>	Personalized Learning Components and Strategies in Higher Education: A Systematic Review ID 90055 (Online) <i>Ignasia Yuyun</i> <i>Didi Suherdi</i>	Investigating English Target and Learning Needs: A Study of Accounting Major Students at Polytechnic Sanggau ID 90206 (Online) <i>Sundari</i>
Room 23 7 th Floor	Evaluating Academic Writing Coursebook for Indonesian EFL Undergraduate Students: A Need Analysis Approach ID 90542 (Online) <i>Rina Husnaini Febriyanti</i> <i>Herlina Usman</i> <i>Ninuk Lustyantie</i>	Students' Perception on Blended Learning in Writing Course: A Case Study for Indonesian Higher Education ID 83625 (Onsite) <i>Nurfaizah Sahib</i> <i>Nurdin Noni</i> <i>Haryanto Atmowardoyo</i>	Teacher Identity Constructions of Indonesian ELT Graduate Students ID 66148 (Online) <i>Refi Aksep Sativa</i> <i>Isti Siti Saleha Gandana</i>

Room 24 7 th Floor	A Reflective Study of Learning Management System (<i>Moodle</i>) Used for Teaching EFL Students' English Grammar ID 91481 (Online) <i>Cahya Komara</i>	Learning English from Movies: An Exploratory Study ID 92847 (Online) <i>Yasamiyan Alolaywi</i>	Students' Identities as EFL Creative Writing Resources in Indonesia ID 93961 (Online) <i>Dewi Widyastuti</i>
Room 25 7 th Floor	Singlish Phenomenon-Code Switching Viewpoint ID 93992 (Online) <i>Lia Nurmalia</i> <i>Baiatun Nisa</i> <i>Cicik Nuraeni</i> <i>Prapti Wigati Purwaningrum</i> <i>Unpris Yastanti</i>	English Oral and Written Receptive Skills of Vocational Indonesian Lecturers ID 94591 (Onsite) <i>Eric Sulindra</i> <i>Tuti Hartani</i> <i>Ester Widawati Tedjo</i> <i>Susana Teopilus</i>	Language, Culture and Society in English Language Classrooms ID 95353 (Online) <i>Mary</i>

TEFLIN Business Meeting GKB A20 (9th Floor) 16:10 - 17:10
Cultural Night with Korea Night Graha Cakrawala 18:30 - 21:00

CONFERENCE DAY 3

7 August 2022

Onsite: GKB A20, Universitas Negeri Malang

Online: <https://zoom.us/j/94073617436?pwd=OVNud0FnSzBMdVlqM01JV29Fa3I2dz09>

Meeting ID: 940 7361 7436 | **Passcode:** 262274

Registration

GKB A20 (1st Floor)

7:30 - 8:00

Plenary Speech 6

GKB A20 Seminar Room 3 (9th Floor)

8:00 - 8:40

What Research Tells Us about Second Language Listening and How to Teach It

Christine C. M. Goh – National Institute of Education, NTU, Singapore (Online)

Moderator: Willy Ardian Renandya – National Institute of Education, NTU, Singapore

Poster Session

Onsite in GKB A20 (Main Corridor 8th Floor) & Online

8:45 - 9:45

A Study on Textbook Evaluation Criteria for the Teaching of Culture

ID 13666 (Online)

Bo Jiang

Output-Based Instruction on Improving the Logic of Arguments by Japanese EFL Senior High School Students

ID 20759 (Online)

Kazuko Takahashi

Can LMS Benefit Both Teachers and Students? Learning Management System in an EFL Context

ID 31037 (Online)

Yoko Ichiyama

Is Writing in Nursing More Informal? A Corpus Study of Informality in Abstracts

ID 38683 (Online)

Yoko Ichiyama

Implementing *Canva* and *Padlet* to Enhance Students' Activities and Their Reading Competence in Online Learning

ID 42103 (Onsite)

Upik Hastuti

Irma Dwi K.S.

Diligent (Digital Literacy Agent): Nurturing English Future Teachers' Competence in Digital Era

ID 45778 (Online)

Nia Kurniawati

English for Young Learners Pedagogies Applied in China: Review and Prospect

ID 47189 (Online)

Guo Ziwei

Wang Yufei

Education of Language Minorities in Japan: A Qualitative Research Synthesis

ID 59840 (Online)

Niko Catharine Watanabe Schultz

<p>Use of Screencast Feedback on Academic Writing: An Experience with Chilean University Students ID 84359 (Onsite) <i>Claudio Diaz</i> <i>Mabel Ortiz</i></p>
<p>Developing Intercultural Communicative Competence in Foreign Language Classrooms – A Study of EFL Learners in China ID 88385 (Online) <i>Li Liu</i></p>
<p>Chilean Preservice Teachers’ Metaphors of English Language Assessment ID 94272 (Onsite) <i>Claudio Diaz Larenas</i> <i>Mabel Ortiz Navarrete</i></p>
<p>Student Perspective on Hybrid English Learning: Challenges and Problems (A Qualitative Research) ID 96520 (Onsite) <i>Marisa Fran Lina</i> <i>Eni Suriyah</i></p>
<p>The Role of Discovery Learning on Graduate Students’ Academic Writing Using Data-Driven Learning ID 909544 (Online) <i>Amin Dehghan</i> <i>Ali Mohammad Fazilatfar</i></p>
<p>An Analysis of EFL Learners’ Difficulties in Writing Descriptive Text ID 75941 (Online) <i>Vina Virgianata</i> <i>Fika Megawati</i></p>
<p>Delving into Secondary EFL Teachers’ Narrative Inquiry in Designing English Learning Using Avatar-Based Pedagogical Content ID 37712 (Onsite) <i>Safitry Wahyuni</i></p>
<p>A Stylistic Analysis on the Selected Song Lyrics of ‘the 1975’ Band ID 34838 (Online) <i>Nathalyn P. Lopez</i> <i>Shireen B. Abu Shaheen</i></p>
<p>Instilling Wetlands-Based Content into English for Business: Teachers’ Voice ID 95992 (Onsite) <i>Dini Noor Arini</i> <i>Raisa Fadilla</i></p>
<p>EFL Teachers’ Perceptions and Practices of <i>WhatsApp</i> Use in Writing Assessment ID 22440 (Online) <i>Mughits Rifai</i> <i>Pupung Purnawarman</i> <i>Didi Sukyadi</i></p>
<p>The Intelligibility of the Lao English Accent to Chinese English Listeners ID 59074 (Online) <i>Miaoxing Ye</i></p>
<p>Unlocking EFL Students’ Voices about Digital Literacy: From Understanding to Awareness ID 72837 (Online) <i>Sitti Syakira</i> <i>Fera Sulastri</i></p>

<p>Google Classroom as a Tool to Enhance English Language Speaking Performance Amid the Covid-19 Pandemic ID 63532 (Online) <i>Punithavathy Rajaindaran</i> <i>Amelia Abdullah</i></p>
<p>A Bibliometric Analysis of Literature on Mobile-Assisted Language Learning ID 36053 (Online) <i>Rohaya Abdullah</i> <i>Faieza Yaacob</i> <i>Nor Asniza Ishak</i></p>
<p>Exploring Lecturers' Challenges in Designing ESP Courses Across Higher Education Institutions ID 54177 (Online) <i>Laely Hidayati</i> <i>Faiz Ushbah</i></p>
<p>Critical Thinking in the Macrostructure of an English as a Foreign Language Teacher Education in Indonesia ID 32803 (Onsite) <i>Siti Muniroh</i></p>

Parallel Session 6			
GKB A20 (5th, 6th, 7th Floor)			
8:45 - 9:45			
	PAPER PRESENTATION 1	PAPER PRESENTATION 2	PAPER PRESENTATION 3
Room 1 5 th Floor	<p>Action Research Case Study: Teacher Collaboration for Professional Development ID 58494 (Online) <i>Jehan Cruz</i> <i>Lynsey Mori</i></p>	<p>Merging Process Approach and Feedback to Develop Students' Ability in Writing an Effective Paragraph ID 75137 (Online) <i>Rita Handayani</i> <i>Yumna Rasyid</i> <i>Ninuk Lustyantie</i></p>	<p>Effectiveness, Challenges, and Opportunities of Online Language Learning in the Post-Pandemic Era: A Case Study among Language Lecturers of an Indonesian State University ID 45748 (Onsite) <i>Andriyani Marentek</i></p>
Room 2 5 th Floor	<p>Engaging Undergraduate Students Academic Reading via Task-Oriented Reading in EFL Context: Insight from Indonesian Teacher Education ID 21072 (Online) <i>Kardi Nurhadi</i> <i>Henny Dwi Iswati</i> <i>Septa Aryanika</i></p>	<p>Project Based Learning in a Subtitling Class ID 17411 (Onsite) <i>Siti Rohani</i> <i>Sugeng Hariyanto</i></p>	<p>Efforts in Alleviating Freshman Writing Anxiety: A Teacher's Reflection ID 17790 (Online) <i>Mutiara Bilqis</i> <i>David Imamyartha</i> <i>Rizki Febri</i></p>
Room 3 5 th Floor	<p>EFL Pre-Service Teachers' Reasons for Supporting Teacher-Centered Instruction: A Preliminary Study ID 18459 (Online) <i>Kusumarasyati</i></p>	<p>The Power of Public Speaking in Building Personal Brand ID 51833 (Online) <i>Silvi Listia Dewi</i> <i>Misnar</i> <i>Erfiati</i></p>	<p>Students' Reported Accounts on "SPAGETI" Online Platform for Reading Comprehension ID 20344 (Onsite) <i>Dwi Fita Heriyawati</i> <i>Febti Ismiatun</i> <i>Fitri Awaliyatush Sholihah</i></p>

Room 4 5th Floor	Engaging Reading Instruction in a CLIL Context: What Indonesian FL Students Say about It ID 10525 (Onsite) <i>Evi Puspitasari</i>	Potential Factors Affecting Students' Participation in English Speaking Classroom: Implications for Instructional Practice ID 23932 (Online) <i>Nurul Atma</i> <i>Anugrah P. A. Muhammad</i> <i>Aminah M. N. Silawati</i>	Effects of Group Dynamics on Foreign Language Anxiety and Speaking Performance ID 24155 (Online) <i>Nuning Wahyu Astuti</i>
Room 5 5th Floor	'Out of the Box' Strategies for Improving High School Students' English Proficiency in an English Camp ID 31986 (Onsite) <i>Afrianto Daud</i> <i>Puji Astuti</i>	Applying Question and Answer Relationship (QAR) Strategy to Build Critical Reading Skills of Authentic Text ID 26294 (Online) <i>Yunani Atmanegara</i> <i>Jenny Elvinna Manurung</i>	Blended Learning for TEFL in Higher Education: Teachers' Perceptions ID 26861 (Online) <i>Heni Ari Nur Rohmawati</i> <i>Hanandyo Dardjito</i>
Room 6 5th Floor	Peer Feedback and Response to the Feedback by EFL Students at Different Skill Levels ID 27033 (Online) <i>Mi-Lim Ryoo</i>	EFL Students' Reflections on Their Language Learning Shifts: Before, during, and after Covid-19 ID 48175 (Onsite) <i>Aziza Restu Febrianto</i> <i>Allvian Ika Fiki Susanto</i>	Integrating Project-Based Learning in English for Tourism Based Tourist Village ID 29302 (Online) <i>Nur Aeni</i> <i>Syukur Saud</i>
Room 7 5th Floor	Situating Student's Impromptu Participation in a Group Project: A Content Analysis on Student Video Blogs ID 34321 (Onsite) <i>Irpan Apandi Batubara</i> <i>Didi Suherdi</i> <i>Wawan Gunawan</i>	Strategies Applied by English Teachers in Conducting Online Learning in Indonesia ID 36046 (Online) <i>Rafi'Ah Nur</i> <i>Siti Hajar Larekeng</i> <i>Eka Rosita</i> <i>Ammang Latifa</i>	Introducing English to Young Learners through Children Storybooks about Wetlands ID 97025 (Onsite) <i>Fahmi Hidayat</i> <i>Raisa Fadilla</i> <i>Emma Rosana Febriyanti</i> <i>Dini Noor Aini</i>
Room 8 5th Floor	Revisiting Views of Grammar and Grammar Learning Strategy Use: A Multiple Case Study in Vietnam ID 63422 (Online) <i>Truong Thi Nhu Ngoc</i>	The Speaking Anxiety Level of Newbies Debaters in an Online EFL Classroom ID 36741 (Online) <i>Samsul Arifin</i>	Critical Views on Teaching Methods Courses in an EFL Context ID 38909 (Online) <i>Kiwan Sung</i>
Room 9 6th Floor	Using Animated Short Story for Joyful and Effective Classroom Writing at the Second Grade Students of SMA Ulul Albab Makassar ID 87890 (Online) <i>Sri Hariati Mustari</i> <i>Nur Husnil Khatimah</i> <i>Muhammad Ilham Ali</i>	Examining the Effects of Listening Instructions with the Variation of Speech Rate on L2 Listening Comprehension ID 41721 (Online) <i>Zhang Yihan</i> <i>Li Meilin</i> <i>Zhu Xiaolin</i> <i>Matthew P. Wallace</i> <i>Don Yao</i>	Designing a Digital Learning for Integrated English Skills through Facebook and Instagram ID 77188 (Onsite) <i>Murni Mahmud</i> <i>Muftihaturrahmah Burhamzah</i>

Room 10 6 th Floor	The Use of University Students' English Essays and Reflection Comments to Provide More Effective Feedback ID 46273 (Online) <i>Sumie Akutsu</i>	PjBL and Case-Method as All-Encompassing Methods of Teaching-Learning English ID 47373 (Onsite) <i>Mirjam Anugerahwati</i>	Designing Audio/Video Commentary and Cover Sheet for Personalized Feedback Practice in Academic Writing Classroom ID 48181 (Online) <i>Hamamah Alifa Camilia Fadillah Kiantoro Andiek Setiawan</i>
Room 11 6 th Floor	Digital Storytelling: Multimodal Resources for Supporting Students' L2 Motivation and Identities ID 48590 (Onsite) <i>Fauziah Novita Diana</i>	"I Am Scared of My Teacher": Students' Emotional Responses Toward Teacher Feedback ID 86862 (Onsite) <i>Siti Mafulah Yazid Basthomi</i>	Need Analysis of English Teaching Material toward Students' Learning Style of EFL Class ID 50130 (Online) <i>Kalsum Faridah Abdul Rauf</i>
Room 12 6 th Floor	An Investigation on Students' Perception of Virtual Student Exchange Programs ID 51991 (Online) <i>Wuryani Hartanto</i>	Developing Interactive Module to Teach English Online at MAN 1 Kota Tangerang ID 52107 (Online) <i>Rohaniatul Makniyah</i>	Reciprocal Questioning (Request) in Improving Students Reading Comprehension ID 52719 (Online) <i>Andini Septama Sari Lipta</i>
Room 13 6 th Floor	The Effects of Written Corrective Feedback Students' Writing Proficiency: Student's Perception Regarding WCF Strategies ID 55006 (Online) <i>Ushba Rasool Muhammad Zammad Aslam Jiancheng Qian</i>	Awareness of 21st Century Skills and English Language Classroom ID 56989 (Online) <i>May Theint Thu</i>	Short Movie Project as a Project-Based Learning Activity to Foster Indonesian EFL Learners' Problem-Solving Ability ID 59419 (Online) <i>Thaariq Dhiaurrahman Kancana Nia Kurniawati Dahlya Indra Nurwanti</i>
Room 14 6 th Floor	Bibliometric Review of Complexity, Accuracy and Fluency (CAF) in Teaching English as a Second Language ID 61019 (Online) <i>Punithavathy Rajaindaran Amelia Abdullah</i>	Utilizing Metacognitive Strategies with Culturally Familiar Text in Improving Reading Comprehension of EFL Pre-Service Teachers ID 61453 (Online) <i>Dewi Novita</i>	Exploring Students' Attitude on the Use of Scribo as a Social Learning Application ID 562487 (Onsite) <i>Maria Hidayati Nova Ariani</i>
Room 15 6 th Floor	Cultural Problem-Based Learning Method in English Paragraph Writing from the Lecturer's Perception ID 63809 (Onsite) <i>Farisha Andi Baso</i>	EFL Learners' Perception of Lecturer's Strategies in Teaching English Grammar Using Google Classroom ID 66215 (Online) <i>Eka Indah Nuraini</i>	
Room 16 6 th Floor	Students' Attitude Towards the Implementation of Text-Based Learning in English for Fashion Course ID 67190 (Online) <i>Ni Putu Era Marsakawati</i>	A Design of High School English Listening and Speaking Teaching Activities Based on Thematic Meaning ID 70882 (Online) <i>Deng Yuchen</i>	Integrating the Use of Blogs in an Extensive Reading Program ID 72814 (Onsite) <i>Anita Kurniawati Hadiyanto</i>

Room 17 6th Floor	Teaching Listening Online at the Tertiary Level in an EFL Context ID 73084 (Onsite) <i>Yustina Priska Kisananto</i>	Pharmacy Students' Perception of the Use of Canvas Learning Management System in ESP Course ID 97519 (Online) <i>Ayu Pratiwi</i> <i>Nina Inayati</i>	Engaging Autonomous Listening and Reading Activities in Online EFL Environment ID 76460 (Online) <i>Nunun Indrasari</i> <i>M. Sayid Wijaya</i>
Room 18 7th Floor	A Balance Between the Primacy of Speech and the Written Mode in English Language Teaching ID 77906 (Online) <i>Su Mon Aung</i>	Reflective Journal in An Online ESP Class: A Case Study in Indonesia ID 80772 (Online) <i>Dea Silvani</i>	Photovoice Method in Promoting Indonesian University EFL Students' Environmental Awareness in Extensive Listening Course ID 81069 (Online) <i>Dina Rachmawati</i> <i>Rahman Hakim</i>
Room 19 7th Floor	Schema-Based Sequential Teaching Design and Practice: A Way to Accommodate Beginner ESP Learners ID 81875 (Online) <i>Eun Hee Kim</i>	How the Higher Education Policy Emerged from Human Capital Orthodoxy to Boost Economic Success in Bangladesh ID 45251 (Online) <i>Nasrin Pervin</i> <i>Nishat Zarin Haque</i>	Establishing Democratic Education Environment in English Language Classrooms at Higher Education Institutions of Myanmar ID 41505 (Online) <i>Ni Ni Hlaing</i>
Room 20 7th Floor	Bridging in- and Beyond the EFL Classroom Learning Activities Through Digital Storytelling-Based Task ID 89284 (Online) <i>Husnawadi</i> <i>Yek Amin Azis</i>	A Systematic Literature Review on English Language Teaching in the Indonesian Tertiary Education Settings Amidst Pandemic Era ID 91185 (Online) <i>Uli Agustina Gultom</i> <i>Firima Zona Tanjungis</i>	Promoting Critical Thinking: A Possible Factor to Boost Learners' Autonomy in the EFL Classroom ID 91309 (Online) <i>Ainul Addinna</i>
Room 21 7th Floor	Collaborative Genre-Based Instructional Design and Practice in an Indonesian Secondary School: Fostering Teacher Agency ID 61063 (Onsite) <i>Anita Triastuti</i> <i>Suwarsih Madya</i> <i>Dyah Setyowati Ciptaningrum</i>	Reading-while-Listening and Reading-Only in a Second Language at Different Language Proficiencies: An Eye-Tracking Study ID 81014 (Online) <i>Matthew P. Wallace</i> <i>Yinjia Wan</i>	How Do Indonesian Learners Perceive Their Progress after Having Intensive Classes in an English Village? ID 42494 (Online) <i>Widya Rizky Pratiwi</i>
Room 22 7th Floor	Exploring Speaking Anxiety of EFL Students in English Medium Classes ID 89218 (Online) <i>Ima Normalia Kusmayanti</i> <i>Retno Hendryanti</i> <i>Litasari Widyastuti Suwarsono</i>	Integrating Climate Literacy in EFL Teacher Education through Multimodal Connected Learning ID 31487 (Onsite) <i>Sary Silvhiany</i>	Implementing English Learning in Accordance with Kurikulum Merdeka and International Language Standard ID 25252 (Onsite) <i>Iin Hermianto</i>

Room 23 7 th Floor	Multilingualism in Linguistic Landscape of Gontor Education Complex ID 49715 (Onsite) <i>Zuliati Rohmah</i> <i>A. Dzo'ul Milal</i>	Mapping the Experiences of Mothers Supporting Their Primary School Children's Online Learning During COVID-19: The Case of the South Sulawesi Region ID 410139 (Onsite) <i>Nasmilah</i>	Collaborative Online Intercultural Learning: Promoting Language and Cultural Exposures in EFL Classes ID 50259 (Onsite) <i>Harumi Manik Ayu Yamin</i>
Room 24 7 th Floor	Assessing Pre-service English Teachers' Vocabulary Size Using Web-based Vocabulary Levels Test ID 16618 (Onsite) <i>Sudarman Sudarman</i> <i>Ibrahim Ibrahim</i> <i>Elsa Widya Hapsari</i>	EFL Pre-Service Teachers' Voices on Mentoring Experiences: Satisfaction and Dissatisfaction on the Process and the Contents of Mentoring ID 73888 (Online) <i>Nunung Suryati</i>	Argumentative Writing Construction of EFL Writing Class through Pragma-Dialectic Approach ID 35321 (Online) <i>Durotun Nasihah</i> <i>Sonny Elfiyanto</i>
Room 25 7 th Floor	Reflective Practice in English Language Teacher Education in Indonesia: Teacher Educators' Integration and Engagement ID 22476 (Online) <i>Nur Hayati</i>	Implementing the Principles of Assessment for Learning in an Online Learning Context: A Reflective Note from an EFL Classroom ID 75419 (Online) <i>Ari Purnawan</i>	Learning Style Differences of Myanmar EFL Teachers with an Emphasis on Confucian Cultures ID 18706 (Online) <i>Soe Darli Wai</i>

Coffee Break GKB A20 (5th & 7th Floor) 9:45 - 10:00
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Parallel Session 7 GKB A20 (5th, 6th, 7th Floor) 10:00 - 11:00			
	PAPER PRESENTATION 1	PAPER PRESENTATION 2	PAPER PRESENTATION 3
Room 1 5 th Floor	The ASD Student's Perception toward the Implementation of Blended Learning Method During Thesis Consultation ID 15979 (Online) <i>Tiyas Saputri</i> <i>Aslam Khan Bin Samahs Khan</i> <i>Nafiah</i>	Developing an Innovative English Reading Program for Young EFL Learners at an Early Stage ID 52515 (Online) <i>Mitsue Allen-Tamai</i>	EFL Teacher Beliefs in Teaching English for Students with Special Needs ID 43287 (Online) <i>Dewi Puspitasari</i> <i>Karolis Anaktototy</i>
Room 2 5 th Floor	EFL Lecturers' Concerns Regarding the Implementation of the Higher Education Curriculum (HEC) in Indonesia ID 35189 (Onsite) <i>Burhanudin Syaifulloh</i> <i>Elke Stracke</i>	"Can I Increase My English?" Test-Taking Instructional Strategy on Aviation Community Performance ID 98885 (Online) <i>Laila Rochmawati</i> <i>Lusiana Dewi Kusumayati</i>	Vocabulary Learning Strategies Employed by Indonesian Virtual Exchange Students ID 69153 (Onsite) <i>Dias Tiara Putri Utomo</i>

Room 3 5 th Floor	How Application Ease the Assessment Process in EFL Classroom ID 40663 (Onsite) <i>Dian Savitri</i>	Language Assessment Literacy: Graduate Students' Voices and Its Implication on the Language Assessment Course ID 48897 (Online) <i>Khairani Dian Anisa</i> <i>Sri Marmanto</i> <i>Slamet Supriyadi</i>	EFL Teachers Cognition: What Shapes Their Beliefs and Practices ID 11100 (Online) <i>Entusiastik</i>
Room 4 5 th Floor	Learners' Use and Understanding of Teacher, Peer, and Automated Machine Feedback: A Comparative Study in English Writing Classes in Higher Education ID 57063 (Onsite) <i>Ima Fitriyah</i> <i>Utami Widiati</i> <i>Niamika El Khoiri</i>	The Practicality of PIPA (Persuasive Informative Presentation Assessment) Model Application by Using Webqual ID 58154 (Online) <i>Pipit Rahayu</i> <i>Yenni Rozimela</i> <i>Juffrizal</i>	Enabling Student Feedback Uptake: Review of Research ID 11122 (Online) <i>Yanqi Luo</i> <i>Yunier Perez Sarduy</i>
Room 5 5 th Floor	Teachers' Beliefs About Classroom-Based Assessment: Challenges and Possible Solutions for EFL Teachers in Maluku Barat Daya ID 69174 (Online) <i>Louisa Sarah Kamanasa</i>	The Quality of MCQS in High-Stakes University Admission Tests in Bangladesh ID 73028 (Onsite) <i>Md. Elias Uddin</i>	Comparing L2 Learners' Performance on Listening Production Task Between L1 and L2 Responses ID 73310 (Online) <i>Shelly Xueting Ye</i> <i>Matthew P. Wallace</i> <i>Christine Jiaqi Dong</i> <i>Lily Xiaoran Shi</i> <i>Bron Yuntian Yang</i>
Room 6 5 th Floor	The Future of Language Assessment ID 84360 (Onsite) <i>Antony Kunnan</i>	Challenges in Cascading Common European Framework of Reference for Languages (CEFR) Courses for English Language Master Trainers in Malaysia and Suggestions to Overcome Them ID 22268 (Online) <i>Haryati Ibrahim</i> <i>Hazri Jamil</i>	A Study on Korean EFL College Students' Peer Review in Their Writing with Digital Tools ID 69909 (Online) <i>Eunsook Kwon</i> <i>Shinhye Kim</i>
Room 7 5 th Floor	Assessment of Young EFL Learners in Indonesian Elementary Schools ID 98468 (Onsite) <i>Rafista Deviyanti</i>	Language, Nation, and Ethnicity in Japanese Foreign Language Education ID 46202 (Online) <i>Ai Fujiwara</i>	A Comparative Analysis of English Learning Frequency on Students' Speaking Ability in Accounting and Information Technology Department ID 58056 (Online) <i>Faiz Ushbah Mubarak</i> <i>Atiqah Nurul Asri</i> <i>Farida Ulfa</i>

Room 8 5 th Floor	English Medium Instruction Policy in Higher Education: Rethinking the Language-Content Relationship ID 63162 (Online) <i>Sin-Yi Chang</i>	Language Ideology and Attitudes toward English Among Multilingual Families in Indonesia ID 80944 (Onsite) <i>Evynurul Laily Zen</i> <i>Sri Rachmajanti</i> <i>Ira Maria Fran Lumbanbatu</i> <i>Elvira Rosyida Mr</i>	The Effectiveness of Computer-Assisted Language Learning on Achieving Students' for TOEFL Exam Results ID 11069 (Online) <i>Mustakim Sagita</i> <i>Eva Sulastri Sagita</i>
Room 9 6 th Floor	From Rationale to Finale: Redesigning 'English Speaking for Informal Interaction' Instructional Activities and Material Development ID 13627 (Online) <i>Riski Lestiono</i>	Web 2.0 in the English Language Learning in Higher Education to Promote Global Education ID 17169 (Onsite) <i>Arif Suryo Priyatmojo</i> <i>Abdurrachman Faridi</i> <i>Charanjit Kaur Swaran</i> <i>Issy Yuliasri</i>	Teaching and Learning Lexical Collocations With Concordancing and Scaffolding ID 18316 (Online) <i>Le Thanh Ha</i>
Room 10 6 th Floor	Collaborative Concept Mapping: A Case Study of a Meaningful Learning in EFL Classroom ID 19252 (Online) <i>Malikhatul Lailiyah</i> <i>Karlina Karadila Yustisia</i>	Factors Influencing EFL Students' Decision to Use Podcast in Listening Classes ID 26183 (Online) <i>Delsa Miranty</i> <i>Dina Rachmawati</i>	Parents' and Students' Perception on <i>Ruangguru</i> as Digital Platform in Learning English ID 29254 (Onsite) <i>Syarifuddin Dollah</i> <i>Fauzia Sehuddin</i> <i>Geminastiti Sakkir</i>
Room 11 6 th Floor	Students' Perception on Asynchronous Learning Due to Covid-19 at English Department of Nommensen Medan ID 26408 (Online) <i>Kammer Tuahman Sipayung</i>	How a Video-Based Online Platform Enhances Pre-Service English Teachers' Quality and Depth of Reflections ID 32513 (Online) <i>Nicole Tavares</i>	A Need Analysis for E-Learning Development: Issues in the Implementation of Technology-Enhanced Language Learning (TELL) ID 34676 (Onsite) <i>Wakhid Nashruddin</i> <i>Nizar Ibnu</i>
Room 12 6 th Floor	Enhancing Students' Speaking Ability through Instagram Vlog ID 34886 (Online) <i>Maria Asumpta Deny</i> <i>Kusumaningrum</i>	Against All Odds: Exploring an Indonesian Teacher' Emotional Geographies in Online Professional Development ID 70109 (Onsite) <i>Aridysion Hariyanto Kale</i> <i>Johanes Leonardi Taloko</i>	Framework for Using Machine Translation in Novice L2 Writing ID 39878 (Online) <i>Ayako Hiasa</i>
Room 13 6 th Floor	Teachers' Technology Integration in the ELT Online Learning Context: A Look from Triple E Framework ID 76141 (Onsite) <i>Made Hery Santosa</i>	Coping with the Challenges of Teaching English Online: Lessons from the Newbies ID 46416 (Online) <i>Diah Royani Meisani</i>	Hybrid Synchronous and Asynchronous English Language Teaching in Speaking Class: Teachers' Psychosocial Stance ID 52063 (Online) <i>Agus Rofi'l</i>

Room 14 6 th Floor	Affordances of E-Learning in Higher Education Institutions in Indonesia ID 56134 (Online) <i>Clara Herlina Karjo</i> <i>Wiwik Andreani</i>	Learners' Use of Machine Translation during a Collaborative Writing Task: A Case Study ID 57736 (Online) <i>Takuro Fujita</i> <i>Natsuko Shintani</i>	Attitudes and Beliefs of EFL Pre-Service Teachers towards Mobile Learning ID 99804 (Onsite) <i>Dodi Siraj Muamar Zain</i>
Room 15 6 th Floor	Infusing Technology for Interactive and Engaging Synchronous and Asynchronous EYL Classroom ID 64090 (Online) <i>Ika Fitriani</i> <i>Nadya Isnain Furqoni</i>	A Comparative Study of Online vs. Blended Learning on Student's Grammar Mastery among Non-English Department Students ID 91140 (Online) <i>Elsa Rosalina</i> <i>Nasrullah</i> <i>Rahma Pitria Ningsih</i> <i>Hidayah Nor</i> <i>Vebrianti Umar</i>	An Investigation of the Interplay of Readiness for Change in the Enactment of Blended Learning ID 68310 (Onsite) <i>Nasrullah</i> <i>Rahma Pitria Ningsih</i> <i>Elsa Rosalina</i> <i>Hidayah Nor</i> <i>Vebrianti Umar</i> <i>Syafryadin</i>
Room 16 6 th Floor	The Effectiveness of the Program Based on AI Applications in Developing the Language Skills of the University Students ID 71096 (Online) <i>Kaukabilla Alya Parangu</i> <i>Faiqotur Rizkiyah</i>	The Application of Digital Literacy Skills in Multimodal Advocacy Campaign Projects in Purposive Communication ID 72343 (Online) <i>Maria Virginia A. Kitan</i>	Exploring EFL Students' Critical Thinking through Reflective Journal ID 95303 (Online) <i>La Sunra</i> <i>Abdullah</i> <i>Zahraini Fajri Nur</i> <i>Fitri Radhiyani</i>
Room 17 6 th Floor	Students' Perceptions on ICT Employment in EFL Classroom (A Survey Study at MAN Model 1 Manado) ID 74310 (Onsite) <i>Indah Wardaty Saud</i> <i>Fadhlan Saini</i> <i>Nur Halimah</i>	Fintech Education Overview : A Game Changer in Reducing Financial Inclusion Inequalities in Indonesia? ID 75395 (Online) <i>Belinda Azzahra</i>	Perceptions and Challenges of Utilising LMS in EFL Classes Amid Covid-19 Outbreak ID 44538 (Online) <i>I'Anatul Avifah</i> <i>Nur Laily Lupita Sari</i>
Room 18 7 th Floor	The Impact of Synchronous Learning of Marlins in Teaching Maritime English ID 77402 (Online) <i>Sunarlia Limbong</i> <i>Baso Jabu</i> <i>Muhammad Basri Jafar</i> <i>Nur Aeni</i>	Engaging University Students in Digital Literacy Project: Seeing Our Digital World through Photovoice ID 85895 (Online) <i>Untari Gunta Pertiwi</i> <i>Bachrudin Musthafa</i> <i>Wawan Gunawan</i>	Teacher's Roles in Online Learning: A View of EFL Students' Preferences ID 86992 (Online) <i>Novalita Fransisca Tungka</i>
Room 19 7 th Floor	"I Feel Relaxed Because It Feels Like Watching Movies" Reducing Listening Anxiety through Audiovisual Learning ID 89056 (Online) <i>Kuan Ieong Mak</i> <i>Mark Fraser</i>	Students' Perceptions of the Use of Web-Based Tests in an English Class ID 66351 (Online) <i>Nur Adheliya Septiarananda</i> <i>Istanti Hermagustiana</i> <i>Satyawati Surya</i>	Flipped Virtual Pronunciation Class: What the Students Think of the Implementation in Higher Education ID 94268 (Onsite) <i>Wahyu Kartika Wienanda</i>

Room 20 7th Floor	Students' Cognitive Engagement and Academic Performance in a Flipped Classroom of an Outstanding Class Program ID 95400 (Online) <i>Salasiah Ammade</i> <i>Siti Hajar Larekeng</i> <i>Ali Wira Rahman</i> <i>Nurhasanah</i>	Implementation of Digital Content Assisted Language Learning (DCALL) in Developing Fans to English Application as Teaching Media for EFL Learners ID 95956 (Onsite) <i>Andi Hamzah Fansury</i>	Undergraduate Students' Challenges and Strategies Utilizing E-Learning Platforms in the Virtual Learning ID 61880 (Online) <i>Maulina</i>
Room 21 7th Floor	Technology in Language Teaching and Learning ID 898847 (Online) <i>Lakshmi K</i>	Exploring Batik Semarang as a Media for Intercultural Communication Awareness and Global Competence ID 17853 (Online) <i>Ekawati Marhaenny Dukut</i>	Degree of EFL Graduates' Intercultural Communicative Competence across East Java's Universities ID 32252 (Online) <i>Samsul Arifin</i> <i>Jurianto</i> <i>Dwi Setiyadi</i>
Room 22 7th Floor	Interculturality in the Science Classroom within the Context of Content and Language Integrated Learning (CLIL): Practices from Indonesian Primary Schools ID 34744 (Onsite) <i>Rina Wahyu Setyaningrum</i> <i>Fardini Sabilah</i>	Empowering Primary School Teachers in Teaching Creative Writing through Continuous Professional Development ID 95636 (Onsite) <i>Sari Karmina</i> <i>Nova Ariani</i> <i>Sri Rachmajanti</i> <i>Ahmad Heki Sujiatmoko</i>	Cultural Representation and Intercultural Interaction in National English Textbook ID 52194 (Online) <i>Anda Roofi' Kusumaningrum</i> <i>Suparno</i> <i>Dewi Rochsantiningasih</i>
Room 23 7th Floor	Using Peer Correction to Enhance Pre-University Students' Performance in MUET Writing ID 20296 (Online) <i>Faieza Yaacob</i> <i>Rohaya Abdullah</i> <i>Nor Asniza Ishak</i>	PISA Model of English Reading Literacy Assessment for Senior High School Students ID 93356 (Onsite) <i>M. Zaim</i> <i>Refnaldi</i> <i>Yetty Zainil</i> <i>Yuli Tiarina</i>	Do EFL Learners' Spoken and Written Texts Differ? ID 98430 (Onsite) <i>Suharyadi</i>
Room 24 7th Floor	Discerning EFL Teachers' Conceptions of Technology-Enhanced Assessment for Learning ID 35986 (Onsite) <i>Roghibatul Luthfiyyah</i>	English Teaching Instruction in Online Professional Development Program: English Teachers Reflect about English Pedagogy ID 214944 (Onsite) <i>Nur Arifah Drajadi</i> <i>Hilda Rakerda</i>	The Use of Culture Project through E-Buddy Program: Perceptions of Language and Culture Learning in a Project-Based Class ID 55790 (Onsite) <i>Park Punahm</i>
Room 25 7th Floor	Distance Learning Education: From New Normal Challenges to Post-Pandemic Opportunities ID 58698 (Online) <i>Jocelyn L. Alimondo</i>	Designing of Assessment Model based Dialogic Electronic for Teachers' Feedback Improvement ID 738873 (Online) <i>Nur Aisyah Zulkifli</i> <i>Mukhaiyar</i> <i>Hermawati Syarif</i> <i>Yenni Rozimela</i>	Differentiate Instruction: Meet the Students' Diverse Needs and Uniqueness ID 39112 (Online) <i>Dwi Rosita Sari</i>

Parallel Session 8 GKB A20 (5th, 6th, 7th Floor) 11:00 - 12:00			
	PAPER PRESENTATION 1	PAPER PRESENTATION 2	PAPER PRESENTATION 3
Room 1 5 th Floor	How Online-Classes Affect Students Who Need Special Assistance ID 90603 (Online) <i>Maiko Kimura</i> <i>Hiroko Arao</i>	Translanguaging Practices in English for Academic Purposes Classrooms in Indonesia ID 37087 (Onsite) <i>Maria Christina Eko Setyarini</i>	Medium of Instruction in English Language Teaching Classes: Lecturers' Perception ID 68341 (Online) <i>Santi Erliana</i>
Room 2 5 th Floor	"The World Was Fleshed Out a Bit Better": Supporting Extensive Reading with Culturally Relevant Books ID 50036 (Online) <i>Loh Chin Ee</i> <i>Kelly Sng</i>	Exploring Vietnamese Non-English Major Freshmen's English-Speaking Anxiety at a Public University in Vietnam ID 50466 (Online) <i>Hồ Đình Phương Khanh</i> <i>Thi Nhu Ngoc Truong</i>	Cinematic Speaking Video: A Concept of Technology-TBLT to Promote EFL Students' Communicative Performance ID 51993 (Onsite) <i>Oktavia Widiastuti</i> <i>Bambang Yudi Cahyono</i> <i>Nur Mukminatien</i> <i>Francisca Maria Ivone</i>
Room 3 5 th Floor	The Use of Humor in EFL Teaching Strategies in Indonesian Higher Education Classrooms: Students' Perspectives. ID 92356 (Onsite) <i>Dian Rianita</i>	Comparison of Reactions to Unexpected Situations in English Classroom Teaching by Pre-Service and in-Service Teachers ID 80343 (Online) <i>Yutong Cai</i>	Influence of Organizational Culture on the Knowledge Sharing Practices of EFL Teachers in Higher Education Sector ID 85209 (Online) <i>Zarni Mar</i>
Room 4 5 th Floor	Postgraduate Students' Knowledge about Research Plagiarism at Myanmar Universities ID 91154 (Online) <i>Aye Aye Mar</i>	Developing an Effective PD Program for Newly-Recruited Teachers at a Private English School in Vietnam ID 91562 (Online) <i>Le Dinh Bao Quoc</i>	Pedagogical Challenges Faced by Pre-Service Teachers during Online Teaching Practice ID 981155 (Onsite) <i>Sri Rejeki Murtiningsih</i>
Room 5 5 th Floor	Elementary English Teachers' Perceptions of Artificial Intelligence-Based ELT in South Korea ID 79710 (Online) <i>Kyungja Ahn</i>	Developing Higher-Order Thinking Skills for 21st-Century Education through the Integration of Worldview Research ID 93606 (Online) <i>Hiroyuki Obari</i>	EFL Learners' Lens on Improving Their Speaking Skills through Online Learning during Covid-19 Pandemic ID 94275 (Online) <i>Erna Iftanti</i>
Room 6 5 th Floor	Flipped Learning in Undergraduate English Departments in Indonesia ID 93865 (Onsite) <i>Sigit Pramono Jati</i> <i>Elke Stracke</i>	Students' Attitude towards Oral Presentation in Virtual Learning at English Education Study Program of Pattimura University ID 94947 (Online) <i>Rosina Fransisca Joan Lekawael</i> <i>Ayuni Abdullah Reniwuryaan</i> <i>Hanafi Bilmona</i>	Extensive Speaking: Promoting Speaking Fluency in the EFL Classroom ID 98614 (Onsite) <i>Michael Wilkins</i>

Room 7 5th Floor	Introducing Diversity & Inclusion Topics to College and University Students in Rural Japan ID 56525 (Online) <i>Tomek Ziemba</i>	EFL Teachers' Intercultural Competence in Teaching at Indonesian Junior Secondary Schools Context ID 56563 (Onsite) <i>Nurjannah</i> <i>Sri Hariati Mustari</i>	Analysis of Lecturers' and Students' Needs Toward Intercultural Learning Materials for Drama Subject ID 66838 (Online) <i>Eripuddin</i> <i>Juffrizal</i> <i>Agustina</i>
Room 8 5th Floor	The Analysis of Cultural Representation and the Cultural Image-Text Relation in an EFL Textbook ID 67834 (Online) <i>Rindana Meidianti</i>	EFL Teacher Professional Identity in a Multicultural Context: From Tolerance to Understanding ID 27801 (Onsite) <i>Yulia Hapsari</i> <i>Eri Kurniawan</i>	Intercultural Communicative Competence of English Teachers in Indonesia across Their International Intercultural Exposures ID 75709 (Onsite) <i>Yulia Hapsari</i> <i>Nenden Sri Lengkanawati</i>
Room 9 6th Floor	Validation of Construct Vocational Literacy: An Analysis of the Suitability of the Needs of SMK Students in Indonesia ID 90932 (Online) <i>Fina Luthfiyah</i> <i>Riyan Arthur</i> <i>Arris Maulana</i> <i>Daryati</i>	Using Language Ideology, Social Positioning and Performativity to Assess Second Language Learning and Identity Transformation: A Qualitative Case Study of Three Chinese Queer Immigrants in the U.S. ID 94205 (Online) <i>Yih Ren</i>	Development of Intercultural Communicative Competence in English Language Teaching ID 96293 (Online) <i>Gao Xinran</i>
Room 10 6th Floor	Face Saving in English Classes in a Japanese Primary School ID 19933 (Online) <i>Ayano Shino</i>	How Does Critical Thinking Integrated in English Writing? A Study at English Teacher Perspective ID 22369 (Online) <i>Muh. Arief Muhsin</i>	Attitudinal Lexis in Online Undergraduate Thesis Examinations: An Appraisal Perspective ID 32880 (Onsite) <i>Setyo Prasiyanto Cahyono</i> <i>Nina Setyaningsih</i>
Room 11 6th Floor	Transitivity Analysis for Ecological Discourse—Take News Headline as an Example ID 42387 (Online) <i>Danning Sun</i>	Translanguaging in Simple Written Multimodal Texts ID 43752 (Onsite) <i>Ignatius Harjanto</i>	Research Introductions in English of Filipino ESL Students: A Contrastive Rhetoric Analysis of Moves and Readability ID 44254 (Online) <i>Marieta Acibar Dar</i>
Room 12 6th Floor	Evaluative Language in Public Relations Discourse ID 52527 (Onsite) <i>Tri Nuraniwati</i>	The Textual Metafunction Realized in EFL Learners' Short Stories ID 56546 (Onsite) <i>Agung Ginanjar Anjaniputra</i> <i>Widhiyanto</i> <i>Alief Noor Farida</i> <i>Zuhrul Anam</i>	The Phenomena of Gramobia in EFL Classroom: Causes, Effects, and Remedies ID 62000 (Online) <i>Ira Irzawati</i>

Room 13 6th Floor	The Analysis of Semantic Roles in Descriptive Texts of Textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" ID 97010 (Onsite) <i>Halissa Dewi Purnama</i> <i>Noor Eka Chandra</i>	Empirical Studies on Chinese College English Teachers' Pragmatic Identity from Addressing Terms ID 70740 (Online) <i>Sun Na</i> <i>Xi Hongmei</i>	The Use of Taboo Words in Logan Movie: A Sociolinguistics Analysis ID 71741 (Online) <i>Indah Asriani Siregar</i>
Room 14 6th Floor	Detecting Semantic Shift: A Linguistic Analysis of Covid-19 Related Words ID 72347 (Online) <i>Khandoker Montasir Hassan</i>	Genre Analysis of USA Presidential Debate ID 74108 (Online) <i>Monika Widyastuti Surtikanti</i> <i>Djatmika</i> <i>Riyadi Santosa</i> <i>Diah Kristina</i>	Global Citizenship Education at the Age of Globalization ID 92408 (Online) <i>Yee Mon Cho</i> <i>Jasmine Kong-Yan Tang</i>
Room 15 6th Floor	Attitude Expressed from Online News Discourse on Russia - Ukraine War: A Perspective of Appraisal Theory ID 83640 (Onsite) <i>Cheewala Badklang</i>	Teacher Talk: A Pragmatic Analysis of Presupposition in English Teaching Classroom ID 64186 (Onsite) <i>Merliyani Putri Anggraini</i> <i>Ratih Novita Sari</i>	Code Switching in the Film, Hello, Love, Goodbye ID 97488 (Online) <i>Judy Ann I. Siki</i> <i>Griffin Johnstad D. Sanchez</i>
Room 16 6th Floor	Investigating English Medium Instruction (EMI) Practice: A Study of First Semester Students ID 13111 (Online) <i>Benedikta Liska</i>	Exploring Qualities that Prevent EFL Teachers from Extinction ID 20709 (Onsite) <i>I Dewa Gede Rat Dwiyanana Putra</i> <i>Sayit Abdul Karim</i> <i>Iswandany Kaslan</i>	Instructional Speech and Teacher Self-Efficacy: the Emergence of Instructional Satisfaction through Vicarious Experiences from A's Two Classes in 2010 and 2020 ID 47258 (Online) <i>Akihiro Omote</i>
Room 17 6th Floor	Using Community of Inquiry Framework to Explore Students' Learning Experiences in EFL Hybrid Class ID 29346 (Online) <i>Rina Astuti Purnamaningwulan</i>	Underprivileged But Not Forgotten: EFL Teachers' and Learners' Voices on the Implementation of Learner Autonomy in Senior High Schools in Eastern Indonesia ID 48304 (Online) <i>Bonik Amalo</i> <i>Eleni Petraki</i>	Fostering Digital Literacies Level of English Pre-Service Teachers and Their Perceptions of Technology in Language Teaching ID 53704 (Online) <i>Yuvita</i>
Room 18 7th Floor	Students' Engagement in Virtual Creative Writing: Developing a Creative Writing Style ID 65646 (Online) <i>Fety Surfaifel</i> <i>Fuad Abdul Hamied</i>	Fact vs. Fake News: Teacher Lens on Critical Media Literacy Education in EFL Classes ID 57878 (Onsite) <i>Rida Afrilyasanti</i> <i>Yazid Basthomi</i> <i>Evynurul Laily Zen</i>	Self-Reflection of Digital Immigrant Teacher on Teaching Grammar During Pandemic ID 49189 (Online) <i>Rina Sari</i>

Room 19 7 th Floor	Strategies to Develop Preservice English Teachers' Pedagogical Competence: A Focus on Critical Reflection as Potential Strategy ID 88863 (Online) <i>M. Zaini Miftah</i> <i>Utami Widiati</i> <i>Anik Nunuk Wulyani</i>	Podsen's Writing Attitude Survey: How Reliable Is the Scale? Gender Issue ID 89696 (Onsite) <i>Lestari Setyowati</i> <i>Sony Sukmawan</i> <i>Sari Karmina</i>	Controlling over the Difficulty Level of Students Reading Materials ID 88638 (Onsite) <i>Takayuki Nakanishi</i>
Room 20 7 th Floor	Digital Wilds as Empowering Spaces: Identity, Investment, Chinese Rural EFL Learners ID 15790 (Online) <i>Guangxiang Liu</i>	Between Two Worlds: Indonesian Novice EFL Teachers' Tensions and Needed Support During Pandemic ID 94289 (Online) <i>Anastasia Nelladia Cendra</i> <i>Alberik Rya Tendency Wijaya</i>	Representation of Female Celebrities in the Media Through the Eyes of Indonesia'S Gen Z ID 73358 (Onsite) <i>Andri Handayani</i>
Room 21 7 th Floor	Ethnopedagogy of STAI Denpasar Bali in the Study of Quran Translation in Balinese Language: Actualization of Local Wisdom Values ID 40074 (Online) <i>Rusmayani</i> <i>Fajri Zulia Ramdhani</i>	Why Do English Learners Drop out of Blended Language Learning (BLL)? – A Replication Study ID 19753 (Onsite) <i>Elke Stracke</i> <i>Giang Nguyen</i> <i>Vinh Nguyen</i>	Translanguaging in EFL Classroom Practices: A Survey of SMP Teachers and Students' Attitudes in One of Indonesian Provinces ID 64260 (Online) <i>Failasofah</i> <i>Nunung Fajaryani</i> <i>Masbirorotni</i> <i>Mukhlash Abrar</i>
Room 22 7 th Floor	Peer Tutors' Language Background: Its Effect on Tutees' Perceptions of Peer Tutorial Sessions ID 93265 (Onsite) <i>Rachael Ruegg</i>	Feedback in Online Learning: Revisiting the Essence of Learning Autonomy ID 83245 (Online) <i>Ira Mutiaraningrum</i>	
Room 23 7 th Floor	Developing EFL Students' Critical Literacy Skills through Extensive Reading Activity ID 73787 (Onsite) <i>Chris Asanti</i> <i>Syamdianita</i> <i>Maria Teodora Ping</i>	The Effect of Using Digital Storytelling on Critical Reading Skills and Critical Thinking Skills of Pre-Service Teachers ID 76238 (Online) <i>Endang Sulistianingsih</i>	Teaching Online Information Literacy in a Japanese University English Class ID 84047 (Online) <i>Sumire Hayashi</i>
Room 24 7 th Floor	Integrating Literary Works in an English Class to Improve Students' Critical Thinking ID 88178 (Online) <i>Ni Kadek Sri Widiastuti</i> <i>Vera Syamsi</i>	Creative Writing to Enhance Creativity and Engagement ID 97831 (Online) <i>Henny Herawati</i>	Optimizing Learning Resources to Foster Students' Higher-Order Thinking Skills: A Multimodal Approach ID 17112 (Online) <i>Yanty Wirza</i> <i>Wawan Gunawan</i> <i>Lukman Hakim</i>

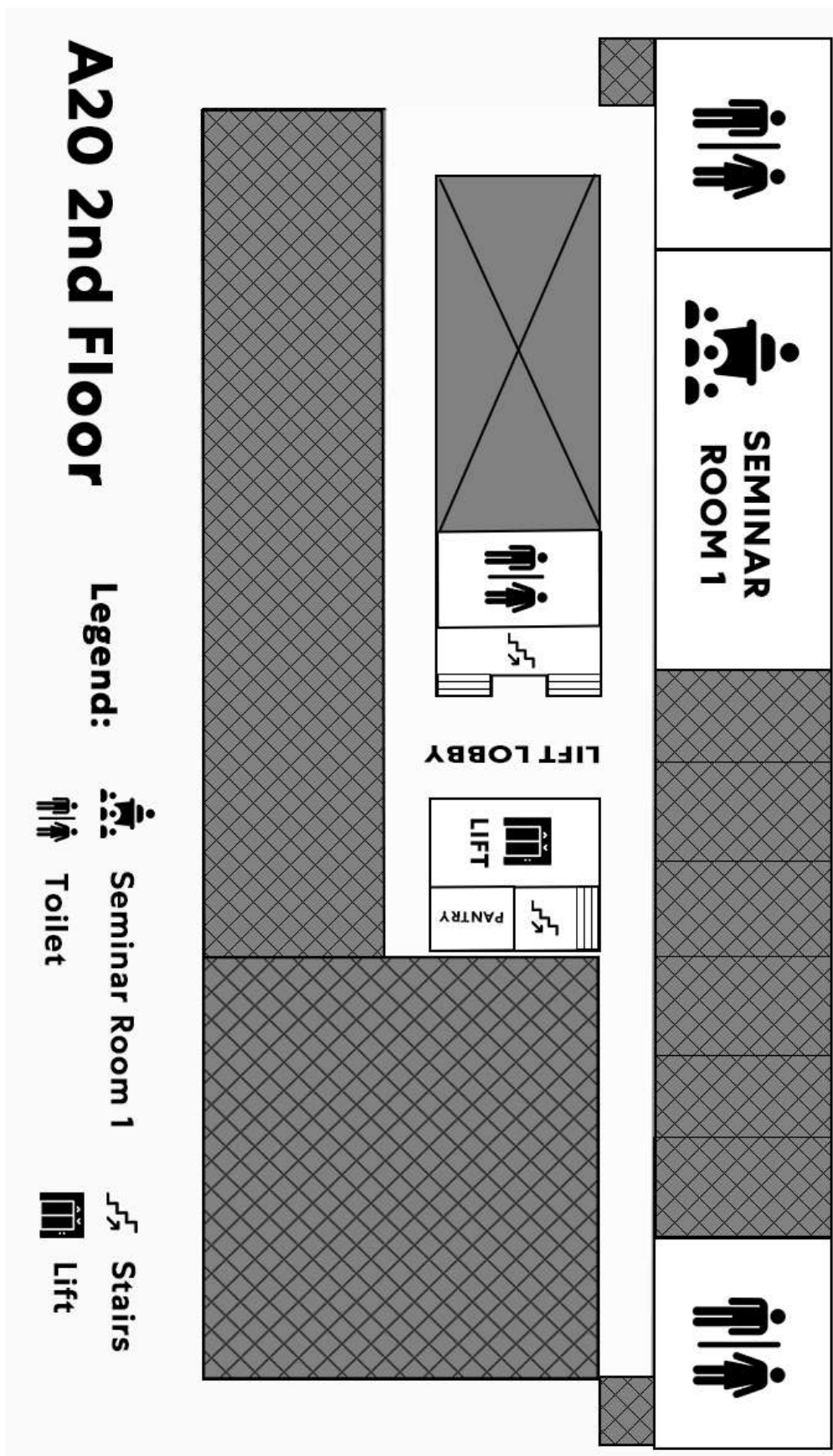
<p>Room 25 7th Floor</p>	<p>Multimodal Approach in Poetry Lectures for Students of Indonesian Language and Literature Education Study Program PGRI Wiranegara University ID 59892 (Online) <i>Moh. Arif Susanto</i> <i>Setya Yuwana Sudikan</i> <i>Udjang Pairin. Darni</i> <i>Suhartono</i> <i>Anas Ahmadi</i></p>	<p>Multimodality in the Pedagogy of Spoken Texts ID 610844 (Online) <i>Roger Palmer</i></p>	<p>Multilingual Identities and Learning Investment: A Case Study of a Vietnamese International Student in Taiwan ID 20328 (Online) <i>Yueh-Ching Chang</i></p>
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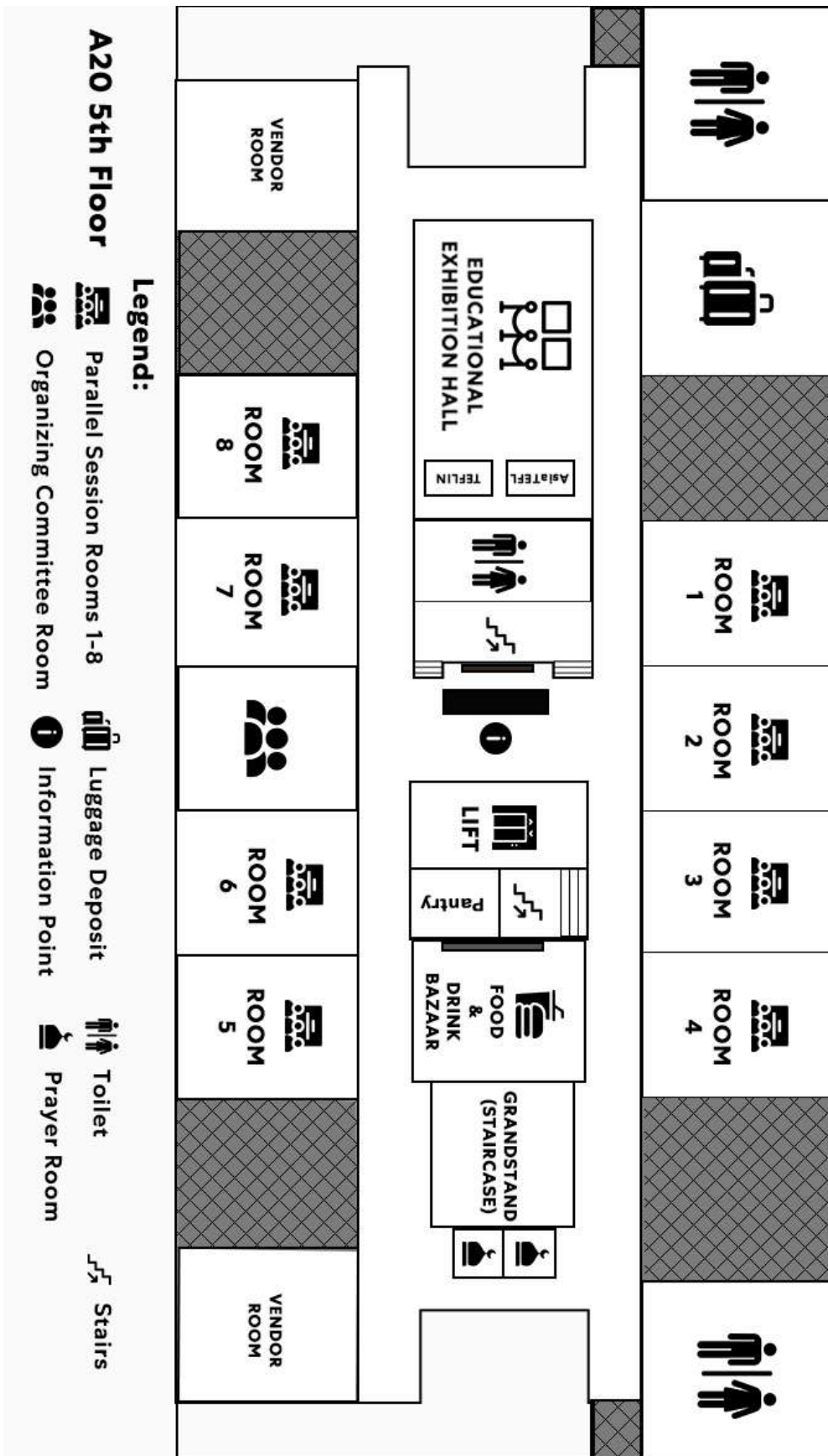
<p>Closing Ceremony Seminar Room 3, GKB A20 (9th Floor) 12:00 - 12:45</p>
<p>Prayer & Lunch GKB A20 (5th, 6th, 7th, 8th Floor) 12:45 - 13:30</p>
<p>Malang City Tour GKB A20 13:30 - 15:30</p>
<p>Mount Bromo Trip GKB A20 23:00 - 14:00</p>



FLOOR PLAN



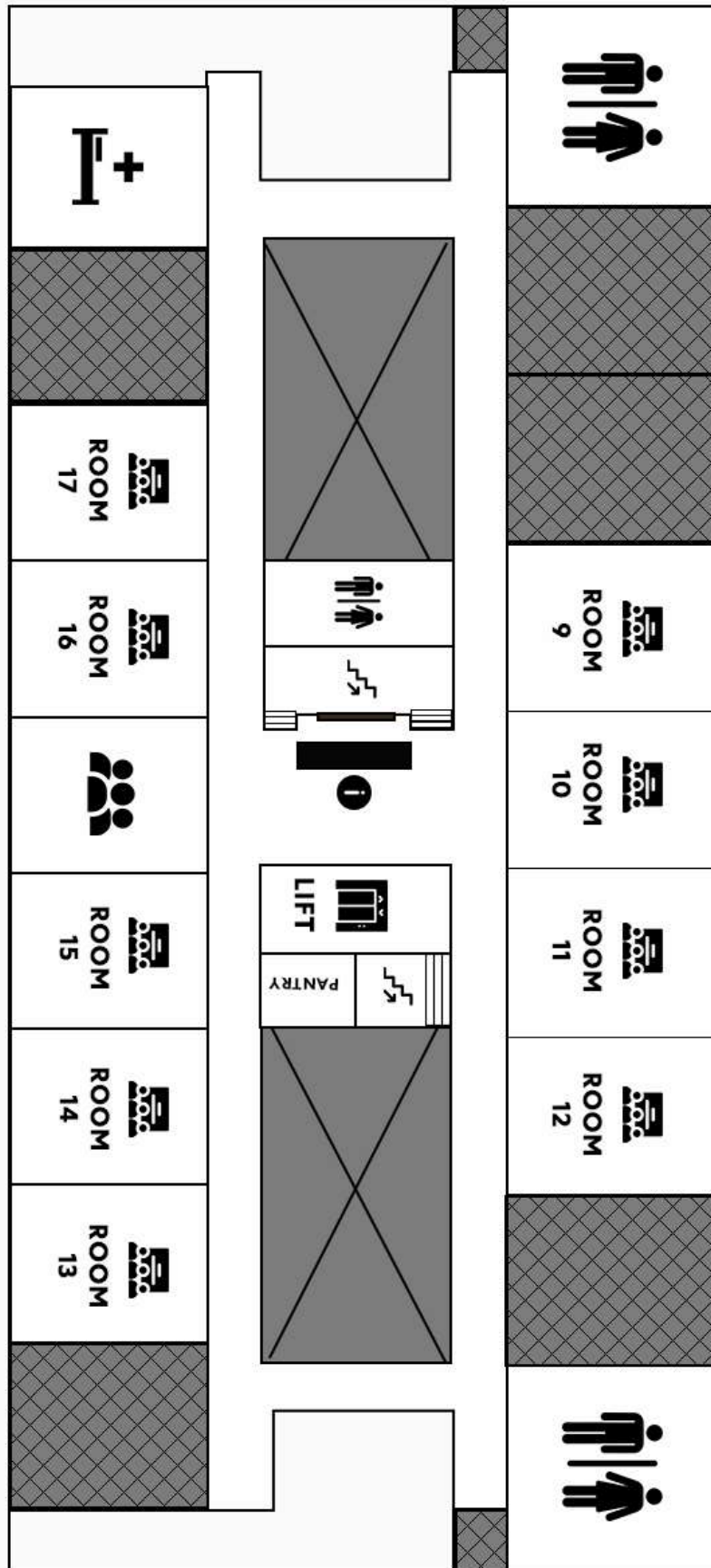


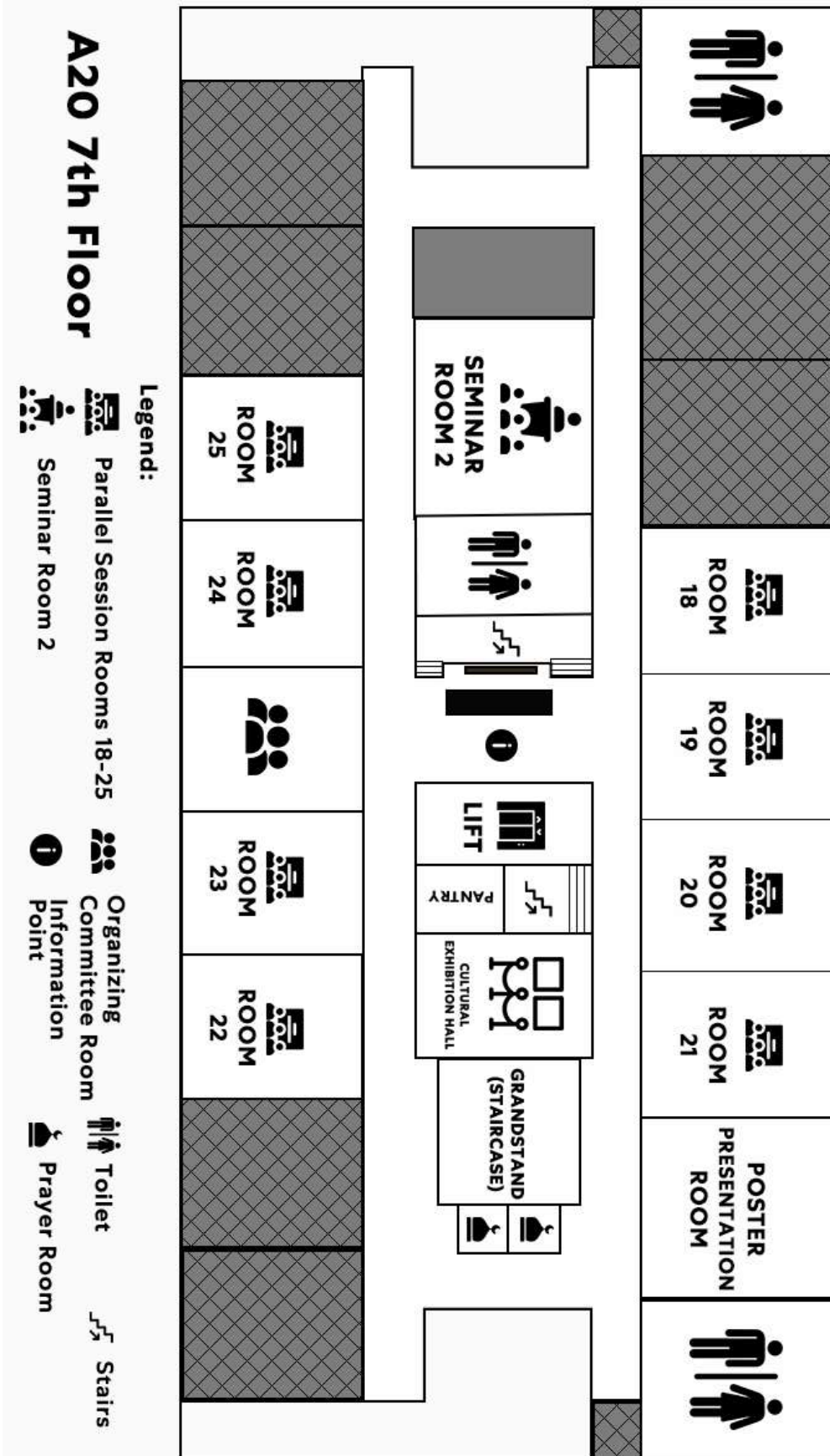


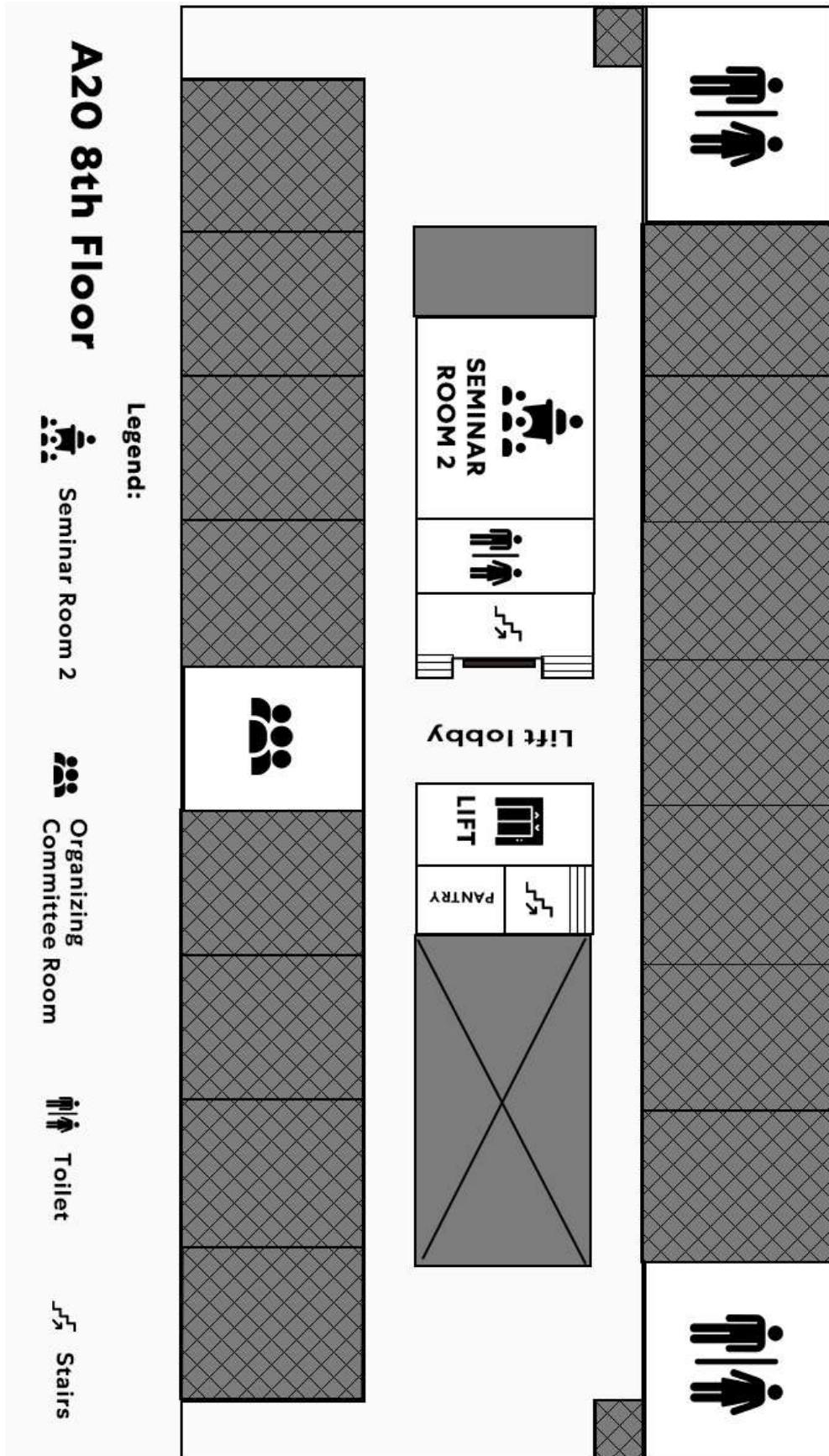
A20 6th Floor

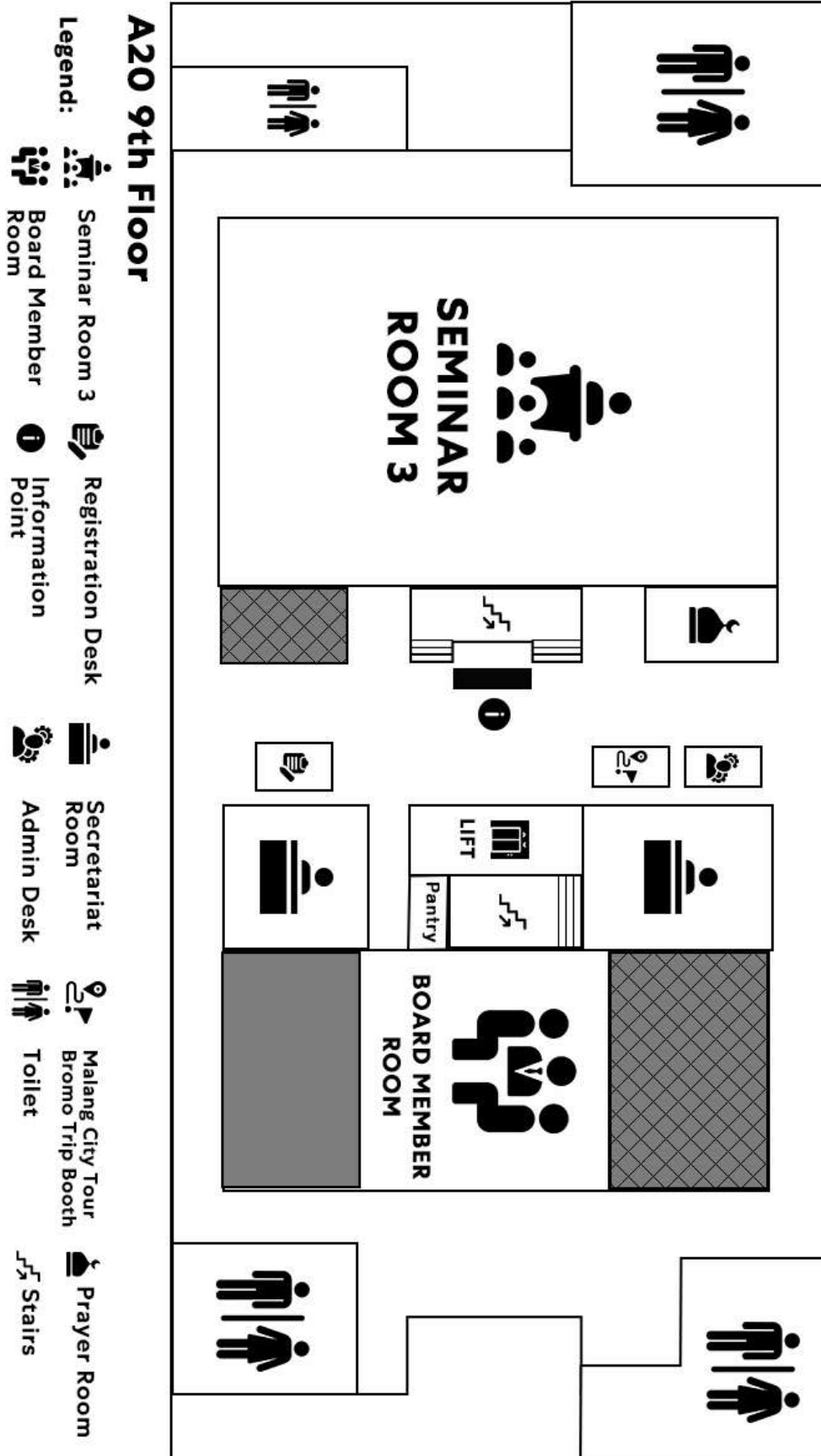
Legend:

-  Parallel Session Rooms 9-17
-  Organizing Committee Room
-  Information Point
-  Infirmary Room
-  Toilet
-  Stairs











PLENARY SPEECHES



Innovation and Technology in Language Teaching and Learning

Greg Kessler

(kessler@ohio.edu)

Ohio University, Athens, Ohio, USA

Abstract

Dr. Kessler will share his thoughts about the changing nature of language teaching in relation to recent technological and pedagogical innovations. He will focus on the importance of designing instructional experiences that harness the potential of these emerging innovations in a thoughtful manner. He will share a number of recent developments related to learning, language and technology, including automation driven assessment, data driven learning, automated speech interfaces, and a variety of forms of natural language processing and artificial intelligence. Some of the tools and resources associated with these developments have found their way into language teaching and learning while others certainly will in the near future. He will discuss creative ways to focus on social communication while designing instructional experiences. He will share a number of recent developments related to language and technology and encourage teachers to create meaningful social experiences for learning. Many of these developments have the potential to dramatically alter learning. They may also threaten or intimidate language teachers and learners. The presenter will share thoughts about the need to embrace these developments as we move toward a new era of language learning: One in which these intelligent assistants and resources will significantly contribute to instructional practices.

Keywords: innovation, CALL, educational technology, instructional design

Greg Kessler has published extensively and delivered keynotes and featured talks around the world. His research addresses technology, teaching, learning, culture and language with an emphasis on teacher preparation. He is the founding editor of the CALICO Equinox book series, *Advances in CALL Practice & Research*, and the Language Teaching & Technology forum in the journal *Language Learning & Technology* among others. He is currently chair of the Educational Studies department at Ohio University.

Developing Cloud Communities of Foreign Language Teachers across Different Regions in China

Wen Qiufang

(wenqiufang@bfsu.edu.cn)

National Research Center for Foreign Language Education, Beijing Foreign Studies University Beijing, China

Abstract

The first two-year cloud (online) community, with 130 foreign language teachers from more than 90 universities located at different parts of China, has been completed. The second two-year cloud community began in March, 2022. About 460 teachers from more than 130 universities have joined the second one. Developing such communities across the whole country serves two purposes: 1) to overcome geographical barriers and inequality of educational resources in China and 2) to promote the production-oriented approach, an innovative pedagogy proposed by the Chinese scholar. Based on practice, a theory of cloud interconnectedness has been put forward for developing such cloud communities alike. The theory can be best illustrated diagrammatically in three circles. The inner circle includes cognitive, social and emotional interconnectedness, with “problem chains” as a node of the links. The middle circle demonstrates the working process of the online activities, consisting of three phases: preparation, formal gathering and follow-up. The outer circle shows human-network interconnections as the basis of the cloud community. The theory of cloud interconnectedness has three assumptions: 1) The closer the interconnectedness, the better the learning outcomes. 2) The degree of interconnectedness depends on the quality of the designed “problem chains” based on specific tasks. 3) The three types of interconnectedness function at the whole working process to achieve the desired outcome.

Keywords: cloud communities, online communities, foreign language teachers, theory of cloud interconnectedness, production-oriented approach

Professor Wen Qiufang works at Beijing Foreign Studies University as Professor of applied linguistics and serves as Director of BFSU Academy of Language Sciences. She is also Vice-president of AsiaTEFL. She has published more than 200 papers and 20 monographs, and has finished/is conducting more than 30 research projects. Her research interests include second language acquisition, teacher professional development and national language capacity.

Foreseeing English Language Teaching and Teacher Professional Development in the Next Normal: Insights from the Covid-19 Pandemic

Utami Widiati

(utami.widiati.fs@um.ac.id)

Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia

Abstract

We have witnessed the old normal and are now experiencing the new normal as the impacts of the COVID-19 pandemic. The abrupt conversion to online teaching amid the pandemic may have caused us, English language teachers, some struggle in dealing with the remote English learning. While experimenting with a wide variety of online teaching tools, we can have hindsight as we reflect on what constitutes successful English language teaching (ELT) and English teacher professional development (TPD) in such a crisis. This presentation focuses on examining how the unforeseen change has offered some insights in the areas of ELT and English TPD and foreseeing how these two areas will probably be in the next normal. Better understandings of ELT and TPD under such a unique circumstance might cast some light on how to prepare teachers and students for unforeseen situations in the future. A survey study on reading engagement among 183 Indonesian secondary EFL teachers is reported at the end of this presentation to provide empirical evidence about what needs to be anticipated in ELT and TPD in the next normal.

Utami Widiati is a faculty member of the English Department, Universitas Negeri Malang (UM). She has researched and published extensively in the areas of TEFL, curriculum and material development, SLA, and teacher professional development. She is a pre-service and in-service teacher trainer and has written secondary school English textbooks prescribed by the Indonesian government. She can be reached at utami.widiati.fs@um.ac.id.

Critical Multimodal Approaches to Evaluating Materials and Pedagogies in TESOL Contexts

Emilia Djonov

(emilia.djonov@mq.edu.au)

School of Education, Faculty of Arts, Macquarie University, Sydney, Australia

Abstract

All meaning making, including all teaching and learning, is undeniably multimodal as it always involves selecting from various modes, such as speech, writing, layout, or gesture, those options that seem most apt for a given communicative goal and context. This understanding has motivated growing scholarly interest in the contribution of semiotic resources other than language to language teaching and learning. Expanding this focus, this presentation will highlight the value of *critical* multimodal approaches for evaluating materials and pedagogies in different TESOL contexts. Specifically, to illustrate how such approaches offer insight into how the (co)deployment of different semiotic resources establishes or foregrounds certain social boundaries and values, while subverting or backgrounding others, I draw on three higher degree research projects that I have had the privilege to supervise: Sompatu Vunthong's study of the implementation of Thailand's One-Tablet-Per-Child project in EFL Grade 2 elementary classrooms; Sun Jung Joo's exploration of how English is represented as a global language in EFL textbooks for Grade 3 in Korea; and Stafford Lumsden's intervention for supporting instructors in university TESOL teacher education courses to design effective online learning environments.

Keywords: critical multimodal approach, TESOL, ELT materials, classroom interaction, online learning environments

Emilia Djonov is Senior Lecturer in multiliteracies at Macquarie University, Australia. Her research in social semiotics, semiotic technology, and multimodality has been published in journals such as *Discourse, Context & Media*; *Critical Discourse Studies*; *Social Semiotics*; *Visual Communication*; and *Text & Talk*. She is co-editor of the volumes *Critical Multimodal Studies of Popular Discourse* (Routledge, 2014, with Sumin Zhao) and *Advancing Multimodal and Critical Discourse Studies* (Routledge, 2018, with Zhao, Björvall and Boeriis), serves on the editorial boards of the international journals *Multimodality & Society* (Sage), *Multimodal Communication Journal* (De Gruyter), and *Linguistics and Education* (Elsevier), and is a founding member of PanMeMic (<https://panmemic.hypotheses.org>).

We Are What We Write: The Role of Writing in the Academy

Ken Hyland

(k.hyland@uea.ac.uk)

School of education and Lifelong Learning,
University of East Anglia, United Kingdom

Abstract

This presentation challenges the widespread view that writing is somehow peripheral to the more serious aspects of university life—doing research and teaching students. Instead it argues that universities are *about* writing and that specialist forms of academic literacy are at the heart of everything we do. Drawing on some of my research over the past 15 years, I will explore what writing means in the academy and argue that it is central to constructing knowledge, educating students and to negotiating a professional academic career. Seeing literacy as embedded in the specific beliefs and practices of individual disciplines, instead of a generic skill that students have failed to develop at school, helps explain the difficulties both students and academics have in controlling the conventions of disciplinary discourses. Ultimately, and in an important sense, we are what we write, and we need to understand the distinctive ways our disciplines have of conceptualising issues, addressing colleagues and presenting arguments to be successful researchers and teachers.

Keywords: writing, writing academy, academic literacy,

Ken Hyland is Professor of Applied Linguistics in education at the University of East Anglia. He was previously a professor at UCL/IOE and the university of Hong Kong. He is best known for his research into writing and academic discourse, having published 280 articles and 29 books on these topics with over 65,000 citations on Google Scholar. A collection of his work was published as *The Essential Hyland* (Bloomsbury, 2018). He is the Editor of two book series with Bloomsbury and Routledge, was founding co-editor of the *Journal of English for Academic Purposes* and was co-editor of *Applied Linguistics*.

What Research Tells Us about Second Language Listening and How to Teach It

Christine C. M. Goh

(christine.goh@nie.edu.sg)

National Institute of Education, Nanyang Technological University, Singapore

Abstract

Research over the past decades has helped us better understand the construct of second language (L2) listening and enabled us to draw practical implications for the teaching and learning of listening. This presentation will discuss key internal and external factors that have often been linked to L2 listening comprehension processes and outcomes. It will also discuss insights from classroom research on teaching interventions for developing learner listening. Based on a review of selected research, I will suggest what second language listening researchers and teachers can consider as we continually strive to understand and teach this important skill for learners' language acquisition and development.

Keywords: L2 listening, comprehension processes, teaching listening

Christine Goh is President's Chair Professor in Education (Linguistics & Language Education) at the National Institute of Education, NTU Singapore. An experienced English language teacher, researcher and teacher educator, she is passionate about language education, particularly in listening and speaking development, learner metacognition and teacher cognition. Christine's portfolio of scholarly output comprises journal papers, monographs, edited volumes and book chapters as well as international invited talks, panel discussions and workshops. She has mentored over 30 graduate students in their masters and doctoral research. Christine's work is characterised by a strong research-theory-practice nexus that speaks to both language educators and researchers.



FEATURED SPEECHES



English Learning Materials in Multilingual Asia: A Case of English Textbooks developed by Sindh Text Board, Sindh

Shumaila Memon

(sh.memon@hotmail.com)

Mehran, UET, Jamshoro

Abstract

Textbooks are considered as vital resource to guide learning in Pakistan. Due to layered socio-economic conditions in Pakistan, textbook is often the tool which reaches to classes even in the areas which lack other basic facilities and planning. Therefore, it is very essential to review the learning material produced in the textbooks on continuous basis to keep it catering to the demands of changing times. In Pakistan, after the 18th amendment, curriculum development has been in the mandate of the provinces/regions. Each province develops it keeping in view the national curriculum but also to specifically fulfill their contextual needs. Although, recently the single national curriculum framework has also been proposed in Pakistan but province Sindh continuous to produce their own textbooks keeping the 18th amendment in the constitution intact. The current study evaluates the learning materials produced for the English textbooks (Grade VI-X) recently developed by The Sindh Textbook Board. This study is an attempt to understand the variety and the content provided in these books and to critically investigate it to perceive its utility in the light of local and global English language materials.

Dr Shumaila Memon is currently working as Associate Professor at English Language Development Centre, Mehran UET in Pakistan. She also serves as Chairperson of the Provincial External Review Committee, Directorate of Curriculum, Assessment and Research, Sindh. She also serves as Editor of an International research journal in Malaysia 'The English Teacher' and a two national journals. Dr Memon has received her Doctorate in Applied Linguistics from England. Later, she did specialisation in Higher Education Administration as Fulbright Hubert Humphrey Fellow at Penn State. During her Fulbright year in USA, she worked at the production department of Penn State University Press and at Linguistic Society of America as an affiliate. She has more than 30 articles published in reputed national and international research journals.

Micro-Credentials for Macro-Outcomes: What's New New in Student Learning

Pornapit Darasawang

(pornapit.dar@kmutt.ac.th)

King Mongkut's University of Technology Thonburi

Abstract

To cope with the change in educational landscape and learning preference of learners who tend to prefer bite-sized education, higher education institutions have turned to provide micro-learning in all disciplines. For English language learning, it is a skill-based learning where interaction is needed to encourage learners to use the target language; time required for interaction may be more than other subjects. Therefore, the design of micro-learning for English language has to take into account all aspects which affect effective learning. This presentation will cover how an online micro-credential in persuasive English is offered to students from different countries. The input, the teaching method, the materials and the evaluation which focus on desirable outcomes will be presented together with the feedback from the learners.

Dr. Pornapit Darasawang is an Associate Professor in Applied Linguistics and Vice President for Internationalisation at King Mongkut's University of Technology Thonburi (KMUTT). She obtained her PhD in Teaching English for Speakers of Other Languages (TESOL) from the University of Edinburgh. She has taught and supervised postgraduate students. Her areas of interest are learner autonomy, self-access learning, learner training, and how students learn. She has publications both in the journals and in the books in those areas and also in language learning policy. She also co-edited a book entitled 'Innovation in Language Learning and Teaching: The Case of Thailand' by Palgrave Macmillan.

Decoloniality as/in Praxis: The English Language Textbook at the Higher Secondary Level of Education in Bangladesh

Shaila Sultana

(shailasultana@du.ac.bd)

Department of English Language, Institute of Modern Languages, University of
Dhaka, Bangladesh

Abstract

Decolonisation is a delinking from colonial thoughts (Mignolo, 2007). The delinking is possible only with an understanding of colonialism and the colonial order based on the local knowledge, histories, and narratives and most importantly, a desire for an alternative decolonial reality. The maintenance of distance from colonial, capitalist, or patriarchal systems requires two necessary intertwined activities: thinking-doing and doing-thinking. These activities are central to decoloniality in/as praxis and necessary to bring about changes to the existing practices that colonise individual and collective minds, bodies, space, and time (Mignolo & Walsh, 2018).

With reference to the theoretical underpinning of 'decoloniality in/as praxis', the paper explores the English language textbook, *English for Today* developed by the National Curriculum Textbook Board for the higher secondary level of education in Bangladesh. The purpose is to question the ways the textbook constructs knowledge about Bangladesh to understand the historical relationships of power, domination, and practices of imperialism and colonialism in the textbook. The subjective representation of Bangladeshis and the discursive construction of tradition and culture, political and historical events, the lifestyle of indigenous and peripheral communities, and everyday life in Bangladesh are specifically focused on. The qualitative content analysis of the textbook reveals that the colonial matrix of power has kept on influencing the sense of individual and collective believing, thinking, doing, sensing, and living. As a result, the West is represented as an idealistic utopian world in contrast to Bangladesh beset by poverty, natural calamity, corruption, and a traditional conservative non-progressive lifestyle. The apparent bleak and dark realities of Bangladesh seem to be represented to develop students' critical awareness of these compelling realities. However, the materials juxtapose the two different ways of being and the Western one somewhat appears to be superior compared to the local one. The activities and tasks also look limited for students' critical engagement and enlightenment.

Hence, in the end, the paper suggests questioning the specific construction of knowledge, theories and practices (such as glocalisation of English language education) accepted as value-neutral in the academia and influenced by the ethos of the west and the global north. The paper also shows the necessity of creating alternative activities and tasks in the textbook, so

that students may explore the local knowledge, histories, and narratives from the lens of decoloniality in/as praxis.

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Professor Shaila Sultana, former Head, Department of English Language, Institute of Modern Languages, University of Dhaka, has been educated at Jahangirnagar University (Dhaka), Monash University (Melbourne), King's College London, and University of Technology Sydney. She is the Chief Editor of *Routledge Handbook of English Language Education in Bangladesh* (Routledge UK, 2021). She has authored articles in renowned international applied linguistics journals, including the *Journal of Sociolinguistics*. She is on the editorial board of *Language in Society* (Cambridge University Press), *Journal of English-medium Instruction* (John Benjamins), *Journal of AsiaTEFL*, *Ampersand* (Elsevier), *Crossing*, *Journal of BELTA*, and other journals in Bangladesh. A co-edited Special Issue of *Australian Review of Applied Linguistics* titled 'Translingual practices entangled with semiotised space and time' will be published in 2022.

3C for ELT in the Era of Online/Blended Learning

Yunjoo Park

(yjpark@knou.ac.kr)

Korea National Open University

Abstract

The unexpected and unpredictable changes in educational environments became core themes of discussion in the time of COVID-19 pandemic era. The field of English education is not an exception. The ways in which the world is changing are still uncertain.

This session will feature a status of the online and offline ELT materials development in Korea. Although materials development has been an important issue under discussion among stakeholders, online education incorporated with the newly developed education technology has not been fully researched and created. Universities no longer consider online programs as a mere temporary measure to cope with the necessity.

Many educational institutes encourage teachers and professors to develop their own materials for the compulsory English courses. Educators are facing the constant challenge of creating virtual classrooms more than ever. Writing, creating, and developing materials are quite a demanding task. Moreover, how to develop the materials and to employ authentic materials in blended learning environments are critical and challenging issues to consider.

In this presentation, I will first share the experiences of developing ELT materials including textbooks, workbooks, and teaching aids. Then I will reveal how to implement these materials in the class and to collaborate with the professionals in real web-based learning space. Thanks to the advance in technology, online classes are evolving in order to help students learn better through a combination of methodologies and educational tools. Universities and education providers equipped with rich online experiences and infrastructure will survive and take leading roles when the needs of the digitalized materials are default. The rise of online education versus traditional face-to-face classes calls for an immediate attention in web-based education.

Professor Yunjoo Park earned her Ph.D. in Language Education, specialized in Teaching English as a Foreign Language from Indiana University, US. As a professor at KNOU and president of KNOU's broadcast station, she has developed the several TV programs including English Conversation I & II, English Methodology, and Prof. Park's Classroom English. Her experiences of writing, creating, and implementing theories into practice in the field of English as a Foreign Language brought a new perspective to materials development and distance learning. Her teaching and research interests include: Blended Learning, English Methodology, and Materials Development.

Pedagogical Insights for English Language Textbook Development

Mira Namsrai

(mongoliatefl@gmail.com)

English Language Teachers' Association of Mongolia, Mongolia

Abstract

English language textbooks provide pedagogical insights to English language teachers, allowing them to line up their courses with the national curriculum goals and implement effective teaching methods. Textbooks help students become more active in their own learning through the provided activities that aid in developing communicative skills.

The national English language textbook series in Mongolia reflects a national ELT core curriculum that defines benchmarks as to where students should be at each learning level. Our Mongolian students' active learning processes are accentuated through the textbook series' learning objectives, suggested learning strategies, and learning outcomes and self-assessment—all presented via a variety of activities. The underlying approach for the textbook series focuses on communicative language skill development, learner-centered teaching, activity-oriented tasks, and task-based activities, with a healthy integration of culture and real-life context.

In recent years in Mongolia, there have been several educational reforms that have influenced our secondary school structure and precipitated related curriculum revisions. The Mongolian English language textbook series was designed by Mongolian authors along with the help of British consultants. Consisting of a Student Book, a Teacher's Edition and CDs, the series teaches secondary school students from grades 5 through 12. There are ten thematic units in each book, and every unit includes listening, speaking, reading, and writing activities. At the end of each unit students have opportunities to review and assess their acquired skills. In addition, each Student Book has a brief grammar reference and glossary to encourage student self-study. The topic-based syllabus features areas of high student interest.

Student Book activities are designed to engage students in exploring, investigating, analyzing, synthesizing, building language knowledge and acquiring communicative language skills. Learners will also gain intercultural communicative competence and learn about the outside world. The Teacher's Edition contains detailed instructions for teachers and provides helpful guidelines for lesson planning.

An analysis of teacher feedback showed that the majority of surveyed teachers were happy with the textbook series because the series helped them understand and follow the newly revised national core curriculum as well as guided them toward making the challenging shift to learner-centered teaching.

Fortunately, the textbook series, which is widely used by teachers and students across Mongolia, has greatly contributed to the development of English language development of Mongolian secondary school children.

Dr. Mira Namsrai is currently the President of the English Language Teachers' Association of Mongolia. Her areas of work include research on English education, curriculum design, textbook development, and teacher training. As a team member and team leader she has worked on several nationwide projects on curriculum and textbook development and produced a great number of textbooks and learning materials for students and teachers. She earned a Ph.D. in educational studies from the University of the Humanities, Ulaanbaatar. As a Fulbright scholarship recipient, she has completed a TESOL program at the American University, Washington, DC.



FEATURED SYMPOSIUM



Featured Symposium: English Learning Materials in Multilingual Asia

Moderator: WEN, Qiufang from Beijing Foreign Studies University, China

The featured symposium focusing on English learning materials in multilingual Asia, consists of five presentations. The issues involved include gender equality, developing global citizenship, fostering intercultural communitive competence, promoting empowerment and employment, and achieving ambitious vocabulary goals. The English materials are discussed either for young English learners or for adult English learners at university. The presenters are from Saudi Arabia, Vietnam, Indonesia, India and Israel. The more detailed information about each presentation will be presented in the following abstracts together with their brief biodata.

1

Gender Representation in Young Learners' EFL Textbooks in Saudi Arabia

Alaa Almohammadi

(aaalmohammadi@kau.edu.sa)

King Abdulaziz University, Jeddah, Saudi Arabia

Abstract

This study aims to investigate if the recent social changes in Saudi Arabia and the government's recent efforts to promote women rights are well reflected in gender representation patterns in English as a Foreign Language (EFL) textbooks in primary schools. Using various corpus linguistic tools, the study will analyze popular EFL textbooks used in Saudi Arabia for young English learners. In doing so, the study seeks to examine issues such as the ratio of gender appearances, adjectives used with women and men, order of mentions, popular address titles for reference to women, and social roles associated with each gender. The study will have various important recommendations for educators and policy makers on how to be in line with the recent Saudi government's efforts to promote gender equality.

Alaa Almohammadi is an Assistant Professor of Linguistics at the Department of European Languages and Literature, King Abdulaziz University, Jeddah, Saudi Arabia. She obtained a PhD in Child Language Development from King's College London in 2017. Her research interests are early literacy development, childhood bilingualism, and pragmatic development, among other things. She has a number of published research papers and has participated in several conferences and seminars at the national and international level. Her latest publications were part of an international collaboration to study the effect of COVID19.

2

Incorporating Global Citizenship in Localized Learning Materials of English for High school in Vietnam

Lê Hoàng Dũng

(lehoangdung@hcmussh.edu.vn)

University of Social Sciences and Humanities

Abstract

Under the doubled pressure of industry 4.0 and the coronavirus pandemic, teaching and learning English in Vietnam today has experienced enormous change. The Industry 4.0 has both created opportunities and imposed challenges to the field of teaching and learning English, too, especially in how the students can better develop their attitude towards learning and towards the world outside the school campus. Among several key components of a language program, learning materials play a significant role in providing the learners with knowledge and skills essential to the development of their English competence. To solve difficulties, especially those recently related to the Pandemic or similar unexpected contingent events, requires a more global citizenship oriented in teaching and learning contents. In this regard, incorporating global citizenship in the learning materials, say in those of learning materials of English, is of significance. This report aims to present examples of incorporating global citizenship in high school English textbooks in Vietnam. It also identifies the advantages of exploring this aspect in teaching and learning of English to high school learners, promoting a better understanding of global citizenship in educating high school learners toward a whole-person development.

Dr Lê Hoàng Dũng is currently Vice President of University of Social Sciences and Humanities (a member of Vietnam National University –Ho Chi Minh City). He has been Vice President of Ho Chi Minh City TESOL Association for 5 years. During his 22 years teaching, including 8 years of deanship, at the Faculty of English Linguistics and Literature, he has substantial experience in ELT, program development, language assessment, advanced teaching methodology, quality assurance, internationalization of curriculum, materials design for language teaching, etc. He has actively organized and presented at workshops, seminars and conferences on English language education, quality assurance and internationalization of higher education. Dr. Le is also the trainer and resource person of several workshops on the said topics. He is also an editor of a book series of English for high school in Vietnam.

3

Teachers' Beliefs and Practices of Developing Interculturally-Sensitive Language Teaching Materials: Does Equipping Students with Intercultural Communicative Competence Matter?

Joko Nurkamto

(jokonurkamto@gmail.com)

Universitas Sebelas Maret, Indonesia

Abstract

One of the main goals of English language teaching (ELT) globally and in Indonesia is to develop language learners' intercultural communicative competence to prepare students for globally intercultural encounters. This symposium presentation focuses on exploring teachers' beliefs and practices of developing language teaching materials geared toward equipping students with intercultural communicative competence (ICC). Two English university teachers at a state university in Indonesia were voluntarily involved in this explanatory case study. Drawing on document analysis, in-depth interviewing, and focus group discussion, the presenter reports the language skill lecturers' beliefs in the importance of intercultural communicative competence in their English language teaching. Additionally, the presenter also looks at how their beliefs are enacted in their pedagogical practices. The contribution of the present study is to provide insights into the need for integrating intercultural communicative competence into English language classrooms.

Keywords: English language teaching, explanatory case study, intercultural communicative competence, language teaching materials

Joko Nurkamto is a Professor of TESOL in the Department of English Language Education, the Faculty of Teacher Training and Education at Universitas Sebelas Maret, Indonesia. He received his Doctorate in English Education from Jakarta State University, Indonesia, in 2000 and earned his professorship in 2004. He chairs the English Education Department of the Graduate School at Universitas Sebelas Maret. His professional and research interests include language curriculum development and teacher professional development.

4

The Undergraduate English Classroom in Delhi University: Learning Materials for Empowerment and Employment

Anjana Neira Dev

(anjana.n.dev@gargi.du.ac.in)

Gargi College, University of Delhi, India

Abstract

This presentation places the learner at the centre of the discussion about effective English learning materials for a multilingual classroom, with specific reference to the undergraduate classroom in Delhi University, India. Since it is the learner who is central to the process of knowledge transfer and all educational policies and practices aspire to minimise their disaffection and optimise their engagement; the presentation takes inspiration from the voices of the learners themselves. Beginning with an analysis of a small survey conducted among undergraduate women students of a college in the University of Delhi, the presentation will seek to understand what learners feel about, and want from their English classrooms. The questionnaire enquires about the students' self-perception about their fluency in the four basic skills of English and their use of English in personal and academic spaces. Respondents have also been asked to reflect on the kinds of learning materials they find most useful for the fulfilment of their academic and professional goals. Some current learning materials used for the teaching of English, will also be critically analysed to find out the extent to which they are fulfilling the learning objectives for which they have been created. The presentation will conclude with some recommendations for the way forward while creating learning materials that will achieve the goalposts of empowerment and employment, two of the significant markers of a successful undergraduate degree.

Anjana Neira Dev is Associate Professor of English at Gargi College, University of Delhi, India. She is profoundly interested in the dynamics of the undergraduate classroom. Her areas of research interest include Comparative Education; Pedagogy in Tertiary Education; Assessment and Evaluation; Indian Writing in English: Poetry and Fiction; English for Special Purposes: Academic Writing, Creative Writing, Technical Writing and Business Communication; Detective and Crime Fiction; and, Teaching English in the Indian Classroom. She has published extensively in these areas and also enjoys sharing ideas in focus groups with likeminded people.

5

Ambitious Vocabulary Goals in the Curriculum: Implications and Challenges for Materials Design

Leo Selivan

Abstract

The national curriculum in the Israeli school system has recently undergone a major overhaul. This includes the adoption of the CEFR-based 'can do' statements and clear specification of grammar and vocabulary to be taught at each level in the form of grammar and lexical bands. The latter component, divided into three bands, comprises single words, selected primarily but not exclusively on the basis of frequency, and multi-word units, or chunks, selected using expert judgement. After briefly looking at the rationale behind the changes, I will focus on how they have impacted the design of learning materials. One challenge for materials designers is the sheer number of lexical items—single words and chunks—that has to be covered. Is it realistic to cover them in class, or should students be given more responsibility for their vocabulary learning? Another challenge concerns the presentation of new items. Should they be introduced in or out of context? Should they be grouped semantically or thematically? Using examples from recently published or revised textbooks I will demonstrate how some of these challenges can be overcome.

Leo Selivan has over 15 years of experience in the ELT world. Over the years he has worked as a teacher, senior teacher, examiner, teacher trainer and materials developer. Today he is a freelance lecturer teaching both pre-service and in-service teachers. Known as Lexical Leo on social media, he blogged for many years on the topic of vocabulary acquisition and corpus linguistics advocating the Lexical Approach. This culminated in the publication of *Lexical Grammar* (CUP) in 2018. His second book, *Activities for Alternative Assessment* (Delta Publishing) came out last year.



FEATURED WORKSHOP



Re-envisioning academic writing and publishing in Asian contexts

Shahid Abrar-ul-Hassan

(shahidabrar@yahoo.com)

Yorkville University, British Columbia Campus, New Westminster (BC)

Abstract

Academic writing and publishing are both complex and challenging, which needs to be re-envisioned. This workshop will revisit the conceptualization of academic publishing and offer an analysis of writing/publishing practices in Asian contexts. The workshop is comprised of three segments: key considerations in manuscript development, a review of publication venues, and optimization of scholarly resources. Moreover, a shady publication sector, which is also known as predatory and subpar publications, has emerged and has serious consequences for scholars engaged in writing and publishing. The workshop also focuses on abstracting/indexing of journals and identifying subpar and predatory publications. Participants will receive strategic tips for effective author practices as well as publications in mainstream scholarly venues. The target audience for this workshop include new researchers, educational practitioners, and graduate students in various areas of English language teaching..

Shahid Abrar-ul-Hassan, PhD, is a Professor (English language education) at Yorkville University, British Columbia Campus, New Westminster (BC) and a subject expert with the British Columbia Ministry of Advanced Education and Skills Training, Canada. He also serves as a Visiting Professor at Southeast University, Nanjing, PR China. He is Co-Editor of a Special Issue (language assessment literacy) of *System* (Elsevier).

Corpus Linguistics, Data-Driven Learning, and the Teaching of English as a Foreign Language (TEFL)

Eric Friginal

(eric.friginal@polyu.edu.hk)

The Hong Kong Polytechnic University

Abstract

Corpus linguistics (CL) is primarily a methodological approach in the study of language structure, patterns, and use (Biber, Reppen, & Friginal, 2010). For TEFL, specifically, the use of corpora has become quite popular over the years in quantitatively analyzing the linguistic characteristics of written and spoken academic discourse, leading to the development of more authentic teaching materials, dictionaries, and textbooks (Friginal, 2018; Tribble, 2015; Römer, 2020). Corpora are datasets of “systematically collected, naturally occurring categories of texts” (p. 20) (Friginal & Hardy, 2014). That is, corpora are “bodies” of authentic written or spoken language-in-use, which are stored, analyzed, and could be utilized in TEFL classrooms for a variety of purposes by teachers and learners themselves. This online workshop focuses on applied corpus linguistics and its many relevant, creative, and engaging applications to EFL teaching and learning for teachers and practitioners. Specifically, the critical role of the “English teacher as a corpus-based teacher and researcher” is emphasized to show effective strategies (i.e., what works) in the classroom and beyond.

Eric Friginal is Professor of Applied Linguistics and Head of Department of English and Communication at The Hong Kong Polytechnic University. Before moving to Hong Kong, he was Professor and Director of International Programs at the Department of Applied Linguistics and ESL at Georgia State University. He is the author of *Corpus Linguistics for English Teachers: New Tools, Online Resources, and Classroom Activities* (Routledge, 2018) and founding co-editor-in-chief of *Applied Corpus Linguistics (ACORP) Journal*.



PARALLEL SESSION 1



Room 2 | 5th Floor | Paper Presentation 1

10932

Deni Sapta Nugraha | Ilza Mayuni | Miftahulhairah Anwar

Helping ESP Teachers Create a Lesson: A Corpus-Informed Material Design

Since ESP material call for authenticity and specific content-based related to the field, books available in the market are often considered inappropriate for students' target situation. Thus, ESP teachers were urged to develop their teaching materials to meet the students' needs, wants, and necessities. Preparing course materials in the ESP context remains challenging for several ESP teachers. Therefore, this article proposed an alternative approach to designing ESP lessons with the help of the corpus. There are two approaches to designing corpus-based material; direct and indirect. However, hybridizing the two approaches can be a new challenge in engaging students in the learning activity. Corpus-data-driven learning activity is created and embedded in a lesson. This activity potentially involves students investigating the corpus's language patterns, lexical category, word frequency, synonym, and other relevant vocabulary tasks. The activity exerts a considerable influence on enhancing their vocabulary knowledge and vocabulary size. On the other hand, ESP teachers used an indirect approach by selecting reading materials from the free online corpus, such as, among others, COCA and BNC. Choosing text from the corpus is believed to meet the text's authenticity. The teachers can automatically generate words or phraseology lists related to the field being learned from the text. Here, the corpus assists ESP teachers in choosing suitable vocabulary for ESP students. This article highlights the practice of corpus-informed material design for ESP teachers with a combination of direct and indirect approaches.

Room 2 | 5th Floor | Paper Presentation 2

12399

Le Thanh Ha

A Case Study of Vietnamese EFL Teachers' Stated Beliefs and Observed Practices of Adapting Their Textbooks

The reform in English teaching methods, curricula, and textbooks has been the focal point in the Vietnamese educational innovation especially since the launch of the 2018 general education curriculum. This study attempts to explore EFL teachers' stated beliefs and their observed practices of using English textbooks in the context of secondary schools based in the north of Vietnam. It adopts a qualitative research design to collect data from in-depth interviews and observations of classes delivered by the research participants to analyse how the teachers made use of and adapted the textbooks to better meet their local teaching context. The research seeks to find out if the teachers' stated views on how the textbook materials should be used matched with their actual classroom practices. The findings are discussed in relation to the sociocultural, institutional, and individual considerations of the research context. Drawing on the findings, the study raises awareness of the extent to which teachers'

beliefs are translated into their practices and the contextual factors shaping teachers' beliefs and informing their practices.

Room 2 | 5th Floor | Paper Presentation 3

17745

Dwi Poedjiastutie

Professional Development for English Teachers: What Pre-Service Education Needs to Adapt to the Industrial Revolution 4.0

Qualified teachers are needed to provide quality education in a nation because they are significant players in educational reforms. Today's teachers, particularly those in higher education, are expected to prepare students to fulfill the requirements of the Industrial Revolution (IR) 4.0, which emphasizes the direct integration of learning methodologies, digital competencies, and vocational abilities. As a result, schools in general and EFL (English as a Foreign Language) classrooms are expected to equip students with methods and procedures geared toward acquiring and developing creativity, critical thinking, cooperation, self-direction, cross-cultural skills, and other qualities necessary in this era. These processes are new to many teachers in some East Asian nations, especially Indonesia. Will Indonesian teachers readily shift to the model of IR 4.0? A quick and brave response to the 21st century should be considered in the planning of Teacher Professional Development (TPD). This article discusses how TPD in Indonesia adapts to this development and what type of TPD should be possibly considered to achieve this current demand. These processes are entirely new to many teachers and the challenges that possibly need to be anticipated by Teacher Training Institutions. The last section of the article describes the alternative solutions matching the Indonesian contexts. Thus, two dimensions of TPD will be discussed here: collaborative strategy with overseas counterparts and stricter admission for candidates enrolled in teaching institutions.

Room 3 | 5th Floor | Paper Presentation 1

373833

Ju Seong Lee | Jianzhu Chen

Informal Digital English Learning and Hong Kong Preservice EFL Teachers' Perspectives on Using EIL Materials

This mixed-methods study investigates the relationship between Informal Digital Learning of English (IDLE) and pre-service English teachers' perceptions of using English as an International Language (EIL) materials. Using the Jamovi program, the researchers collect and analyze survey data from 250 Hong Kong EFL pre-service teachers. Results suggest that IDLE activities had a significant impact on perspectives of using EIL resources. Semi-structured interviews (n = 20) and stimulated recalls (n = 20) elaborate that participation in IDLE activities aided in maintaining a more positive attitude toward various varieties of English. Subsequently, they became more positive toward integrating EIL materials into teaching. The triangulated data, from a research

standpoint, provides detailed insights into how students' participation in IDLE activities contributes to the development of their perceptions of using EIL resources. The findings also offer practical suggestions for English language teachers on how to better prepare contemporary English learners for cross-cultural interactions in digital or face-to-face settings. Furthermore, because conventional EIL pedagogy appears to be limited to the classroom, the findings may broaden the current scope of the EIL pedagogical model beyond the classroom.

Room 3 | 5th Floor | Paper Presentation 2

31039

Noor Eka Chandra | Sarah Meisya Vira Laheba

Developing English Supplementary Speaking Material Based on Wetlands and Local Culture of South Kalimantan

This research aims to develop English supplementary speaking materials based on wetlands and local culture in South Kalimantan. The materials used are not authentic and applicable enough to students' understanding and environment. To develop the supplementary materials, the researcher uses educational research and development. The instruments used to collect the data are questionnaires and interviews. In the need analysis, students and teachers of eleventh grade in Banjarmasin, South Kalimantan, find that supplementary materials, especially for speaking skills are highly needed. The supplementary speaking materials developed are based on wetlands and local culture found in South Kalimantan to create more authentic and applicable materials for students and teachers in English as Foreign Language Classroom.

Room 3 | 5th Floor | Paper Presentation 3

31548

Kevin Bartlett

Content and Language Integrated Learning in a Japanese University EFL Setting

A class of 3rd-year Japanese university EFL students (n=26) was taught a subject called "Science and Society in English" which allowed them to utilize their prior knowledge from their majors in the EFL classroom. A CLIL-based syllabus incorporating translanguaging approaches was created to support students' use of L1 and L2 materials. The themes explored in the class covered the impact of science and technology on society, and its benefits/hindrances. Following "Bloom's Revised Taxonomy 2001" as a learning progression guide, students were provided with opportunities to read and discuss topics related to their Science and Technology majors in their L1 and L2 to prepare to write a research paper and make a final presentation in English. This presentation will outline how Bloom's Revised Taxonomy, CLIL and translanguaging approaches were incorporated into the classroom throughout the 15-week semester. It will outline the observed benefits to students' comprehension of content and the specific language it requires through bringing their prior knowledge from their majors to the forefront. Findings indicated that allowing learners L1 in the

L2 classroom increased students' levels of motivation and willingness to communicate while developing their academic writing and presentation skills.

Room 4 | 5th Floor | Paper Presentation 1

30565

Yoonhee Choe

The Effects of English Writing Genres and Machine Translator on Korean EFL Learners' English Writing

This study examines how different English academic writing genres and machine translator affect Korean EFL learners' writing performance. The participants were 25 Korean college students majoring in English language education in Seoul, Korea. They were asked to write three different essays: cause and effect, comparison and contrast, and argumentative essays. First, the participants wrote three different writings given on their own without using machine translators, and then they wrote another version of the essays on the same topic using machine translators. The participants' writings were analyzed in terms of content, organization, and language use including lexical, syntactic, and discourse levels. To investigate how their writings are different according to the English writing genres and the use of machine translators, MANOVA was performed. The results are as follows. The participants' writings were slightly different in terms of content, organization, and language use, according to English academic writing genres. Also, the use of machine translators affects their writing performances in terms of lexical diversity and grammatical accuracy. This study suggests several pedagogical implications for using machine translators in English academic writing classes.

Room 4 | 5th Floor | Paper Presentation 2

38026

Jayanthi Rajendran

Task-Based Activities to Develop EFL Students' Proficiency

The main objective of teaching English as a second language is to develop students' ability to use English in an all-around way and enable them to enhance their ability to study independently and improve their cultural quality to meet the needs of the global market. Problems such as vast syllabus, time constraints, heterogeneous classroom, and exam-oriented teaching may hinder the effective teaching of English. This paper discusses TBLT (Task-Based Language Teaching), which bridges the gap in second language acquisition by focusing on implicit learning. For the past 25 years, TBLT has fascinated second language acquisition researchers, curriculum developers, educationalists, teacher trainers and language teachers worldwide in terms of emerging theory-based curricula and designing communicative skills to promote learners' concrete language use. Hence, TBLT has gradually developed to challenge the conventional system of teaching. It has become a key concept in teaching English.

Room 4 | 5th Floor | Paper Presentation 3

44563

Takayuki Hara

The Education Policy and English Education with SDGs in Japanese Universities

Recently, the Sustainable Development Goals (SDGs) have been focused. The United Nations address the global challenges we face; including poverty, inequality, climate change, environmental degradation, peace, and justice. Even though we are in times of COVID-19, Ministry of Education, Culture, Sports, Science and Technology (MEXT) ask us to introduce the Sustainable Development Goals (SDGs) to the Japanese education. We also ae required to improve students' English skills and IT literacy, introduce active learning such as project or problem-based learning (PBL). To respond to these requirements, the English language program for general education in our university was redesigned in 2015 and commenced in 2016. From 2022, we officially introduce SDGs to our English education. In this study, we investigate the effects of introducing active learning, that is, PBL with SDGs. First, general information for the national education policy is introduced. Second, general information for the English curriculum is introduced. Third, the outline of our English classes which were introduced in 2016 is shown. Fourth, our response to MEXT and one of our practical classes introducing SDGs are examined. Finally, based on observations of instructors, and the behavior and performances of students, the feasibility of introducing SDGs in English Education in Japanese universities is discussed.

Room 5 | 5th Floor | Paper Presentation 1

46183

M. Fahmi Hariadi

The Correlation between Student Engagement, Quality of English Online Learning, Level of Satisfaction and Learning Achievement of SMA Students

As a great effect of the COVID-19 pandemic, learning around the world, including in Indonesia, has shifted to online learning. High school students who previously took part in traditional learning are now facing a new challenge, namely participating in online learning. This change in learning mode affects students' behavior and learning achievements. There are many studies on the perception of online learning, but how high school students engage in online learning is not yet perceived. This study is intended to explore the level of engagement of high school students in online learning, especially learning English, and its correlation with students' engagement level with online learning satisfaction and high school students' learning outcomes and identify which elements that cause satisfaction or dissatisfaction in learning English online. Respondents will be high school students from different grades in the city of Malang. The research instruments used are 1) SOCEQ (Student Online Course Engagement Questionnaire-adapted from Handlesman) measuring students' engagement in terms of a) skills engagement, b) participation/interaction engagement, c) emotional engagement, and d) performance engagement; 2) satisfaction questionnaire on online course design, interaction with teachers, students, and online materials; and 3) an

interview protocol that will be used to identify aspects of high school students' satisfaction or dissatisfaction with online learning English. The findings will help propose recommendations to improve the practice of online English learning, especially through the use of an online environment.

Room 5 | 5th Floor | Paper Presentation 2

50626

Retno Hendryanti

Developing First-Year Students' Global Career Readiness through a Video-Based EFL Online Discussion Forum

This study examines the effectiveness of a video-based online discussion forum in facilitating first-year students learning global career readiness in a university English course. Eighty-five (85) students, aged 18 to 21 years old, studying at the Telecommunication Engineering and Physics Engineering departments participated in the study. Data were collected from student interactions in three video-based forum discussions aimed at fostering career readiness competencies in an EFL course as one of the strategies in retaining students' engagement. Students were also asked to share their perception about the online discussion by writing a reflection. The discussion forums were parts of a one-semester online teaching and learning activities that included other teaching and learning strategies such as presentations, video conferences, and a role play. The analysis was focused on investigating the dynamic and content of student interactions during the online discussions. Findings indicate gradual improvement in students' engagement, length and language-related quality of video posts, and dynamic of the discussions. Students also had positive perceptions of the activities. These imply the potential of utilizing a video-based online discussion forum as a way to augment EFL learners' English and global competencies.

Room 5 | 5th Floor | Paper Presentation 3

51718

Tanchanok Prombut

Pronunciation Practice Tool for Thai Adult Learners of English

Many Thai students studying English as a foreign language make the mistake of not paying enough attention to English pronunciation. This underestimation of pronunciation's importance stems primarily from students' mistaken belief that pronunciation is less important than other aspects of the English language such as grammar, lexicology, and vocabulary. Pronunciation is essential for the proper communication because incorrect pronunciation inevitably leads to the recipient misinterpreting the message. As a result, teaching Thai learners of English how to speak English with proper pronunciation is pretty much inevitable. This present study aimed at practicing Thai learners of English, who were enrolling in the Practical Phonetics subject which was a compulsory subject for first year English major students, to have better English pronunciation. Pronunciation Practice Tool was invented as a research

tool. In addition, a pronunciation pre-test/post-test and course training materials such as an IPA chart, audio and video files, as well as suggested YouTube clips for pronunciation teaching and practices were also employed. A combination of coaching and feedback was provided to the learners. The results showed that the overall pronunciation skill of the participants greatly improved as the post-test scores are significantly higher than the pretest scores. Additionally, the satisfaction survey results indicated the benefits of this pronunciation practice tool.

Room 6 | 5th Floor | Paper Presentation 1

81574

Fikri Asih Wigati | Nenden Sri Lengkanawati

Topics Suggestions for Industrial Engineering ESP Modules: A Study in a Pulp and Paper Factory

Reading and writing skills become vital devices for workforces to live in today's global community. This study addresses a need analysis of reading and writing materials for industrial engineering workforces especially in pulp and paper industry. The participants in this study were 1 department leader, 2 supervisors, and 1 HRD. The data were gathered through in-deep interviews with the respondents. The data were later codified and juxtaposed in order to reveal the need of reading and writing materials in the industry. The data mentioned that the workforces need topics about making report, presentation, coordination, discussion, instruction, prediction, production, calculation, and visualization.

Room 6 | 5th Floor | Paper Presentation 2

75897

Fitri Agustin | Nenden Sri Lengkanawati

Teacher Agency in Different Teaching Communities: A Narrative Inquiry into Shifting Teaching Experiences

This research narratively explores an English teacher's professional knowledge development by reflecting on the teacher's experiences in different teaching communities. Based on the interviews and the conversational records, this research constructs how different teaching communities influence the teacher's professional knowledge, and cultivate their agency. The various contexts of challenging teaching have shaped the teacher's experiences. The shifting experiences from rural to urban teaching communities have contributed to the teacher's life, personally and professionally. Experience shared in the study revealed and then shifted already established beliefs and assumptions regarding the school authority and its impacts on the teacher's teaching ideology. This study provides insights into how we might think differently about the ideology of experienced and professional teachers.

Room 6 | 5th Floor | Paper Presentation 3

69442

Vivien Nga Man Chan

Making Online Education Meaningful through Cross-Curricular Instruction

The pandemic has turned classes from traditional to online. While online learning may create a sense of isolation (Thompson, 2021), it brings about more collaborative opportunities (Gulinello, 2020). The increased collaboration is not only experienced by students, but also teachers through cross-curricular teaching. While cross-curricular teaching in English based on the classroom setting has been studied extensively (Chia, 2020; Darn, 2009; Savage, 2011), the empirical studies of such curricular collaboration based on the online setting have not been adequately explored. This study describes the researcher's experience in implementing cross-curricular lessons with the focus of English and Physical Education in the senior secondary school via online teaching. The presenter will first introduce the rationale behind this cross-curricular collaboration, followed by explaining the procedure of carrying out the lessons, and then evaluating their effectiveness. With examples of teaching reflections and student feedback, the presenter will discuss some challenges that cross-curricular instruction may present in online setting and offer some feasible suggestions. It is expected that cross-curricular collaboration makes online learning become more meaningful and related to students' needs.

Room 7 | 5th Floor | Paper Presentation 1

70839

Zhai Xiuwen

Using ADDIE Theory and Genre-based Approaches for Review Articles Writing Instruction: An Academic Literacy Journey

Although review writing plays a significant role in doctoral students' academic study and their theses-by-publication processes, very few studies have focused on the topic of review writing and providing training courses for EFL doctoral students. In this case, the researchers would like to develop an online academic writing course using genre-based approaches to train international EFL doctoral students to review articles by using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The researchers used a Research and Development method. Questionnaires and semi-structured interviews were used for the data collection. The questionnaire was distributed to 120 EFL international doctoral students from social science disciplines at Universiti Putra Malaysia. Furthermore, six lecturers were interviewed in a semi-structured interview to determine how they evaluated the proposed EAP writing training courses. The data obtained from the analysis of the survey were used for specifying students' needs. The data obtained from the evaluation phase were used to evaluate the strengths and weaknesses of the proposed course. The findings showcased the offered EAP writing training courses' components covering teaching materials, teaching instruction, and learning tasks, and the learning outcomes are positive. The researchers suggest that discipline teachers incorporate the EAP writing

training course into EAP writing courses to help students learn more about their discipline and improve the quality of their writing. This study contributes to the limited literature on EAP writing instruction on review articles and will inform doctoral students' EAP writing and professional development.

Room 7 | 5th Floor | Paper Presentation 2

72405

Lim Jia Lih

An Analysis of Year 6 Pupils' Decoding Skills

In the Standards-Based English Language Curriculum (KSSR) which was introduced in 2011, only Year 1 and Year 2 are taught explicitly the strategies of phonics where phonemic awareness is emphasized. This research is to determine how well the (KSSR) Year 6 pupils are able to decode words and what phonics categories present the most challenges to them. A quick diagnostic measure of decoding using the Advanced Decoding Survey by Really Great Reading was administered individually to 28 Year 6 pupils at a national primary school in Kapit, Sarawak, Malaysia. The survey consisted of 20 one-syllable nonsense words, 5 multi-syllable nonsense words, and 5 real words. The results were tape-recorded and analyzed using qualitative and quantitative methods. Score analysis indicated that 93% of the participants did not pass the benchmark score of 26. Further error analysis by phonics categories also identified the three most challenging phonics elements were vowel digraphs, consonant endings, and short vowels. In this research, only 20 participants received phonics instructions while 8 participants did not. An independent t-test was administered and there was no significant difference between both groups of participants with $t(26) = -.592, p > 0.05$. The study concludes with possible causes, solutions, and positive changes in the new Common European Framework of Reference (CEFR)-aligned Standards-Based English Language Curriculum (KSSR).

Room 7 | 5th Floor | Paper Presentation 3

73627

Verren Pandoh | Michael Recard

The Use of Mobile Instant Messaging (MIM) in Improving Academic Performance

During internship program, some issues were found, such as lack of motivation and limited interaction between teacher and students in online learning. These issues can lead to a poor students' academic performance. Therefore, it is important for teachers and educational stakeholders to be flexible and creative in designing an effective learning process to achieve the goal of education. This research aims to explore in what ways teachers can use mobile instant messaging (MIM) to improve students' academic performance and investigate the impacts of using mobile instant messaging (MIM) on students' academic performance. The results show that the teacher can utilize mobile instant messaging (MIM) to provide guidance, follow up students, and remind the students. Moreover, there are some positive impacts of using mobile instant messaging

for educational purposes which are the impact on the teacher-student relationship, students' motivation, and participation in class, as well as the learning environment. This research used a descriptive qualitative method and literature review. For future research, the researchers recommend finding out how teacher can utilize mobile instant messaging in elementary school in online learning context to improve students' academic performance.

Room 8 | 5th Floor | Paper Presentation 1

74354

Nora Ronita Dewi | Indra Hartoyo | Anggraini Thesisia Saragih

The Creation of E-Learning in an ESP Course at Universitas Negeri Medan's English Education Study Program through a Team-Based Project

A common problem that lecturers face is that a significant number of lecturers, particularly those teaching ESP, have not optimized KKNi learning online, particularly during the COVID-19 pandemic, when the teaching and learning process is shifted online. A variety of factors, both internal and external to lecturers, contribute to this issue. As a result, the researcher concludes that teaching ESP seems appropriate when associated with the role of the lecturer referring to the reference. The purpose of this study is to investigate the development of KKNi learning tools, specifically teaching materials and worksheets, in an ESP course in semester 7 of a Blended Learning-based English Education Study Program through the Team-Based Project. The objective of this research is to create a KKNi learning tool based on blended learning, knowing and understanding digital media-based teaching materials and worksheets are also required, as is mastering the techniques for preparing digital media teaching materials and worksheets, applying the steps for preparing digital media teaching materials and worksheets, and being able to use these digital teaching materials and worksheets in learning activities. This study employs research and development methods. Students agreed that teaching materials and worksheets should be created based on the findings of the needs analysis then the researchers create digital tools based on their findings.

Room 8 | 5th Floor | Paper Presentation 2

81053

Yesika Maya Ocktarani

Flipgrid Diary: Self-Reflection Media to Enhance Students' Speaking Skills

During the Covid-19 Pandemic, both English teachers and learners have adjusted to new media for their classes. Like the other language learning skills, Speaking needs more practice time independently. However, research related to an asynchronous video-based diary as self-learning remains scarce. Therefore, this research focused on how students enhanced their speaking skills using Flipgrid after the class. This research involved 43 students from the Basic Speaking Class in English Literature Programme with a mixed-method design. This study analysed data taken from observations and surveys. The observations covered the students' video diaries and commentaries, while

the other data were gathered from the students' responses to an open-ended questionnaire related to their speaking classes. The results showed that the vast majority of the students agreed that the Flipgrid diary enhanced their Speaking skills in terms of pronunciation, vocabulary, fluency, and confidence. The platform allowed them to reflect on their diaries and learn from other students' videos. The findings gave teachers one alternative in designing an engaging student-friendly syllabus that considered students' needs in using technology in speaking classes.

Room 8 | 5th Floor | Paper Presentation 3

54654

Yogi Widiawati

Developing Curriculum in Digital Context for Teaching ESP: Best Practices at Polytechnics

While designing the appropriate English curricula in a university, the English teacher has found several obstacles, such as deciding the subject for the student. This also gave a negative direct impact on the teachers, for example in designing learning materials for teaching vocabulary and grammar which are very important for students in order to read and understand manual books for laboratory and workshops. During the pandemic, most time study is at home, so it is not easy for teachers to teach them. Modern teaching tools are using digital tools. It means that a good and appropriate curriculum is needed which can be delivered online. The curriculum is made based on the needs of the industrial companies which are the users of the graduates, such as: describing tools, describing processes, reading and explaining graphs, making good presentations, et cetera. This paper tried to examine the appropriate curricula in the English sector in a university in Indonesia.

Room 9 | 6th Floor | Paper Presentation 1

82118

Wimala Adhikari Mudalige Chapa Poornima Welagedara | G.K. Verosha | S.A.D. Samaraweera

Developing and Validating the Level Descriptors for English as a Second Language Curriculum in Sri Lanka

This study focuses on educational reforms 2023 within Sri Lankan educational system. The objective of the study was to streamline English as a Second Language curriculum with a developed set of 'level descriptors' and explore the suitability of them as a means to convert language cognition into realistic application. The significance of the study is related to the fact that English Language Teaching (ELT) in Sri Lanka has not been able to achieve its intended objectives. ESL results at national level examinations are also questionable since the majority of those who pass the said examinations do not possess the level of communication skills required by the job market. One of the considerations in the study is Developing Level Descriptors (LDs). As explained in Cambridge English Assessment Organization; setting clear targets for achievements

within language learning, defining language proficiency levels and interpreting language qualifications are the key functions of 'level descriptors' in relation to language learning. It has become an accepted way of benchmarking language ability that guides the curriculum developers to achieve the demands at each of the designated levels. This Research was carried out using the mixed method based on both quantitative and qualitative data in two identified phases. Within the phase 1, selection of the resource team, developing the descriptors and developing an instrument to collect the stake holders' opinion were carried out. The second phase was dedicated for the collection and analysis of data. Raising awareness regarding this concept among ESL community was found challenging.

Room 9 | 6th Floor | Paper Presentation 2

83905

Sundari Purwaningsih

The Effects of Teacher-Made Localized Teaching Materials on EFL Learners' Grammar Performance

The integration of local content into the teaching of English as a foreign language has been widely suggested to maintain learners' cultural background and identities. This study examined the effectiveness of teacher-made localized teaching materials in enhancing EFL learners' grammar learning. In a quasi-experimental design, 28 Indonesian EFL sophomore college learners were taught in two ways: with the use of teacher-made localized teaching materials, and with using materials taken from global textbooks of English grammar. Tests prior to and after the grammar lessons were administered to the participants to measure their grammar performance of the two types of teaching materials. A semi-structured interview was conducted afterwards to gather EFL learners' attitude on the use of teacher-made localized teaching materials in grammar learning. Results from the pre/post tests revealed that both teaching materials improved the participants' performance on the target grammar items. Findings from the interview, on the other hand, confirmed that the participants were generally positive and supportive towards the use of more teacher-made localized teaching materials in grammar learning. However, they also expressed the necessity of using global textbooks of English grammar to enrich them with authentic content in other areas. The findings have implications for teachers to design local culture-based materials when a textbook they use does not cover any.

Room 9 | 6th Floor | Paper Presentation 3

52909

Nihta Liando | Sanerita Tresnawaty Olii | Tirza Kumayas | Fivy Andries | Rinny Rorimpandey

Bahasa Indonesia or English? Parents' Perception toward Children Language Learning

There have been quite a few arguments about which language should be taught first to children, Bahasa Indonesia or English? This issue has been around quite a bit in some

areas around Indonesia and North Sulawesi is no exception. The present study used questionnaire to investigate parents' perceptions toward the teaching of English and Bahasa Indonesia. The 10 respondents have some children who can speak in their mother tongue, Manado language, Bahasa Indonesia and also English. The questions in the questionnaire were oriented toward knowing the parents' perceptions on which language should be taught first, Bahasa Indonesia or English? The findings show that some parents thought that English should be taught first because English is an international language and is good for their children. However, some other parents thought that Bahasa Indonesia needs to be taught first (before English) because it is important and is a national language.

Room 10 | 6th Floor | Paper Presentation 1

75580

Nurti Rahayu | Fuad Abdul Hamied

Novice Students' Experience of Taking TOEIC Preparation Class: A Phenomenological Case Study

More colleges in Indonesia now require students to earn a minimum band score on international language tests. This policy encourages higher education institutions to offer test preparation classes. However, little is known about this preparation class's effectiveness in test performance. This exploratory mixed-methods test investigates the relationship between test preparation and test performance. An online survey is distributed to 150 non-English department students in a test preparation program at a private college in Jakarta. This program covers forty-hour sessions with a pre-test, progress, and final prediction test. In addition to the survey, six participants with varying levels of English proficiency are interviewed to ascertain their learning and testing strategies. Correlation and hierarchical regression analyses revealed the effect of variables such as demographics, attendance, test preparation strategies, and test-taking anxiety on students' performance. The findings provide empirical evidence regarding the efficacy of test preparation classes and make a policy recommendation for program improvement.

Room 10 | 6th Floor | Paper Presentation 2

97888

Chie Kawashim

Should the Use of Pragmatic Markers Be Taught?

Pragmatic markers frequently occur in dialogues presented in ELT materials. They play an important role not only to make speech coherent but also to establish or maintain speaker-hearer relationship in conversations. However, most of them are not explicitly introduced or practised in textbooks. Therefore, learners may often end up not knowing how to use them in everyday conversations in their target language. This study explores commonly recurring pragmatic markers as oh, okay, yeah, and well in textbook dialogues. In order to evaluate their representativeness, beginner-level international

ELT textbooks and Japanese high school ELT textbooks are investigated in comparison with authentic use of these four markers. The data analysed based on Brinton's (1996) classification system are functions of these pragmatic markers presented in textbook dialogues and those used in a corpus of spoken English. The outcome of the study reveals 1) how these pragmatic markers are represented to English language learners; 2) what functions these pragmatic markers serve in authentic spoken English; and 3) discrepancies between the functions of these pragmatic markers presented in textbooks and those found in authentic spoken texts. At the same time, the weaknesses in presenting pragmatic markers in each type of ELT textbooks are discussed along with the potential for adapting existing information about pragmatic markers to classroom instruction. In the end, some practical suggestions are made as to how teachers might supplement these materials and compensate for their insufficiency in terms of developing learners' pragmatic competence.

Room 10 | 6th Floor | Paper Presentation 3

98541

Yuri Jody Yujobo

The Importance of Exposing English Learners to Issues to Tackle VUCA Conditions Through Interdisciplinary Cooperation

As responsible teachers to provide students with real-world preparation, our students need to be put in a situation where the focus is on communicating a message intelligibly, rather than being inhibited by English as a systematic and rule-bending subject. Just as the pandemic has taught them, they don't need to "know" every detail about the pandemic, instead, they need to experience and maneuver their way through the era of VUCA (Volatility, Uncertainty, Complexity, Ambiguity). At the same time, university English education is still defined as a "one-discipline silo" so it puts a capacity on growth. However, once students and teachers are open to interdisciplinary growth, they are exposed to VUCA situations, which lead to exponential growth through experience. In this study, 20 Students in a mixed-disciplinary class were put in small groups to discuss wicked interdisciplinary issues that affect humanity. Wicked problems cannot be solved with one solution (racism, urban gentrification, pollution, SDGS, poverty, etc.), and require deep critical thinking and collaboration as a team. Through PBL, students developed different perspectives and multifaceted approaches to finding unique solutions by synthesizing opposing thoughts. The realness of this PBL is the educational value through VUCA communication and leadership skills. Results of the study showed increased ability in flexibility, creative thought, acceptance of others, leadership traits, and accommodation skills. This presentation invites teachers who wish to challenge their English learners to evolve into deeper thinkers.

Room 11 | 6th Floor | Paper Presentation 1

98877

Novi Prihananto | Zifirdaus Adnan

Genre-Based Approach in EFL Curricular Innovation: What Indonesian Secondary School EFL Teachers Think and Do

The Genre-Based Approach (GBA) has been adopted within the Communicative Competence curriculum in Indonesian secondary schools since 2004, which was considered an important innovation in English EFL education. Despite the ideal intention of the designs, however, many researchers argue that the innovation still has not improved school English teaching outcomes. Little research has examined this issue from the teacher’s perspective using a fidelity perspective (Fullan, 2007). This research fills this gap using the Concerns-Based Adoption Model (CBAM) as a measurement tool (George et al., 2006). It investigated the implementation of the 2004 and 2006 English curricula by focusing mainly on teachers’ views. This study mainly examined the implementation of the GBA as it was believed it would help improve students’ Communicative Competence. It found that the teachers’ degree of fidelity was low. They failed to properly implement the critical component: developing students’ communicative competences with the Genre-Based Approach as they substantially ‘adapted’ (cut) the curricula’s contents. As this approach is still being incorporated in the 2013 curriculum, it is important to examine the teachers’ views in great detail regarding their pre-service and in-service training. The study also triangulated the data by drawing information from the authorities and other relevant sources for cross-checking.

Room 11 | 6th Floor | Paper Presentation 2

25615

Chiharu Kobayashi | Miho Sato

Building Students’ English Writing Skills through Creative ‘Tanka Poem’ Writing in English

As English teachers in Japan, we feel fostering students’ autonomy and helping them retain their identity is the key to building self-confidence and we believe that would raise students’ motivation to improve their English writing skills. Tanka, a traditional form of lyric poetry, has been composed in Japan for over 1300 years and most students have experience writing or reading Tanka in Japanese before entering college. Unlike essay writing, writing Tanka in English requires carefully selected short spare sentences or words to describe one’s inner feelings. At first, students seemed to have difficulty revealing their feelings or thoughts. However, gradually, they opened their minds and were able to create their original tanka by outpouring their delicate emotions. The students were assigned to make slides to go with their tanka. The visual aids seemed to help enlarge images of their Tanka. By presenting their original tanka in class, the sense of accomplishment promoted their self-confidence. and writing Tanka in English also deepened their understanding of their own culture because the

task requires understanding Japanese traditional culture which leads to having a better understanding of their identity. The objective of the research was to ascertain whether writing Tanka in English: 1) helped students to build their identity, 2) raise students' motivation to write tanka in English, and 3) inspire students' creativity and elevated their English writing skills. From the questionnaire, we are convinced using Tanka as a way of creative writing helped cultivate identity and promoted English writing skills.

Room 11 | 6th Floor | Paper Presentation 3

28150

Golda Juliet Tulung

Implementing a Proverb-Based Language Learning Model to Build Students' Character

This study aims to implement a proverb-based language learning model, focusing on the Tombulu proverbs, as an English learning tool to help build the students' character. Qualitative approach with observations and interviews is used as a data collection method. The model was designed and implemented to English Department students in a course focusing on writing skills. The students were given some questions regarding the use of the proverbs and the wise-words relation to character building. The result shows the students become enthusiastic and well motivated in learning not only the English language based on Tombulu proverbs, but also the local language as well. The study also notices the students' positive tendency for character building during the discussions of cultural values in the proverbs. Further pedagogical implications on the use of this model will be presented.

Room 12 | 6th Floor | Paper Presentation 1

10273

Absharini Kardena | Veni Roza

Decision Makers in EFL Classroom: Is It a Part of Teachers' Role?

This article was aimed to discuss how the English teachers play their role as decision makers in conducting English subject at school. During the implementation of 2013 curriculum, the teachers are positioned as one of the important factors in succeeding the curriculum. Thus, the decisions taken by the English teachers might influence the teaching and learning processes. This research, which was derived and further developed based on previous research conducted in 2014, was conducted at MAN Kota Solok, one of Public Islamic Senior High School in Solok City, West Sumatera, Indonesia. Furthermore, this research involved 5 English teachers. The research was conducted under qualitative approach by using phenomenology design. The result of the research showed that the English teachers had not fully decided some components in teaching process. It was caused by lack of understanding about the importance of decisions made by the teachers which influenced the whole of the process of teaching English. Besides, it was also influenced by external factor, such as government's rule. Meanwhile,

the research also found that the role as decision makers could either influence or even was influenced by the other roles of English teacher.

Room 12 | 6th Floor | Paper Presentation 2

52027

Kobayashi, Yoko

Marketing of Filipino English Teachers in the World of Native English Ideology

English language teaching in Japan appears to be entering a new era, with the business of Filipino English teachers' online lessons achieving success even before the global spread of the COVID -19 pandemic. This study aims to understand the marketing strategy used to legitimate lessons taught by nonnative English-speaking teachers (NNESTs) in East Asia, where Anglophone native English-speaking teachers (NESTs) are seen as the ultimate and only English model teachers. This discourse analysis examines texts, images, and videos advertised on the websites of Japan's four major schools leading the Filipino teachers trend. The analysis reveals that Filipino teachers' legitimacy is articulated only within the categorization of them as NNESTs living in an English-speaking and foreign capital-reliant country that banks on hospitality and labor export. Filipino teachers are represented as those who can provide high-quality lessons as NNESTs after stringent training and monitoring at a low cost, which should be sufficient for Filipino workers. This study calls for a discussion on the positioning of Filipino NNESTs in the domain of Global Englishes research and practice, aimed at countering the discriminatory boundary between NESTs and NNESTs in terms of legitimacy and wages.

Room 12 | 6th Floor | Paper Presentation 3

14146

Kyaw Sein

The Role of Individual and Contextual Factors in Promoting English Language Teachers' Professional Development

Teachers' Professional Development is one of the solutions to make the teachers always improve their skills and adapt to current issue and educational system. Consequently, studies on teachers' professional development have been an essential part of educational discipline as it is closely related to improve the quality of education. The purpose of this study was to investigate the individual and contextual factors encouraging to English teachers' professional development. The study which aimed at identifying the predictors of English teacher development consisted of in-depth interviews with 34 English teachers and the data were analyzed utilizing content analysis. Common themes emerged from the qualitative data include (a) learning goal orientation (b) teacher self-efficacy, (c) professional commitment (d) organizational climate, and (e) learning organization culture. The findings show that language goal orientation enhances teachers' professional development. It is also found that self-efficacious teachers were more confident about their ability and were more likely to

advance their professional career. It agreed with the fact that professionally committed individuals form a stronger bond to their professional and are more open to learning opportunities. It is also found that teachers in an academic collaborative environment build professional interaction through sharing ideas, looking for feedback and helping each other in instructional practices. The participants of this research have identified learning organization culture in three ways: ongoing learners, lead learner and empowerment.

Room 13 | 6th Floor | Paper Presentation 1

29385

Khine Zin Thant

Motivations, Inhibitors, and Facilitators of University Teachers in Attending International Conferences

The greatest benefits of attending an international or professional conference are the opportunities to build our network and increase our awareness of new trends happening in our area of interest. This study examined the factors that motivate, inhibit, and facilitate university teachers in attending international conferences. Mailed questionnaires and Google Form were used to collect the data. Over 100 respondents who have had experiences attending conferences participated in the research. According to the findings, career enhancement, job opportunity, and education are the underlying dimensions of conference motivations. The underlying dimensions of conference inhibitors are money, family responsibilities/obligations, and difficult access to conference destinations. The study also revealed that affordability of the costs and availability of funding from organizations, university and ministry to cover for the travel expenses, conference costs (registration, F&B), and transportation are major factors that facilitate university teachers in attending conferences.

Room 13 | 6th Floor | Paper Presentation 2

21092

Cherise Shi Ling Teo

"But I Don't Feel Like a Native Speaker": Insights into Singaporean Pre-Service Teachers' Linguistic Insecurities

Several studies have shown that native speakers (NSs) are often perceived as better English teachers to non-native speakers (NNSs) (e.g., Berger, 2016; Valmori & De Costa, 2016). Related to this problematic and discriminatory notion of NSs is Standard English ideology and its accompanying expectations of high proficiency level. As Henry's (2010) study illustrates, English spoken by NSs is considered as "standard" and used constantly for metalinguistic reflection. Singapore serves as a useful context to examine the effects of such macro/societal-level beliefs on the development of language teacher identity due to its preoccupation with "good English". For example, in promoting Standard English, the Speak Good English Movement was started in 2000. The problematic slogans like "Let's be understood from Newton to New York." and "Grammar rules

matter. Use good English.” over the years have arguably served as a public reminder to Singaporeans that they are not NSs. Considering this public rhetoric, this study explores Singaporean English pre-service teachers’ uneasy identification as NSs. Data is drawn from Singapore government’s discourse on Standard English and audio recordings (totalling 327 minutes) of four groups of Englishteacher trainees’ language research discussions during their one-month bridging course. Findings suggest that a higher degree of grappling with and reflecting on tensions in identities leads to increased theory-practice integration, which benefits development of language teacher identity. There are thus pedagogical benefits in 1) engaging pre-service teachers in language research and 2) encouraging a more intentional/guided discussion and reflection of tensions in identities within language teacher education.

Room 13 | 6th Floor | Paper Presentation 3

21395

Lulu Laela Amalia | Ni Luh Putu Eka Sulistia Dewi | Galuh Nur Rohmah |
 A.A. Ngurah Yudha Martin Mahardika

EFL Preservice Teachers’ Initial Encounter with Reflective Practice: A Small Step in a CPD Journey

This paper presents pre-service teachers’ experience in implementing reflective practice during their enrolment in an EFL intensive reading course. Reflective practice has been seen as a crucial part of professional development starting from the 1980s. As later EFL teachers, it is important that they be introduced as early as possible to the advantages of being reflective practitioners for their continuous professional development in their future career. This study involves 17 pre-service teachers in their sophomore year. The data for this study were collected by distributing reflective questions in the middle of semester and at the end of the semester. The result reveals that the pre-service teachers gain both acquired information for their learning and meaningful values from the practice which will be beneficial for their professional development as EFL teachers.

Room 14 | 6th Floor | Paper Presentation 1

27800

Takaaki Hiratsuka

Narrative Inquiry into Language Teacher Identity: ALTs in the JET Program

'Native speakers' have been employed in almost every corner of the globe to teach their native tongues. Japan, too, has sought native speakers of English to bolster its English education—creating, in the process, one of the largest and most distinguished exchange programs in the world. Since 1987, tens of thousands of foreign nationals have set foot on Japanese soil as foreign assistant language teachers (ALTs) through the government-sponsored Japan Exchange and Teaching (JET) program (CLAIR, 2022). The job of the ALTs is to teach English in public schools in tandem with Japanese teachers of English (JTEs). Despite, or perhaps under, the immense popularity achieved

and tremendous funding allocated, the program's legitimacy and efficacy have neither been closely questioned nor systematically investigated. Although there is an apparent need to scrutinize the lived experiences of ALTs under the program in Japan, empirical discussion and research addressing them have been remarkably insufficient. I.e., the focus of previous research has been largely on the advantages/shortcomings of individual teachers or the descriptions of their team-teaching practices (e.g., Gorsuch, 2002; Hiramatsu, 2005; Hiratsuka, 2013; Igawa, 2009; Mahoney, 2004; Miyazato, 2009; Tajino, Stewart, & Dalsky, 2016). This presentation introduces a study that explored, via narrative interviews, the identities and their constructions of ALTs in the JET program. It is of critical importance to understand the complexities of ALT identity because how teachers view themselves as professionals, how they project themselves to others (e.g., students), and how others perceive them impact all aspects of their lives, including teacher development, interactions with colleagues, and pedagogical choices or classroom practices (Kayi-Aydar, 2019). The participants in the study were 22 former ALTs with diverse demographic variables who have experience living in various parts of Japan during different periods. Findings revealed that the gestalt of ALT identity is composed of primary identities (i.e., foreigner and dabbler) and their incumbent sub-identities (i.e., celebrity, sojourner, English expert, assistant, greenhorn, and Japanese novice). This presentation concludes with practical implications for team-teaching practices worldwide and empirical recommendations on language teacher identity research.

Room 14 | 6th Floor | Paper Presentation 2

28700

Michael Wilkins | Ryan W. Smithers | Atsuko Watanabe

Coping with a Mandate to Teach English in Japanese Primary Schools: Current Training Requirements of in-Service Teachers

In 2020, English became an official subject for fifth and sixth graders in Japanese elementary schools, and the classes are supposed to be taught by homeroom teachers. Some schools are expressing frustration over their inability to overcome obstacles, such as curriculum coordination between primary schools and junior high schools and teacher training requirements. Based on an analysis of survey data (N = 75) collected from elementary schools in Japan, this presentation evaluates which resources and support are most effective and appropriate or are lacking for in-service teachers who have recently been tasked with teaching English. The results reveal that although nearly a third of the respondents do not understand the government's goals for English Education, in every area of teaching included in the survey a large majority expressed a desire for more training.

Room 14 | 6th Floor | Paper Presentation 3

29248

Masitowarni Siregar

Development of Student Worksheets Based on The Reading to Learn Approach to Improve Students' Higher Order Thinking on Reading Narrative Texts Achievement Competence for Grade IX Students of MTSN 2 Medan

The 2018 Program for International Student Assessment survey released in 2019 shows that the reading literacy HOTS ability of Indonesian students is low where Indonesia is ranked 74th out of 79 countries. To improve students' HOTS reading literacy the Ministry of Research, Technology and Higher Education developed a Literacy Improvement Program at the National Junior High School level in 2021 using The Reading to Learn Approach. In this context, the objective of this research was to develop Students Worksheet Based on The Reading to Learn Approach to improve Students' Higher Order Thinking Skills on the Competence of Reading Narrative Texts. Worksheet development was carried out at MTSN 2 Grade IX for The Reading to Learn Approach had never been used there before. Worksheet development was carried out using the ADDIE model with 5 stages: (1) Needs analysis, (2) Design of worksheet based on the Reading to Learn Approach (3) Development of worksheet (4) Implementation of using worksheet (5) Evaluation. Qualitative and quantitative descriptive approaches were used in analyzing the data. Validity test, Practicality test and Effectiveness test. The results of the tests carried out on the product showed that the LKS developed was valid, practical and effective.

Room 15 | 6th Floor | Paper Presentation 1

16390

Abdul Kamaruddin | Mukrim | Hastini

Demotivating Factors of Engagement in Action Research: A Case of EFL Teachers in Central Sulawesi

Although many research have documented EFL teachers' engagement in research as a part of professional learning mode, very few research explore factors that demotivate teachers' engagement in classroom action research (CAR), which is a type of teacher research form promoted among Indonesian teachers by the government. To address this gap, this current study aims to reveal demotivating factors that undermine secondary school EFL teachers' motivation to engage in CAR in the city of Palu, Central Sulawesi province of Indonesia. This study adopts a qualitative case study design. Ten veteran EFL government teachers were purposively selected as participants in this study, comprising four junior secondary teachers and six senior secondary teachers. Data were collected using in-depth interview with the participants, and were then analyzed adopting a thematic analysis. The results of the study suggest that intrinsic and extrinsic aspects become the demotivating factors in CAR engagements. The former one is related to individual factors, such as laziness and ignorance of CAR engagement. Meanwhile, the latter one is linked with the contextual factors, such as (1) heavy workload, (2) limited CAR training and workshops available, (3) lack of colleague

support (e.g. no collaborators), (4) existing of CAR reports purchasing practice, and (4) ineffective system of teachers' CAR documents for promotion requirement. The study implies that in order to motivate teachers' engagement in CAR, the related stakeholders need to resolve the aforementioned contextual issues experienced by teachers.

Room 15 | 6th Floor | Paper Presentation 2

30155

Ella Wulandari

Teacher Education Partnerships and Boundaries from Cultural-Historical Activity Theory Perspectives

There is a general consensus that the practice of providing professional learning to teach is inherently collective, collaborative and context-bound. In most contexts, teacher education universities as program providers partner with schools that act as separate but interacting communities of practice. As separate communities, schools and universities create boundaries and perpetuate theory-practice divide and hinder preservice teachers' learning to teach. Informed by cultural-historical activity theory, this paper presents boundary crossing potentials within a system of school-university partnership while collaborating to afford school induction program in a teacher education program in Indonesia. A group of mentor teachers and teacher educators were interviewed for their expectations and perceptions regarding the partnership implementation. Documents that govern partnership were also gathered. Interviews were transcribed and together with the documents, were analysed using inductive and then deductive coding for generating common themes. The analysis discloses boundaries that are pervasive, yet potential for two communities to work together in preparing future teachers. Recommendations for participatory partnership are provided.

Room 15 | 6th Floor | Paper Presentation 3

33145

Wint Khin Sandar Chit

The Challenges of Academic Publishing: An Experience from Myanmar Researchers

Academic publishing is the subfield of publishing that distributes academic research and scholarship. Most academic work is published in academic journal articles, books, or thesis forms. Enriching the body of knowledge represents the main purpose of conducting academic research in any discipline. Such a purpose can be best achieved by sharing research through international platforms/outlets. This study aims to investigate the challenges of academic research and publishing papers in international periodicals. A quantitative approach was adopted in this study using a questionnaire to gather primary data. The sample of the study included 168 academic researchers from different faculties/institutes/universities in Myanmar. The results of the study showed that researchers at universities struggled against many obstacles during different stages of conducting research, such as a limited number of studies to draw

from; limited exposure to international scholars' work and lack of competent collaborators; the need for high-quality writing; difficulty in becoming members of the research community; costs of gathering data as well as in existence of incentives for international publications; limited publication outlets and lack of applicable theory and lack of high-quality research journals. The results also revealed that publishing research in periodicals was dominant in Myanmar due to many challenges, including long time and high costs associated with international publishing. The study has concluded some practices for handling challenges to academic research.

Room 16 | 6th Floor | Paper Presentation 1

39464

Eric Dheva Tachta Armada

Seven Key Components of Effective Teacher Professional Development: A Narrative Inquiry

Mentoring is recognized as being important, yet little is known about specific mentoring behaviours that lead to positive results. The objective of this study was to identify the elements of effective mentoring based on Darling-Hammond lens. The narrative inquiry was chosen as the design of this study and purposive sampling was used to recruit seven graduate students of a state university. It was consensus that mentoring relationships had certain key elements in order to be called effective. Conventional content analysis was conducted using coding categories derived directly from data and informed by the literature. Seven themes describing the key components of an effective mentoring were (1) focusing contents, (2) incorporating active learning, (3) supporting collaboration, (4) using models of effective practice, (5) providing coaching and expert support, (6) offering feedback and reflection, (7) and sustaining duration. Each theme described specific behaviours and interactions between mentor and mentee and desirable personal qualities of mentor and mentee. From the findings it can be informed about a dialogue between existing mentor – mentee to evaluate and modify upcoming Teacher Professional Development to the effective level.

Room 16 | 6th Floor | Paper Presentation 2

41712

Htun Win

Research Ethics Committees and The Ethics of Practice

Ethics committees are crucial in ensuring that educational researchers adhere to the highest ethical standards. It is challenging to strike a balance between responsibilities to participants, society, institutions, and the researchers themselves. Researchers frequently submit their research to the ethics committee for recommendations on how to conduct ethical research. This study is a novel empirical investigation into how researchers perceive the work of research ethics committees in Myanmar's university context. An online survey was used to gather data from 31 higher education participants. Data on roles, methodological position, experiences of the research ethics

committee, perceived tensions, and instances of good practice were gathered using open-ended and closed-ended questionnaires. The finding shows that the present educational study regard research ethics committees as positive when researcher and reviewers are transparently engaged in a shared effort. The difference between positivity and negativity lies in the quality of communication, clear systems, and a culture of respectful mutual learning. The finding of this study have practical implications for how education researchers and research ethics committees interact with one another in university settings, both to reduce conflicting interests and to achieve a prevalent understanding that will support the highest standards of ethical research conduct.

Room 16 | 6th Floor | Paper Presentation 3

47566

Carla Sih Prabandari | Ida Fatimawati Adi Badiozaman | Kristina Turner

Professional Identity Development in Liminality: Exploring an Indonesian EFL Teacher’s Experience during Professional Education

Using the lens of liminality theory, this paper explores the experience of an Indonesian EFL (English as a Foreign Language) teacher’s identity reconstruction during a liminal period while attending Pendidikan Profesi Guru (PPG) or the Teacher Professional Education (TPE). The participant’s liminality made her adopt new identities as a teacher-student hybrid in the process of becoming a certified EFL teacher. This study is expected to shed a light on teacher identity reconstruction through the professional identity tensions experienced by the participant during TPE. In this single case study, the data were collected from two interviews with Olga (a pseudonym), her reflective writings, video observation and Olga’s teaching practicum documents. The findings reveal that Olga faced professional identity tensions during the program. By maintaining a positive mindset, Olga was able to transform tensions into learning experiences. Olga benefited from being a teacher-student hybrid in that it afforded her an opportunity for self-development in aspects of learning, cognition, emotion and agency. The study concludes with implications for future research on teacher identity and for teacher education and professional development programs.

Room 17 | 6th Floor | Paper Presentation 1

49892

Chisato Matano | Emiko Izumi

Perceptions of Classroom Teachers in Japanese Primary Schools Who Have Experience in EFL Teaching

A new system for foreign language education began in Japan in 2020. English is learned as a subject from 5th grade, alongside advanced content. Additionally, a new subject teacher system for grades 5 and 6 was implemented in 2022, further emphasizing the importance of the EFL teacher system in Japan’s primary English education. According to the “Survey on the Status of English Education” (MEXT, 2020), in more than half of

primary schools, the percentage of classroom teachers in charge of English has decreased, while that of EFL teachers has increased. Matano and Izumi (2021) revealed the importance of collaboration between EFL and classroom teachers, utilizing each other's strengths. However, the number of EFL teachers is currently limited, and MEXT requires teachers who can work as both EFL and classroom teachers. The purpose of this study is to examine the significance of having both EFL and classroom teaching experience. We conducted online interview surveys and investigated the perceptions of primary school classroom teachers with EFL experience, about their current conditions concerning English teaching. The participants were two class teachers who had previously been primary EFL teachers. The survey was analyzed qualitatively. The research showed that those experienced in EFL teaching utilized knowledge gained from EFL teaching and teach English as a classroom teacher. This research suggested that experience as EFL teachers acted as training, building a foundation for teaching English as a classroom teacher. In the future, we would like to discuss teacher training in primary English education, including exploratory practice.

Room 17 | 6th Floor | Paper Presentation 2

56459

Finita Dewi | Gumawang Jati

Technology-Supported Teacher Professional Development: What Works and What Does Not

The new normal in education requires teachers, parents, and students to carry out online learning by utilizing various media and learning models like never before. To ensure that students continue to receive good learning services, teachers need to be equipped with technological and pedagogical knowledge to support the implementation of online learning activities during the pandemic situation. This study aims to develop an online teacher professional development that can equip teachers to become designers of interactive and engaging learning activities with the help of digital technology. The TPD program facilitated the participants with different learning spaces, ensuring them to obtain an appropriate learning model for online teaching. The method used in this study is the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The subjects are teachers who have experienced and implemented distance learning education during the pandemic. Data collection techniques were obtained from the results of tests and questionnaires. The data analysis technique used is descriptive statistics and inferential statistics. The product produced in this development is an online training that can develop the teachers' ability to design lessons that can facilitate students' engagement. The study results indicate that the product developed has a good validity value to be used at the implementation stage. The implementation results show that the online training has supported teachers in designing collaborative, innovative, and applicable learning activities. The result of this study also suggests some recommendations for designing technology-supported teachers' professional development in an online learning context.

Room 17 | 6th Floor | Paper Presentation 3

64877

Geraldine Kwek

Addressing Challenges of the Asian English Pronunciation Classroom: A Consideration of Sociophonetic Variation

Pronunciation teaching has long been an area of interest in the field of English Language teaching and learning. In non-native contexts, the attention given to achieving a native-like accent is apparent, in turn highlighting the distinct beliefs towards standards and proficiency in the spoken language. Due to various factors, challenges in both teaching and learning inevitably arise in the pronunciation classrooms. This paper thus highlights the importance of considering the sociophonetics of Asian Englishes to better understand and address these challenges. This paper will present a review of related studies and share new perspectives from current data. At its core, this paper discusses the considerations of pronunciation variation within the World Englishes paradigm and its implications on the Asian English language classroom and its multilingual teachers and learners. Strategies and resources in which to prepare English language teachers for pronunciation teaching and learning, and to enhance the pronunciation classroom experience will also be explored through the sharing of perspectives from a preparatory course for trainee teachers. Through these, the paper has an overarching goal of challenging a reconsideration of ideology and focusing on pronunciation teaching and suggesting potential forward-looking approaches that can be taken in that direction.

Room 18 | 7th Floor | Paper Presentation 1

28858

Junjun M. Ramdani | Elih Sutisna Yanto | Melisa Sri | Rahmat Djunaedi

Student Teachers Becoming Qualitative Researchers

Drawing on Vygotsky's "space framework" (Harré, 1984; Mostofo & Zambo, 2015), this article reports the findings of an action research project that examined students' beliefs and behavior changes while completing a qualitative research project. Our research question was, "to what extent do student teachers change their beliefs and behaviors about qualitative research (QR) after participating in a two workshop series of qualitative designs in language classrooms and doing a mini-project? The participants of this study were eight student teachers in an Indonesian university, and the research data were collected through questionnaires and interviews. The findings of the study show that student teachers changed their beliefs and practices in doing QR because of modeling provided by an experienced qualitative researcher and doing a mini-project. Participants found workshops and mini-projects beneficial in gaining literacy skills (navigating research area, formulating research aims) and experiences in doing QR in TESOL. The workshops and mini-project also encouraged them to become qualitative researchers.

Room 18 | 7th Floor | Paper Presentation 2

58249

Ni Wayan Mira Susanti

Empowering Students in Speaking Class by Assigning Unstructured Individual Tasks

During the pandemic, it is often a challenge to keep students attracted in studying, especially in speaking classes. Traditionally, students would be able to engage with their fellow classmates in various pairs and group works. However, since the face-to-face interactions were limited, lecturers need to find some materials and tasks that would keep the students motivated. One way that could be done is by giving students the freedom to choose the topic and media that they wanted to utilize to express their interests while at the same time optimize their speaking ability in their own unique ways. Therefore, all students that were enrolled in public speaking class were involved as participants in this study. The data were collected through questionnaire and interview. The findings showed that almost all of the students were happy and enjoyed the tasks given and felt empowered because they were working with materials that they were confident in talking about their interests.

Room 18 | 7th Floor | Paper Presentation 3

26811

Syamdianita

Students' Reading Attitudes and Students' Reading Comprehension Achievement in Extensive Reading Classes

This study aims at addressing the relationship between Indonesian university students' attitudes and reading comprehension achievement in ER classes. Ninety-one Mulawarman University students from two departments, English Department and English Literature, were involved in this research. A Reading Attitude Questionnaire is administered to collect the data, while the students' achievement in ER classes in the form of scores are obtained from the lecturer. The results indicated that after undertaking extensive reading for one semester, the subjects changed their perception about reading in English, and considered it as important. The findings also demonstrated the positive effects of the extensive reading on the subjects' affective and behavioral aspects of attitudes toward English reading. Moreover, the findings also showed that extensive reading made a significant difference as indicated by the results of their mid-term examination and final-term examination. But then, the results show that there was no significant relationship between students' reading comprehension achievement in ER classes and their reading attitudes. The findings of the present study should be taken tentatively for two reasons. First, the results have limited generalizability. The study is conducted in an EFL setting, where students have little need for English and fewer opportunities to use it than students in bilingual or ESL settings. Second, the 16- time frame of the study may have been too short to measure the differences existing in the dependent variables.

Room 19 | 7th Floor | Paper Presentation 1

690680

Nguyen Thi Hong Nhat

Teacher Training on Materials Development: Bridging the Gap between EFL Textbooks and Students' Needs

During the pandemic, it is often a challenge to keep students attracted in studying, especially in speaking classes. Traditionally, students would be able to engage with their fellow classmates in various pairs and group works. However, since the face-to-face interactions were limited, lecturers need to find some materials and tasks that would keep the students motivated. One way that could be done is by giving students the freedom to choose the topic and media that they wanted to utilize to express their interests while at the same time optimize their speaking ability in their own unique ways. Therefore, all students that were enrolled in public speaking class were involved as participants in this study. The data were collected through questionnaire and interview. The findings showed that almost all of the students were happy and enjoyed the tasks given and felt empowered because they were working with materials that they were confident in talking about their interests.

Room 19 | 7th Floor | Paper Presentation 2

73907

Chin-Wen Chien

Influence of Teachers' Collaborative Analysis on Elementary School English Teachers' Teacher Talk in CLIL Lessons

Content language integrated learning (hereafter CLIL) lessons are regarded as provisions of a quantity of input from the teacher talk. CLIL teachers tend to use long teacher talk in lecture format in presenting the curricular and content knowledge through explaining, describing, or comparing. Moreover, CLIL teachers introduce the language of learning to their learners by repeating it or displaying it on the board. Visual and audio supports are provided along with the teacher talk. This case study collected observation field notes, interviews, audio recordings, and documents to analyze the pedagogical functions of the teacher talk delivered by two Taiwanese English teachers in CLIL classes and the influence of collaborative analysis on their professional learning. This study reached the following findings. First, the amount of the teacher talk on animating and explaining on the language of learning outnumbered other types of pedagogical functions. Second, choosing the language of learning for the content areas and using simple teacher talk to explain and introduce it to their learners was regarded as challenging for these two CLIL teachers due to their learners' limited English proficiency. Third, participants regarded the collaborative analysis as useful in examining teachers' teacher talk and reflective practice. The professional development on CLIL teacher talk was proposed.

Room 19 | 7th Floor | Paper Presentation 3

276610

Pratiwi Retnaningdyah

Identity and Sponsorship in Postgraduate Students' Literacy Narratives: A New Literacy Studies Perspective

This article reports on a study of postgraduate students' literacy narratives in a public university in Surabaya, Indonesia. Employing a New Literacy Studies perspective, literacy narratives of 30 students were collected and analysed to reveal themes related to literacy sponsorship. The results of the study reveal that postgraduate students' literacy identities, including academic literacies, are shaped by historical, cultural and political contexts. Pedagogical implications of the students' constructions of literacy identities through literacy narratives are considered at the end of the article.

Room 20 | 7th Floor | Paper Presentation 1

56366

Didi Sukyadi

The Use of L1 (Indonesian Language) in Students' English Learning Materials

While studies on the use of mother tongue or L1 in the classroom have proven to be beneficial for language learning, studies on the use of L1 in textbooks are rare. The present study tries to explore the use of Bahasa Indonesia or L1 in English for secondary school textbooks. It endeavors to find out the difference on the use of L1 in the textbooks across time, the sections in which L1 is dominantly used, the reasons and aims of the use of L1 and the perception on its use. Three English textbooks published in 2008 and the same number published in 2014 and 2015, three e-modules published just before Covid-19 Pandemic in 2019, and 6 modules published during Covid-19 pandemic were analyzed. The book selected in each publication period was proportionally prepared for year X, XI and XII of senior secondary schools. Then, three authors from 2008, 2014-2015, and 2020 publication period were interviewed to triangulate findings from the textbook analysis. A questionnaire was distributed to senior secondary English teachers to reveal their perception towards the use of L1 in English textbooks. Data analysis revealed that English textbooks studied all used L1 as parts of their delivery approach. However, the degree of its use changed from time to time and from contexts to contexts. Each section of the modules seeks L1 as a scaffolding tool, and the number of its use increases when the module is designed to use in fully online classes during the pandemic.

Room 20 | 7th Floor | Paper Presentation 2

570701

Meyga Agustia Nindya | Utami Widiati | Niamika El Khoiri

Pre-Service Teachers' Perceived Understandings and Practices of Intercultural Communicative Competence in EFL Teaching

English today is not solely learned to communicate with native speakers but to prepare students to be intercultural speakers in multicultural settings. English teaching should

thus address learners' successful engagement with a global milieu in intercultural settings, which remains challenging for many EFL teachers worldwide. A body of research showed that English teachers are not well-prepared yet to integrate intercultural teaching in EFL classrooms. It becomes crucial to find out the possible causes of their unpreparedness to integrate intercultural teaching in EFL lessons. This study was carried out to seek information on how well pre-service teachers' perceived understandings of ICC elements were and to what extent they practiced implementing ICC-related teaching strategies in EFL teaching. To find the answer to the question, a 31 items questionnaire was distributed to 106 participants. The findings showed that pre-service teachers under this study perceived that they understood ICC elements very well. However, when it comes to practice, they admitted that they did not frequently implement ICC-related teaching strategies in their efforts to develop students' ICC. These findings suggest that very good understandings of a concept do not drive directly to good practices. It was also found that the minimal integration of ICC-related teaching strategies was not solely caused by the understanding of the pre-service teachers. Rather, it was also possibly due to other factors such as inadequate learning sources and materials, restricted time, the heavy load of the curriculum, and different students' English proficiency.

Room 20 | 7th Floor | Paper Presentation 3

94048

Sisilia Setiawati Halimi, Ph.D. | Will Nash

British Council Indonesia' EMI Pathfinder' Project - Stage 1 Findings

Over the past several decades, there has been an increased focus on teaching English at all levels of schooling around the globe and, more recently, teaching content subjects in English. Challenges to implementing English as a Medium of Instruction (EMI) are well-documented. This presentation will present the preliminary findings of a study of how the EMI Pathfinder Project has supported Indonesian content lecturers in overcoming EMI pedagogical challenges. The researchers are interested in insight, discovery, and interpretation of the program's implementation rather than hypothesis testing. The questions addressed in this study are whether the online courses have covered the most important needs in teaching other subjects in English and how useful the online courses they have joined are to help them improve the quality of teaching. To capture the students' learning experiences in this study, the data from the Learning Management System are analyzed, observations and interviews are conducted. There are up to 48 teachers and four facilitators participating in this study. The findings will show how the online courses have helped them understand some areas of teaching subjects through English and any needs that the participants think have not been integrated into the courses. Therefore, improvements to the courses can be made. Further research to observe how the teachers implement the knowledge and skills from the courses in their classes will be conducted.

Room 21 | 7th Floor | Paper Presentation 1

47084

Mohammad Sajjad Hossen | S M Akramul Kabir

Natural Translanguaging Practices in Bangladeshi Medical Education

The linguistic landscape of most post-colonial states includes the language of the colonizer. Thus, a European language is either studied as a compulsory subject in schools or is used as an instructional medium, especially in tertiary education. Similarly, medical education in Bangladesh is imparted in English, requiring students to rely solely on textbooks and write exams in English. Such educational arrangement in a non-native language creates cognitive challenges for learners because their secondary education inadequately prepares them for English-medium higher education. Consequently, teachers need to resort to trans-languaging, i.e., dynamically using students' linguistic repertoire to facilitate a deeper understanding of academic content. Recent research shows that such fluid linguistic practice in the classroom reduces educational challenges and emancipates them from the hegemony of a foreign language in academic settings. To explore the students' perspectives regarding the linguistic practices in the medical classrooms of Bangladesh, this qualitative study intended to see to what extent trans-languaging practices reduced their cognitive challenges. Accordingly, data were collected from 6 former Bangladeshi medical students – now practicing physicians - using semi-structured interviews. The data were analyzed using thematic analysis. Interview data suggest that the participants faced considerable challenges in English medium instruction, especially in making sense of complex academic concepts, which necessitated teacher-student and student-student interactions in Bangla. Findings further reveal that initially, English favored students with English-medium backgrounds. However, pedagogical trans-languaging ultimately empowered the Bangla-medium students by developing their content knowledge and English language skills.

Room 21 | 7th Floor | Paper Presentation 2

56845

Bao Yue

A Systemic Functional Analysis on Interpersonal Metaphor of Modality in Discussion Section of Applied Linguistics Research Articles

According to Systemic Functional Linguistics, modality metaphor is regarded as explicit expressions of modal, which involves explicit subjective and objective orientations. Discussion section in empirical Research Articles (RAs) is often used to express the significance and practical value of the research. This study intends to delve into explicit subjective and objective modality metaphors in the discussion section of 60 RAs in Applied Linguistics. Based on the definition and classification of modality metaphor by Halliday (1994) and Matthiessen (1997), the distribution and functions of explicit subjective and objective modality metaphors are comparatively analyzed and discussed with the help of AntConc and SPSS. The quantitative analysis shows that in the discussion section of RAs, explicit objective modality metaphor (414 times) is more

avored than explicit subjective modality metaphor (171 times). And there is a significant difference between the distribution of subjective and objective ones ($P < 0.05$) in terms of modality and modulation. The difference is interpreted from the perspective of functions. Explicit subjective and objective modality metaphors share similar functions in raising different or supplementary viewpoints in a conciliatory way, strengthening negotiation and expressing deliberativeness. However, explicit objective modality metaphors contribute to enhancing cohesion within text, extracting key information or true intention, and intensifying authoritativeness. Since discussion section is a crucial part to emphasize and evaluate the results. Thus, authors prefer hiding first-person pronouns to boost objectivity. The current study hopefully could provide insights into understanding and writing academic discourses.

Room 21 | 7th Floor | Paper Presentation 3

807788

Ika Lestari Damayanti | Yusnita Febrianti

Multimodality in Textbook Design: Lessons Learned from Indonesia

This paper offered a practical implementation of multimodal identification in a textbook design. The prepared design of the textbook is that of English for 7th graders, based upon the currently developed Kurikulum Merdeka. The textbook design process is essentially foregrounded by concepts of genre based pedagogy (Derewianka, 2004; Rose, 2018), within which a scaffolding (Gibbons, 2002) is taken into account as a basis for structuring the flow of the activities in the sections of the textbooks. In addition, the concept of multimodality i.e. multimodal identification (Unsworth & Cleirigh, 2014) is used to develop an interrelated description and visual interpretation in producing the illustration needed in the textbook. The study shed insights on theoretical foundations and hands-on practice for the participants in developing a textbook design. A unit from the currently developed English school textbook for VII graders was used as a sample to take the participants to go through each section. The discussion focused on how teachers may understand the textbook design process from the writers' perspective that included completing a section of a prepared chapter plan, creating a text in the form of a dialogue or short passage for a relevant exercise, and/or making a description prepared for the illustrators.

Room 22 | 7th Floor | Paper Presentation 1

63270

Rusiana | Nuraeningsih | Made Hery Santosa

Students' Perception on Extensive Reading (ER) Book Club to Promote A Pleasure Reading in the Online Environment

In the language learning field, reading plays a crucial position as a receptive skill. Therefore, there were kinds of models for mastering the reading ability, such as using the extensive reading. However, the roles of peer-learning partners have grown an important position in the extensive reading ability. This current study emphasized the

students' perception of the extensive reading book club of second-semester students in the English Education Department of a private university in Kudus, Indonesia. By implementing the mixed-method research design, a Likert scale questionnaire was administered to the research participants. The findings revealed that the extensive reading book club provides fruitful and enjoyable activities for English Education Department students that promote their interest in pleasure reading and improve their English skills, especially reading ability. The next further studies possibly focus on making the extensive reading book club a regularly sustainable program to maintain a positive culture of reading for pleasure that might lead to good reading habits.

Room 22 | 7th Floor | Paper Presentation 2

82386

Matthew P. Wallace | Iris Ngan-Leng Mak

Examining the Effectiveness of Reading-while-Listening Instruction for L2 Listening

Improving L2 listening ability can be a challenging task for many language teachers. This can be especially true in contexts where listening is considered unteachable and that listening proficiency only improves when learners receive plentiful opportunities to encounter the target language. Advocates of this position tend to overly utilize the comprehension approach to teach listening, whereby the teacher plays an audio track and asks students to complete comprehension activities, like answering multiple-choice questions. This approach has been criticized for not teaching listening, but merely testing it repeatedly. To address this limitation, the current study examined the effectiveness of a pedagogical alternative to the comprehension approach, the reading-while-listening (RWL) approach. RWL instruction involves reading along with the audio input and completing comprehension tasks at strategic points of a text. The study utilized a quasi-experimental design in the Chinese university EFL setting. Two intact classes of 27 students each were randomly assigned to receive either RWL instruction or instruction using the comprehension approach for 10 weeks. Data sources included listening pre-tests and post-tests and one-on-one interviews with the RWL group. Results showed that the RWL group performed better in the post-test than the pre-test, suggesting that it was effective in improving listening ability. The between-group differences also showed that RWL was effective at improving listening. The findings from the interviews suggest that the students held wide opinions regarding the effectiveness of the approach. The presentation will highlight these findings and offer pedagogical implications for L2 listening classes.

Room 22 | 7th Floor | Paper Presentation 3

37276

Dinar Dipta

The Significance of Pragmatics to Use in Social Interaction

During a conversation, people may use different language to convey the same meaning depend on to whom they talk to. In this case, pragmatics gives different

perspective towards language. Pragmatics is a field of knowledge that makes people know how to appropriately achieve the mutual comprehension and politely face the challenges caused by misunderstanding in international situations. This research aims to analyze the importance of pragmatics in language communication. Furthermore, this research highlights the use of pragmatics in social interaction and how it affects the social relationship. A case study was used as the research design thus the approach was qualitative research. The primary data were taken from transcript conversations in social situation between the researcher and society by participating in observation and note-taking/recording technique. While the secondary data were collected from several related literature of this research. The data then were presented descriptively to find out the analysis of the result. It was found that pragmatics took great part in maintaining the social relationship. People tend to use different level of language to different people by some certain intentions. Age and social status were some aspects that should be considered in presenting pragmatics during conversation to maintain the social relationship.



PARALLEL SESSION 2



Room 2 | 5th Floor | Paper Presentation 1

10559

Dea Punjung Sari | Leil Badrah Zaki

The Use of Dictogloss to Improve Students' Writing in Muhammadiyah Plus Secondary School in Batam

Teaching writing in secondary school is found as another level of skill to be mastered (Abdulwahed and Ismail, 2011; Pertiwi and Drahati (2018); Ardiansyah, (2020)). Teaching writing at Muhammadiyah Plus Secondary School in Batam has thus far received little scholarly attention. However, students at this level are supposed to be able to master the writing skill as well as learn other skills in English. To implement such policy, a teaching method must be prudently selected. In this study, the researcher seeks to examine the use of Dictogloss as a technique to improve secondary students' writing skills. This technique will be used to help students to develop their grammar, vocabulary, spelling, and use of punctuations, which proves to be most problematic to these students. This learning which will integrate dictation given by the researcher and peer-assessment as an analytic technique is expected to be beneficial. The participants are 26 students from grade 9A at Muhammadiyah Plus Secondary School in Batam. The class subject is going to be The English Cambridge exposing about Procedure Text. Classroom Action Research (CAR) is selected as the research method.

Room 2 | 5th Floor | Paper Presentation 2

12064

Nguyen Thi Thanh Hong | Nguyen Thi Khanh Ly | Vu Thi Hao

A Study on Factors Affecting Students Achievement in Learning English for Medical Purpose in Vietnam

Teaching English for medical purpose is one of the challenging aspects of English language teaching. This study explored factors affecting Vietnamese medical students' learning English for specific purpose and the correlation between the students' discipline-specific knowledge and the learning outcomes of English subjects. The cross-sectional descriptive study was carried out with the participation of 200 third-year students of the medical doctor training programme at Thai Nguyen University of Medicine and Pharmacy in Vietnam. The results of the study showed that factors affecting students' achievement in learning medical English are the complexity of medical terminologies including elements constituting the terms, such as prefixes, suffixes, and roots. The most influential factors because they refer to a variety of anatomical parts and positions of the human body. Research results also showed that students' discipline-specific knowledge is a factor that has a strong influence on students' achievement in medical English learning. The problems that students encounter when learning English for medical purpose also focus on learning medical vocabulary and terminologies, and the discipline-specific knowledge. The main results of the study revealed that there is a close correlation between students' discipline-specific knowledge and their achievement in learning English for medical purpose ($r =$

0.629 and 0.680). The overall findings of this study revealed that there is a need to increase students' discipline-specific knowledge as well as changing teaching method to help students find easier and more interested in learning medical terminologies.

Room 2 | 5th Floor | Paper Presentation 3

16990

Bin Wu

Stance in Academic Writing: A Corpus-Based Comparison of Chinese Students' MA Dissertations and PhD Theses

One of the approaches to explore the interactional and persuasive nature of academic writing is through the use of stance features in texts. Adopting a corpus-based analysis, this study compared how MA and PhD applied linguistics dissertations / theses in the Chinese mainland differed in terms of stance making in their texts. Two corpora were built for the study - an MA dissertation corpus and a PhD thesis corpus. The MA dissertations and PhD theses in each case were written by the same writers. The use of stance markers was examined using Hyland's (2005) framework for analysis. It was found that compared to their MA dissertations, student writers with doctoral training demonstrated some progress in stance making in their PhD theses. They employed fewer boosters, mastered a wider set of attitude markers, and displayed an increased ability to assert positions and involve readers in their texts. These findings revealed a developmental progression in the use of stance for these students which could hopefully inform academic writing training at the graduate level for Chinese students writing in English.

Room 3 | 5th Floor | Paper Presentation 1

20707

Misnawati | Zul Astri | Reski Pilu

Using Legal Case-Based Reading to Promote Critical Thinking for Law Students

Critical thinking and creativity are the essential qualities must-have to face industrial revolution 4.0 and society 5.0, particularly for tertiary students. Higher education institutions play a vital role in developing critical thinkers. This study aims to assess the impact of the author's teaching technique of Legal Case-based Reading (LCbR) on students' critical thinking abilities. This study used a quantitative approach, within which the data collection was carried out through observations, a pre-test, treatment, and a post-test. Then, questionnaire was used to gather information on how the students felt about the program. The data was then analyzed by using SPSS 26 program. The participants in this study are first-semester students at Sekolah Tinggi Ilmu Hukum Pengayoman Watampone, Indonesia, in the 2020/2021 academic year. Subjects were chosen using a purposive sampling strategy, involving 43 participants. The research lasted for approximately two months, from September - November 2020. This research showed that 1) Applying Legal case-based Reading has a considerable effect and change on students' critical thinking skills; 2) Students' critical thinking level

increased from low order thinking skills to high order thinking skills; and 3) Students thought the response options were good, with an average value is in the category of high.

Room 3 | 5th Floor | Paper Presentation 2

30328

Jinnan Kou | Qi Wang

A Contrastive Study of Text-Oriented Bundles in Research Papers by English Natives and Chinese Writers

As the basic unit of discourse construction, lexical bundles are important components of fluent linguistic production, especially in academic writing. Few studies compared the use of text-oriented bundles in academic writing written by native English speakers and Chinese EFL learners in terms of structure and function. The present study collected manuscripts of Chinese authors and published journal papers written by native English authors to build two corpora, aiming to investigate the similarities and differences in text-oriented bundles employed by Chinese and foreign writers. The results indicate that the proportion of five-to-six-word text-oriented bundles is seldomly used by either Chinese or native English speakers. There is no significant difference in tokens and types of prepositional phrase-based text-oriented bundles, and there is no significant difference in tokens and types of text-oriented bundles for marking causative relations. However, the text-oriented bundles in overall are expected to be enhanced by Chinese authors. To be specific, the frequent of text-oriented bundles for establishing additive links, contrastive links and as framing signals are expected to be increased. Chinese authors tend to use frequently the text-oriented bundles for marking inferential relations, as structure signals and purpose signals. Weak nominalization features and choosing bias in the specific text-oriented bundles are also found. Chinese authors should improve their awareness of lexical bundles in academic writing, and use more accurate and diverse lexical bundles to produce concise and fluent academic discourse.

Room 3 | 5th Floor | Paper Presentation 3

45064

Eun-Ju Kim

Searching for Bookworms: College Students' Experience in a Career Building Program

This qualitative study examines a group of English major college students' participation in a self-directed career-building program through their journals. Four English major college students took part in a career development program newly introduced in a college in Seoul, Korea. They were allowed to set up their own coursework and schedule. The four students intended to have English-Korean translation training. They also planned to contribute their work to the community they belong to. For sixteen weeks, four students individually translated English story books of their own choice and then they regularly met and exchanged feedback. Every week, then, they wrote

weekly journals where they report their work, progress, and reflections and this became the data for this study. Students' journal entries were repeatedly read and qualitatively analyzed, catching up on the emerging themes. The preliminary findings of the data analysis show that all four students underwent noteworthy changes in their perspectives on the English language, translation, and community service. Through participation in the program, students came to have a better understanding of both English and Korean. Even though some of them experienced cul-de-sac in the middle of the program participation, they learn how to overcome the dilemma through collaborative efforts with other program participants. The study will discuss the educational meanings of the findings and provide suggestions for those who are interested in developing a similar program in their own institute.

Room 4 | 5th Floor | Paper Presentation 1

47359

Lystiana Nurhayat Hakim

School-University Partnership in Developing ESP Lesson Design: How Does It Work?

This study examines the practice of collaboration between vocational English teachers, University students, and lecturers in developing ESP lesson design. The concept of Lesson Study was used in this study in twelve meetings. Observations and an online questionnaire were used to explore teachers' and university students' perceptions and experience toward the implementation of SUP in designing ESP lesson design. Then, the questionnaire was followed by an in-depth interview with some respondents who met the criteria set. The results of this study showed that a) commitment, support, and encouragement of participants in the collaboration process established trust and motivated them to become intensely and longly involved in the lesson study, b) collaboration between school and university can improve the quality of teaching and learning activities, c) group reflection allowed participants to question assumptions, share information and evaluate their practices, d) teachers faced difficulties in deciding which topics to include in the syllabus, finding ESP teaching materials, and developing teaching methodology, e) both teachers and students have positive perception toward the implementation of SUP, and f) there are positive effects on the quality of teaching practice for students and teachers. Finally, the advantages of school-university partnerships were gained by both parties and the improvement in their ability to collaborate with others help them to improve their knowledge regarding classroom practices. Furthermore, students as pre-service teachers learn to seek out collaborative opportunities in their future as teachers.

Room 4 | 5th Floor | Paper Presentation 2

835485

Nguyen Thi Hong Nhat

Developing Bottom-Up Listening Skills and Learner Autonomy in a Google Classroom-Based EFL Course

The teaching practice of EFL listening has not addressed bottom-up listening skills (Seigel & Seigel, 2015). Moreover, autonomous listening is not very well focused in

current pedagogy (Field, 2008). This study was conducted to investigate the influence of a mini EFL listening module of bottom-up activities on learners' listening ability and learner autonomy. The students were 100 first-year EFL students at a public university in Vietnam. The module was developed on the Google Classroom platform, incorporating listening activities on different bottom-up skills such as listening to accents, intonation, and assimilation. The students completed the assigned bottom-up listening activities on the platform every week over 10 weeks. The data were collected from an online survey (n=100), a dictation pre-test, and a dictation post-test (n=100). The results showed that the module improved students' bottom-up listening skills and positively affected their autonomy. The study suggests that EFL teachers should be more aware of the importance of bottom-up activities and allocate adequate time in listening courses, especially for low-level learners. Furthermore, the study indicates that the Google Classroom as a sample tool of technologies can be employed with sound pedagogy to benefit students.

Room 5 | 5th Floor | Paper Presentation 1

59571

Muliati | Syarifuddin Dollah | Sultan Baais

Students' Perceptions on CBLT in ESP Courses: A Case Study in Indonesian Higher Education

The study aims to know students' perceptions of Content-Based Language Teaching (CBLT) in ESP courses in Indonesian higher education settings. Previous studies claimed that CBLT has many benefits to the students' English achievement. While previous studies focused on the benefit of CBLT in skills of English, the current focused on students' perspectives on CBLT in learning ESP courses. Forty students who joined ESP courses at Bosowa University Indonesia participated in this study. A questionnaire and an interview were used to collect data. Data from the questionnaire responses were analyzed using SPSS program, and the data from the interview was analyzed using Miles and Huberman's qualitative data analysis. Detailed findings will be presented and their implications discussed.

Room 5 | 5th Floor | Paper Presentation 2

66783

Mushoffan Prasetianto | Rizkiana Maharddhika

Agriculture Students' Difficulty in Writing an Essay

As students in Indonesia are taught English as a foreign language (EFL) starting from elementary school to higher education in Indonesia, higher education students are expected to be able to speak and write English appropriately. Thus, to find effective teaching strategies, this study sought to determine students' constraints in writing English in the context of higher education. The researcher recruited 40 students of Agroecotechnology in a university in Indonesia taking an English course. The data were obtained from the interviews and students' essays. The interviews were in Indonesian and conducted several times until the data was saturated. The interview transcription

was coded and analyzed to find the emerging themes. The findings revealed that the students' writing difficulty was divided into three categories: generating ideas, vocabulary, and grammar.

Room 5 | 5th Floor | Paper Presentation 3

77534

Melati | Radiatan Mardiah | Nyimas Triyana Safitri

Digital Reading Strategies of Undergraduate English Language Learners

To interact with digital reading text, language learners need to use particular reading strategies. This paper explores the reading strategies used by undergraduate language learners in a public university in Jambi to read digital academic text. The data were taken through informal interview in WhatsApp group, questionnaire through google form, and focus group discussion through zoom meeting. Qualitative analysis on the data shows that the students apply different critical reading strategies in dealing with the digital academic text. The strategies that the students find extremely useful are rereading the text, note taking and annotating, looking up keywords, making personal connection, connecting two or more ideas, and comparing different ideas from the text. However, in applying the strategies, the students faced distractions such as notification and hyperlink. To face the challenge, the students are suggested to focus on their reading purpose.

Room 6 | 5th Floor | Paper Presentation 1

70346

Faizatul Istiqomah | Nur Mukminatien | Fitriatul Masitoh

Grammatical Metaphors in Research Article Introduction Sections: Nominalization and Lexical Density

Studies in the introduction section of research articles for international reputable journals have mostly examined the writers' rhetorical movements, yet not much has been about the deployment of linguistic features. This present study investigated research authors' ideational grammatical metaphors in their introduction sections to show lexical density in their academic writings through nominalization. This research was based on a corpus of introduction sections of the latest 40 articles from four applied linguistic quality indexed Scopus journals (Q1 and Q2) in Asian countries. The data were analyzed using Halliday's SFL framework on the realization of IGM in nominalization and lexical density. The findings of this study are expected to shed the light on the proficient writers' construction of effective and lexically dense introductions by using various kinds of nominalizations. The pedagogical implication of the results is for English teachers to consider raising students' awareness on the utilization of nominalization and lexical density to produce a high level of academic texts.

Room 6 | 5th Floor | Paper Presentation 2

82451

Rini Intansari Meilani

Learning English Across Campus: An Interpretive Phenomenological Analysis

The Indonesian government's Freedom to Learn-Independent Campus (MBKM) policy has offered places for students around the country to study outside of their program. With the primary purpose of elevating the comparative quality of higher educational institutions across the nation, the program also aims to nurture the students' socio-cultural experience and sense of nationality while developing their academic knowledge. Even though the benefits of this program entice students to apply, there are certain obstacles to overcome in practice. By adopting interpretive phenomenological analysis, this study investigates the emotional, socio-cultural, and academic experiences of students from two universities enrolled in the MBKM program and studying English for specific purposes. Apart from internet connection concerns that prevent students from achieving their full potential, the study finds that diverse course designs and academic cultures are the most challenging issues for both groups of students. To ensure a better learning experience for the students, joint course development by the lecturers from both campuses is highly suggested.

Room 6 | 5th Floor | Paper Presentation 3

85218

Hai-Long Huynh

The Accuracy in Using Metadiscourse Devices among EFL Students in Essay Writing

The acquisition of metadiscourse devices has been in focus of researchers and instructors, particularly the use of those in students' academic writing. This paper aims to identify which errors in metadiscourse devices are made at different proficiency levels among Vietnamese EFL students and the strategies that successful learners used to fully acquire these devices. First, a learner corpus of IELTS essays written by Vietnamese students was compiled. Then, the cohesive devices were categorized into different levels. After that, they were analyzed and compared with a corpus of IELTS and academic essays written by English native speakers. Next, the more successful learners were interviewed for their strategies use of metadiscourse devices. The results showed the errors in the use of cohesive devices that students at different levels made. Qualitative data indicated that explicit training on pragmatic knowledge in both reading and writing as well as feedback on organization and structure are crucial factors in improving students' use of metadiscourse devices. The paper contributes to the acquisition process of metadiscourse devices in academic contexts and facilitates the teaching process of presenting, evaluating, and giving feedback on cohesion in students' academic writing.

Room 7 | 5th Floor | Paper Presentation 1

22727

Md. Asif Kamal

Relevance of Content and Language Integrated Learning to Teaching English Fiction in Undergraduate Classes

Content and Language Integrated Learning (CLIL) emerged with an intention of scaffolding both content and language learning which appears to be very relevant in the ESL and ELF contexts of higher education in different countries including Bangladesh. The majority of Bangladeshi learners' linguistic competence in the tertiary level of English literature classes in the ESL context seems to be inadequate for learning literary contents (Alam, 2018; Hasan, 2016; Mortuza, 2021; Shahriar, 2012; Yeasmin, 2011). Therefore, adapting CLIL, which puts equal emphasis on subject teaching and language teaching for enhancing both the skill of communicating and transferring the content knowledge (Do Coyle, 2007), appears to be more effective than just conducting lecture-based content teaching. Hence, this research was intended to explore whether adapting task-oriented use of short fiction integrating literary content lesson and language teaching is more effective in developing students' literary comprehension of fiction as well as enhancing their English skills simultaneously. A group of 1st year undergraduate students of English fiction in a private university in Dhaka participated in this research. A mixed-method approach (Fielding & Fielding, 1986; Steckler, McLeroy, Goodman, Bird, & McCormick, 1992) to research was adapted which included classroom observations on implementation of CLIL and questionnaire surveys as research instruments. Based on the findings, the research identified that CLIL was effective in short fiction classes in developing cognition of content as well as enhancing linguistic competence only for those who lacked linguistic proficiency and were traditionally majority in number in a class; but for those with sufficient linguistic competence, CLIL did not help much in developing their language skills rather distracted them from proper comprehension of literary contents of fiction.

Room 7 | 5th Floor | Paper Presentation 2

14052

Lulu Laela Amalia

Reflective Practice by EFL Teacher Educators: A Professional Journey

This study explored reflective practice by teacher educators throughout their professional journey. Reflective Practice (RP) has been considered as an important part of teacher professional development. In western education system, reflective practice started to flourish in 1980's. Reflective Practice (RP) is viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development (Osterman & Kottkamp, 1993). Even so, studies of RP by teacher educators in Indonesian context have not been extensively done. The study employed a qualitative research design, particularly narrative inquiry with multiple case study. The participants of the study were three EFL teacher educators in doctoral level with

more than 5 years teaching experience. The data in this study were gained by using narrative frame and interview. The result showed that all teacher educators in this study were reflective practitioners. Everyone reflected and did reflection, whether they were aware of doing it or not. Furthermore, the findings of the study concluded the following categories for the reflective practitioners: a) First category was one who was aware that he/she was a reflective practitioner and he implemented it in his/her teaching; and b) Second category was one who was not aware that he/she was a reflective practitioner but he/she implemented it in his teaching.

Room 7 | 5th Floor | Paper Presentation 3

38426

Aries Fachriza

Bottom-Up Strategy in Teaching Listening for Academic Purpose for EFL in Pesantren-Based University

Listening is assumed as the beginning level for the human being in receiving information. In the English language, Listening for academic purposes is also believed to be the subject that should be overwhelmed by the EFL learner at the university level by the appropriate strategy. The objective of this article is to examine the strength of the bottom-up strategy in teaching listening for the academic purpose for the third semester of female students of Departments of English Language Education, the University of Darussalam Gontor that is considered as *Pesantren* -Based University. This study utilized a quasi-experimental with one group pretest-posttest design. The colleagues involved 14 who were regarded in English Language Teaching. They were tested by pre and post-treatment of listening for academic purposes. The data were analyzed by paired sample T-test. The results of this study showed that there was a significant inequality between the mean score of pretest and posttest. The mean score of the post-test of learners was improved than theirs in the pretest. It is proven that the EFL in *Pesantren*-based university in this case female students of the Department of English Language Education achieved better in promoting teaching listening for academic purpose after being treated using bottom-up strategy.

Room 8 | 5th Floor | Paper Presentation 1

99213

Supardi

Legal Case-Based Reading Task (LCBRT) to Foster Law Students' Critical Thinking

This article aims at investigating the impact of legal case-based reading task (LCBRT) on law students' critical thinking (CT) development. For this investigation, the author looked at the result of LCBRT when it was implemented for teaching English to law students at the Law Faculty, the University of Jember in 2020. In this task, two legal situations were given to the students to decide which one belongs to the civil case or criminal case. The result showed that with the use of their prior knowledge, vocabulary relating to the two cases, thoughts, ideas, and information, the law students of the University of Jember could creatively present their understandings of both civil and

criminal matters in the form of writing. For this fact, though LCBRT is not the best strategy for CT development, it has a positive impact on fostering law students' CT at the University of Jember and the teachers of English at the University's Law Faculty can make the most of LCBRT to develop their students' CT.

Room 8 | 5th Floor | Paper Presentation 2

13939

Asami Suzuki

"Am I Global?": Narratives of Japanese University Students

Japanese Ministry of Education, Culture, Sports, Science, and Technology emphasized globalization on policies for Japanese university students (MEXT, 2011, 2014). This study explores how the public globalization discourse has affected university students with low English proficiency's self-perception whether they have fulfilled the expectation. The research participants were sophomore college students in a required English reading course at a private university. Using poststructuralist perspectives, this case study examined (1) the way they understand "being global," (2) how their proficiency level is related to their global identity, and (3) whether they negotiate their English user identity through their attempts to achieve English competence. The data was derived from questionnaire, journal, and interview. The results indicated that the participants believed that they could not be global due to their low English proficiency. They felt anxious that their future career paths would be insecure. Thus, they struggled to gain English competence, while negotiating their English user identities in their own ways to feel better about themselves and make their future paths brighter.

Room 8 | 5th Floor | Paper Presentation 3

16340

Jim Yee Him Chan

Language Attitudes in Teaching English and Chinese as a Lingua Franca: The Choice of Pedagogical Models

With increasing global demand for English/Chinese language teaching (E/CLT), the existence of language variation/varieties has focused scholarly attention on the choice of language standards, norms, and models. Over the past decades, English as a lingua franca (ELF) research has challenged the traditional native-speaker (NS) ideology in ELT and advocated using alternative teaching models that are more reflective of the local/global needs. Given the increasing worldwide visibility and extensive usage of Chinese, this study sought to extend the work of ELF research on language development, education, and attitudes to investigate different Chinese varieties and people's attitudes towards them. It compared major stakeholders' (university students/professionals) attitudes towards various major English (British/American/Hong Kong English) and Putonghua varieties (Standard/Hong Kong/Taiwanese Putonghua) and towards adopting them as alternative pedagogical models in Hong Kong. It adopted a mixed-methods design, consisting of two mutually-

complementary investigative approaches in language attitude research: direct (questionnaire n=1700, interview n=61) and indirect measures (verbal-guise test, i.e., a listening task n=1481).

The findings revealed similarities/differences among the participants' hierarchical attitudes towards diverse first vis-à-vis second language English/Putonghua varieties. Despite stronger adherence to NS norms in ELT, they tended to perceive learning English as a lingua franca, but Chinese as a 'foreign' language. These attitudes were attributed to four main factors: status/instrumental values of languages, perceived attainability, communication needs, and cultural identity. By comparing language attitudes in the world's two 'big' languages, the paper discusses the choice of appropriate models for teaching English/Chinese as a lingua franca and the future development of E/CLT.

Room 9 | 6th Floor | Paper Presentation 1

14532

Nihta Liando | Devilito Prasetyo Tatipang | Paula Hampp | Fergina Lengkoan

How Songs Can Integrate Students' Listening and Pronunciation Skills

In learning a foreign language, especially English, there are things that need to be considered, particularly for Indonesian learners. There are several skills and components that must be considered and learned to be able to master English well. Introducing Listening skills and strategies is very important because it helps learners understand what other people are saying. In addition, a teacher needs to provide exercises to familiarize students with listening questions so it will make it easier for students to get good grades on the test. Not only listening, learners need to master pronunciation skills as practices applied in their daily activities. In this present study, the researcher used literature review where the research is based on the existing research conducted by previous researchers with the aim is to reveal the use of song as an alternative in integrating students' listening and pronunciation skills. As what have been found in some previous research, the obstacle faced in learning English is more about the lack of students implementing it by communicating directly by using English. English songs have a significant impact to their listening and pronunciation skills. Therefore, using songs in language classrooms could be the alternative in integrating language skills to improve their ability to pronounce English words by singing English songs.

Room 9 | 6th Floor | Paper Presentation 2

89611

Lynsey Mori

How Can Social-Emotional Learning Enhance the Education System in Japan?

Perpetual educational reform can feel like a battle between current trends of methodology. It must be accepted that there will never be a perfect universal educational curriculum and teachers can only strive for improvement. In the process

of reforming education, it has become no longer possible to discuss pedagogy, academic achievement, or the culture and climate of schools without discussing social emotional competencies under the framework of social and emotional learning (SEL). This fad, as it is sometimes perceived, encompasses the process through which individuals attain and apply the knowledge, attitudes, and skills necessary to manage their emotions, to understand others' perspectives and show empathy for others, to set and achieve positive goals, to develop and sustain positive relationships and to make responsible decisions. This pedagogical concept has been welcomed in Western countries such as the U.S. and the U.K., but will it find a place in the educational systems in the East in countries such as Japan and in what capacity? This paper defines SEL, discloses some of the possible problems of initializing this reform; the current Japanese educational system-in particular the lack of transition between K-12 and university, thinking style, cultural prejudice, and gender inequality.

Room 9 | 6th Floor | Paper Presentation 3

20767

Panachanok Chanwaiwit | Piyapan Kantisa

Student Teachers' Attitudes towards English as a Lingua Franca: A Longitudinal Study

This study used a longitudinal mixed-method design to investigate the change of attitudes towards English as a lingua franca (ELF) as student teachers progress through education and teaching experience from 2019 to 2022. An online survey was conducted with 50 student teachers in their second year of study and the other one was done after they graduated and taught at schools for one year. An interview was implemented to collect qualitative data after the two surveys were completed. The survey results indicated a congruent attitude change from 'agree' ($\bar{x} = 3.90$, S.D. = 0.43) to 'strongly agree' ($\bar{x} = 4.22$, S.D. = 0.58). The findings revealed controversy between student teachers' attitudes and their practices. The student teachers had positive attitudes towards ELF, but they preferred native speakers' models of English usage and accents. Even though most participants acknowledged the implication of the ELF concept in daily communication and intercultural understanding, they emphasized teaching the cultures and traditions of the British or American. The interview findings indicated that factors influencing their attitude change were personal factors (e.g., English language learning goals, self-perceived English proficiency, learning experience, and exposure to English) and contextual factors (e.g., English language learning situations, educational practices, training, and teaching experiences). The findings suggested that awareness of the ELF phenomenon was not sufficient to drive change in English language teaching (ELT), but ELF-aware teacher education was needed to teach an ELF skillset that best suited the objectives and processes of ELT.

Room 10 | 6th Floor | Paper Presentation 1

24321

Malila Carvalho de Almeida Prado | Adriana Mendes | Shiyao Wang

**Ditching the Textbook in Favor of More Representative Input for the Students:
 A Corpus Analysis**

This paper aimed to present a comparison between two Creative Writing courses delivered by the same teacher to second year translation major students in China; the two courses were held in two different years – 2020 and 2021. With the 2020 group, the teacher followed a textbook that, despite being written and published in China, presented a collection of texts taken largely from US magazines, newspapers, and websites. Through a corpus linguistics analysis of the students’ writing production, it was observed that the students were deploying successful communicative strategies – such as translation explicitations (Rebecchi & Tagnin, 2020), even though such strategies had not been presented in their textbook. These were then applied in their courses as a different source of input from the textbook. With the group of 2021, no textbook was adopted; instead, the course was based on a selection of English written texts more representative of students’ reality, more in line with ELF studies (Taguchi & Ishihara, 2018). Both groups had significant improvement in their writings from the beginning to the end of the course, with a lexical profile indicating a change from B1 to C1 (CEFR). However, a look into the data revealed employment of more communicative strategies by the second group. This paper concluded with a description of how students explored their own data, reflecting upon their own learning process.

Room 10 | 6th Floor | Paper Presentation 2

25039

Tomoyuki Kawashima

Free Online Materials for Exposing EFL Learners to Global Englishes

The number of people traveling across Asia is rapidly growing. Take Japan as an example; the number of Asians visiting Japan surged nearly eight times between 2003 and 2019, with Asians accounting for 85% of 26.8 million visitors in 2019 (Japan National Tourism Organization, 2020). This rapid increase has necessitated non-native English users in Asia to interact in English. In other words, people are thrown into the open sea of various English accents that deviate from standard English. For many learners in EFL settings, the English accents they hear are limited to an extremely narrow range of native-speaker English. For instance, as much as 85.4% of all speakers employed for the model reading of high school English textbooks in Japan were Americans and Canadians (Presenter, 2018). To remedy this lack of exposure to a variety of English, particularly non-native speakers’ English accents, the presenter created free online material “Listening Practice in Real English” (<https://real-english.health.gunma-u.ac.jp/>). Users will answer fifty questions, choosing between the original audio created by native speakers from North America and the reproduced recording made by ten non-native speakers mostly from Asia. The questions were

selected from 225 questions asked in the National Center Test for University Admissions in Japan between 2010 and 2018. Users can also learn how English is learned and used in the speaker's country by listening to their self-introduction. The presenter will demonstrate how we can use the online resources to familiarize EFL learners with Global Englishes.

Room 10 | 6th Floor | Paper Presentation 3

30415

Shinichiro Ishikawa

A New Yardstick of Comparison for Contrastive Interlanguage Analysis: A Study on the ICNALE Global Rating Archives

In learner corpus research (LCR), the analytical technique called contrastive interlanguage analysis (CIA) (Granger, 1996/ 2015) has been widely adopted. It primarily compares L2 learner outputs with native-speaker outputs as "reference" data. It is true that CIA is a powerful method to find out the features of learners' interlanguage, but its dependence on the native-speaker model leaves room for criticism. In order to counterbalance such a native-speaker centricism potentially lying in CIA, the author has compiled a new module to the ICNALE learner corpus. The ICNALE Global Rating Archives (ICNALE GRA) (Ishikawa, 2021) collects the data of holistic and analytical assessments of 280 samples of Asian L2 English learner speeches and essays by more than 100 raters having varied L1 and occupational backgrounds in Asia and the world. By analyzing this unique assessment dataset, we can identify a learner essay/ speech that is highly rated by a variety of raters, including native and non-native speakers. They are a kind of benchmark sample and also a good alternative to the native-speaker essay/ speech as a yardstick of comparison. The author introduces the outline of the ICNALE GRA project, discusses the relationship between the L2 proficiency level of a learner and the quality of his/her output, and touches upon the features of the benchmark samples.

Room 11 | 6th Floor | Paper Presentation 1

29635

Victoria Kim | Gene Thompson

Content Knowledge and Self-Beliefs in the Korean and Japanese English-Medium Instruction Context: A Comparative Study

This study explores differences in content knowledge, English language proficiency, and motivation for learners studying via English medium instruction (EMI) at universities in Korea and Japan. It draws upon content knowledge test and questionnaire data from a total of 455 students from two institutions, representing three groups of students (business majors from the Japanese institution, business majors from the Korean institution, and non-business majors from the Korean institution). Results from a 3 x 2 factorial ANOVA indicated a significant interaction between the effect of the student group and gender on content knowledge test scores

and motivated behavior and significant differences between student groups on a range of motivational measures. Findings indicated differing learner profiles between the three groups: business-major students from the Korean institution tended to have stronger motivation and high content knowledge, regardless of gender. At the same time, significant differences were identified between females and males within the Japanese business major and the non-business major group from the Korean institution. The comparative nature of the study highlights the potential impact of demographic variables across and between groups of EMI learners, indicating areas for future exploration within each of the programs explored in this study.

Room 11 | 6th Floor | Paper Presentation 2

42101

Ping He

EMI in Chinese Tertiary Education: Students' Attitudes and Motivation from Cross-Disciplinary Perspectives

It is generally admitted that English as a lingua franca facilitates the implementation and popularization of English as medium instruction (EMI) project for the internationalization and high quality of higher education. Existing literature has revealed that attitudes play a part in the effectiveness of EMI courses. However, this issue is relatively under-explored combined with the motivations and the impact of EMI courses on students' daily life. This study explored 34 Chinese university students' attitudes and motivations toward EMI courses by collecting data from questionnaire survey and interview. And the impact of EMI courses on students' daily life was known from 10 informants. The results showed that the students had strong attitude and motivation to EMI courses. In comparison, little impact of EMI was found on the daily life. Further, students from soft discipline had a more favorable attitude to EMI course and used English more frequently in their daily life. Even though, no statistical-significant difference was found in students' motivation, the result of this study could shed some light on further EMI course design and research.

Room 11 | 6th Floor | Paper Presentation 3

49200

Zhang Hui | Cheung Yin Ling

Examining the Commodification of English within the ELT Industry in China

While commodification of English has been extensively researched in the Asian context, how English is commodified within the ELT industry in China is less researched. The current study seeks to fill this research gap through analyzing some online advertisements of eight influential ELT tutoring companies. This study will address three research questions: (1) What is foregrounded in the verbal elements of the advertisements? (2) What is foregrounded in the pictorial elements of the advertisements? (3) What language ideologies concerning linguistic commodification can emerge from these advertisements? A total of 27 instances of advertisements

collected in 2020 form the dataset for our analysis. Drawing on thematic analysis and visual grammar as the analytic framework, we examined the verbal elements and pictorial elements of the advertisements respectively. Results reveal that the selling points of ELT tutoring companies center upon the ideas of selling North American teachers, selling English language learning enjoyment, and selling English speaking skill. Results also show that the key represented participants include teachers, students, and celebrities. Notably, the Chinese ELT tutoring companies try to establish a good relationship with the consumers and invite them to enter into an ideal life through manipulating various modality markers. The combination of verbal elements and pictorial elements suggests two language ideologies: English can be best taught by Caucasians from North America and English is packaged as a key to success and to the well-off and happy life. Our study contributes to the scholarly understanding about how English language is commodified in Asian context.

Room 12 | 6th Floor | Paper Presentation 1

95696

Yuni Utami Asih | Weningtyas Parama Iswari | Bibit Suhatmady | Ida Wardani

Clustering Academic Word List Corpus for EFL Undergraduate Program

Teachers, who prepare their students for tertiary study, generally and intentionally use Academic Word Lists (AWL). Additionally, students in their independent study also use the AWL. The words in the AWL are essential for academic reading and comprehension, writing, and presentation. Therefore, field-specific academic word lists are needed, not to mention for undergraduate students of the English Department. This research aimed at 1) generating the academic word list for the undergraduate English Language Education program; 2) clustering the academic word list into four levels, and 3) specifying the academic word list into sequence and word families. This research employed corpus linguistic research or, to be more specific, corpus-based analysis category. The data sources were from approximately 1000 articles from reputable applied linguistics journals published from 2008 to 2021. This research utilized AnctConc software to process the data corpus. The corpus analysis followed some stages including coding, classifying, describing/integrating, and categorizing into four divisions based on the targeted academic semesters. This research yielded the academic word list for English Department students, divided into four divisions based on the frequency of occurrence and completed with their sequence and word families. Exposure to these academic words will equip students to construct their awareness of which academic words are the most worth studying. The list can also be a basis for further research on academic vocabulary in the applied linguistics fields.

Room 12 | 6th Floor | Paper Presentation 2

41493

Kurniasih | Bambang Yudi Cahyono | Utari Praba Astuti | Nunung Suryati

Writing Anxiety among Indonesian EFL University Students

This study aimed to examine the distribution of writing anxiety among Indonesian EFL university students. More specifically, it compares the levels of writing anxiety of EFL

undergraduate sophomore and junior groups. A total of 303 university students participated in this study. It consists of 141 sophomores and 162 junior students. A 22-item of Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) was used in this study. The result showed that the majority of students for both levels experienced high anxiety with a mean score of 73.88 (sophomores) and 72.42 (juniors). Further statistical analysis using an independent sample t-test revealed that there is no significant difference in the level of anxiety of both groups. In terms of the types of anxiety, sophomores and juniors faced three types of anxiety, namely cognitive anxiety, somatic anxiety, and avoidance behavior. Among the three types of anxiety, cognitive anxiety obtained the highest mean score for both groups; 26.11 for sophomores and 25.78 for juniors. The study demonstrated students' writing anxiety in English writing which was influenced by their concern about others' perceptions of their writing. Pedagogical implications and suggestions for future research were also given in this study.

Room 12 | 6th Floor | Paper Presentation 3

78456

Syamsiarna Nappu | Radiah Hamid | Hasnawati

Vocabulary Knowledge Versus Sociocultural Knowledge in EFL Reading Comprehension

Greatly understanding in comprehending the reading texts, EFL students use mostly their prior knowledge of their linguistic and sociocultural knowledge. This study is intended to know the significance of these knowledge, the vocabulary and sociocultural knowledge, in reading comprehension. Samples of 40 EFL sixth semester students of English Education Department of FKIP Makassar Muhammadiyah University were selected by Simple Random and Purposive Sampling Technique. Data were obtained through proficiency tests and reading comprehension tests. Regression and correlation analysis were used to analyze the collected data. The results of this study indicated that the students' vocabulary knowledge influence in low-significant toward their reading comprehension, however their sociocultural knowledge was proved insignificantly in influencing their reading comprehension. The result described that their linguistic schemata still plays major role in the EFL students' comprehension processing. The correlation analysis showed that the better sociocultural knowledge the students have, the better vocabulary mastery they must have because their comprehension still more depend on their competence about meaning, use, and forms of the English words. The contribution of this study is to give a new perspective about vocabulary and sociocultural schema in the EFL students as cognitive structures in understanding English reading texts. It may also support developing a method that helps students use their linguistic knowledge to activate their background knowledge appropriately in understanding the different English reading texts.

Room 13 | 6th Floor | Paper Presentation 1

59796

Thisana Satharatthana

Improving English Grammar Skills through Kahoot for Undergraduate Students

Learning grammar is often perceived as boring and frustrating. The use of technology plays a crucial role in gaining valuable experiences when learning a second language. Kahoot is a game-based learning tool that can be easily deployed in a university classroom without the need for faculty or student training. The purpose of this study was to determine the effectiveness of Kahoot in helping students improve their English grammar skills. A quasi-experimental study was conducted with two groups of first-year students at Rajamangala University of Technology Lanna Chiangrai, Thailand, namely treatment group and control group. The treatment group received teaching and learning sessions using Kahoot in the English for Life Skills subject, while the control group was taught using traditional teaching and learning techniques in the same subject without Kahoot. The class was held once a week for one hour. During each lesson, students were divided into small groups of 3-4 to participate in a Kahoot game on English grammar. The effectiveness of the Kahoot game was assessed by a pretest at the beginning of the semester and a posttest at the end of the semester. Performance tests (pre-test and post-test) were used as instruments in this study. Data were analyzed using descriptive and inferential statistical analyses. The result showed that there was a significant difference in English grammar knowledge at the 0.05 level. The treatment group scored higher than the control group. In conclusion, this study confirmed that Kahoot is effective in promoting students' English grammar skills.

Room 13 | 6th Floor | Paper Presentation 2

74855

Hanna Maria Panggabean | I-Chung Ke

L2 English Confidence Development of ELF International Students in Taiwan

Second Language (L2) self-confidence has been considered an effective facilitator for L2 speakers to claim ownership of English. However, several prior studies in this field could not be generalized to international students in a non-English-speaking context like Taiwan since English is mainly used as a lingua franca between speakers with a first language other than English. This current study focused on investigating three international students' development of L2 confidence in studying at Taiwanese universities. I implemented a qualitative study, and I used semi-structured interviews on personal background, experiences, critical events and personal evaluation of their L2 confidence were conducted in this study. The result provided that the participants had more confidence in an ELF community in which local students were not present. Native Speaker (NS)-norms still dominated their English journey and their confidence level to a great extent highest in their NS-based proficiency. Furthermore, the participant's perception of their non-native speaker (NNS) identity may lead the participants to feel less confident. All in all, the findings contributed to the pedagogical implication for L2 learners, users, and teachers.

Room 13 | 6th Floor | Paper Presentation 3

76974

Yofri Karis | Nihta Liando Paula Rombepajung

Teacher’s Talk vs. Students’ Talk toward Classroom Interaction in Teaching English for Young Learners

An understanding of teaching strategies and an understanding of student needs can help teachers to choose materials that suit with students' learning styles. In teaching English to young learners, age is considered a critical time to develop language skills, especially English skills. If at their age, parents, and teachers work together to optimize students' brain work, it will make a positive contribution to them. This was because their ability to absorb large amounts of information during the golden age was already advanced. While teaching-learning is taking place, interaction is essential, during the teaching-learning process both the teacher and the student need interactions to take place, both must be active in the classroom not only teachers. In Classroom interaction, the teacher and the students interact with each other; through this effect, they speak and act in the classroom. Moreover, classroom interaction is focused mostly on whole-class interactions between the teacher and students. Classroom interaction should arouse students’ interest so that they can learn more actively to participate in the activities.

Room 14 | 6th Floor | Paper Presentation 1

77762

Arina Shofiya

Communication Strategies Performed in English as Lingua Franca Context and Their Contribution toward Student Engagement

Learning a language is learning how to communicate in spoken and written form. However, learning speaking can be difficult due to a lack of linguistic resources. Students may encounter problems in communicating ideas and it creates a barrier in communication. To overcome such problem, communication strategies should be applied. Communication strategies can foster students’ engagement in classroom interaction, especially in English as Lingua Franca (ELF) context. The present study is intended to explore how the communication strategies were performed in the context of ELF and the contribution of such strategies toward the students’ engagement. using a case study as the design, the investigation was conducted in an online class consisting of international students. The data is obtained by recording the conversations conducted during the meetings. To confirm the data, students from four different nations were interviewed. The findings revealed that communication strategies used by the students were message abandonment, topic avoidance, appeal for help, using all purpose word, using time gaining practices, and making long pause. Not all strategies were performed by the students due to the limitation of learning mode and their language proficiency. However, the strategies were proven to be significant in fostering students’ engagement in class as they increased students’ self-confidence and made the students feel secure in the classroom interaction. It can be

concluded that communication strategies are not only effective but also contributive toward students' learning. It implies that the teaching strategies applied are effective.

Room 14 | 6th Floor | Paper Presentation 2

94092

Kunlawadee Farrell

Investigating Undergraduate Students' Comprehension of Commonly Used Idioms

Idioms are a significant part of language learning. Understanding idioms is an opportunity to better understand other languages effectively, not only in terms of grammatical structures, but also the cultural differences. Furthermore, there are various studies that express idioms as being incredibly difficult to comprehend because it is hard to predict their meaning by translating the words as well as the link with cultural differences. This may lead to problems for EFL learners when learning English, as most lack knowledge and understanding of cultural differences, especially in terms of commonly used idioms. Therefore, this study aims to investigate undergraduate students' comprehension of idioms, and to investigate the attitude of language learners towards commonly used idioms. The participants included 35 undergraduate students majoring in English for International Communication, who studied in the second semester of the academic year 2019. The research instruments used to collect the data in the study were 1) a multiple-choice idiom test and 2) a questionnaire. The 35 participants were required to sit a comprehensive test that incorporated 30 idioms (multiple choice answers). Their attitudes towards commonly used idioms were surveyed via a questionnaire. The collected data was then analyzed to determine the mean, standard deviation and percentage. The key findings of this study reveal that the mean score of the level of students' understanding of commonly used idioms is 15.09 (\bar{X} 15.09, SD 3.30), while the students' attitudes towards commonly used idioms demonstrates a high level (\bar{X} 3.59, SD 0.91).

Room 14 | 6th Floor | Paper Presentation 3

10135

Sintha Tresnadewi | Muhammad Irwanadri Azhari | Mirjam Anugerahwati

Language Feature Errors Made in the Indonesian Seventh Graders' Descriptive Texts and the Possible Causes

Descriptive text is a text genre taught to the seventh grade of Indonesian junior high school students. This text genre aims to describe an object based on its characteristics. There are some descriptive text's language features that the students learn. These language features consist of the uses of particular nouns, action verbs, adjectives, adverbial phrases and simple present tense. Students may create errors in their descriptive texts. Errors are the flaws found on students' writings. Previous studies have not found the types and causes of errors related to all the descriptive text's language features mentioned above. Therefore, the researchers conducted an error analysis in the seventh-grade students' descriptive texts to find the types of language features

errors that they make and what possibly causes them. Error analysis was implemented in this study to identify the types of errors on the students' writing.

Room 15 | 6th Floor | Paper Presentation 1

15442 Laila Rochmawati | Lady Silk Moonligh | Fatmawat | Tiara Sylvia | Harunur Rosyid

E-Aviation English Based on Web 2.0 for Vocational Schools

Four-D model that consists of define, design, develop and disseminate (Thiagarajan, Semmel, & Semmel, 1974) is applied for the development of e-aviation English based on web 2.0 for vocational schools. It can be accessed not only by the lecturer as an admin but also by the cadets as the users. It is composed of two kinds of exercises with 27 types that are directly replied after the cadets submit the answers. The first test deals with listening and vocabulary, whereas the second test is speaking. A manual book is made to guide the users of the e-aviation English. Three English language lecturers and 48 cadets were selected to validate the prototype. The average score of the prototype validation was 3.7 that is considered high level as the lowest score is 1 and the highest is 4.

Room 15 | 6th Floor | Paper Presentation 2

19562 Mariana Ulfah Hoesny | Umi Anis Ro'isatin | Yani Ratnawati

The Correlation of Self-Efficacy and Speaking Performance: A Case Study in Electronic Engineering Study Program

Self-efficacy is believed to be a reliable predictor of achievement. A lot of research studies have shown that self-efficacy influences achievement, especially in terms of academics. However, research on self-efficacy and its role in language performance, specifically speaking, is still rare. This research aimed to investigate speaking self-efficacy and its correlation with speaking performance. This study involved 46 students from the Diploma IV Electronic Engineering study program as participants. They were taking English III subject which focused on speaking. This study also took four students to be interviewed and described profiles of students with high self-efficacy. The result shows a low positive correlation between speaking self-efficacy and speaking performance. Thus, it's concluded that a significant correlation between the two variables is present. In terms of profile, students with high speaking self-efficacy show that their speaking is more comprehensible and pauses less.

Room 15 | 6th Floor | Paper Presentation 3

24536 Firman Parlindungan | Reni Juliani | Refanja Rahmatillah | Eko Suhartoyo

The Structure of Indonesian Undergraduate Literacy Practices during One Semester Off-Campus Program

The current body of knowledge conceived that literacy practices in which people engage with print-based activities and participate in a conversation about texts inform

growth in literacy competencies. Despite this, there remains a dearth of research explaining what and how Indonesian undergraduate students could do when interacting with texts, particularly in out-of-campus settings. The objectives of this study were threefold: (1) to identify types of literacy practices carried out by Indonesian undergraduate students; (2) to measure the extent of use of the literacy practices; and (3) to study the differences in the use of the literacy practices between successful and less successful students. Two hundred Indonesian undergraduate students taking a one-semester off-campus program participated in this study. They were asked to complete a questionnaire on literacy practices and a self-assessment. The data were analyzed using Principal Component Analysis. The component matrix was rotated using Varimax with Keiser Normalisation Method and the resulting factors were then treated as posterior categories. The findings are crucial to determining effective interventions to improve the literacy skills of Indonesian undergraduate students that tap into their structure of literacy practices out of campus.

Room 16 | 6th Floor | Paper Presentation 1

21882

Soo Kyung Keum

EFL Learners' Experience in Extensive Reading Through Reading Circle

While previous research on extensive reading (ER) mainly targeted upper secondary or college learners in non-school or after-school settings, the current study on ER examined qualitatively two middle school students' views and engagement in a small reading circle. Data were collected from students' interviews, reading-related activities in their book reports and logs, and the researcher's observation notes. This study examined main themes from interviews to be tallied or categorized through coding work (Saldaña, 2015), while important events and anecdotal cases were thickly described based on the rest of the data. The key findings of the study were: 1) students had to go through the initial step of exploring their likes and dislikes, such as choosing books based on ER principles as well as their previous reading practices in L1, and 2) they experienced the power of stories and multimodal reading which augmented the pleasure of reading while building more knowledge and understanding of the texts. There was a noticeable increase in engagement in independent reading as noted in their voluntary reading habits and the search for other relevant texts, and 3) there were some differences in each participant in their ER practices. One preferred short, familiar books while the other tried adventure books. As a result, the former still felt that ER books were unfamiliar and burdensome to read. However, the latter developed good reading habits and confidently engaged in pleasurable reading.

Room 16 | 6th Floor | Paper Presentation 2

75904

Wendy Arnold | Juana Sagaray | Maria-Teresa Fernandez

Remote Teacher Training Programme Using Telegram App

The British Council in Venezuela, in association with the UNEM (a public teacher trainer university in Venezuela), commissioned ELT Consultants to design and pilot two of the

modules of a 200-hour, ten modules of teacher training programme, for public secondary school pre- and in-service teachers of English. Face-to-face training programmes have been suspended because of the global Pandemic of Covid-19, so the training was developed remotely. The conditions in Venezuela are not ideal for remote training because most of the teachers do not have computers; there are frequent electricity blackouts; and internet connection can be very weak in many regions. After a research period into digital apps, the Telegram App was selected because of the availability of a version for both mobile devices and desktop computers. Other attractions to the Telegram App include: usable with wifi or mobile data, and it reportedly uses less than 35-50% data than a similar App, whilst data files are not kept on the device but in a cloud so it does not impact the devices' memory. Telegram also has multiple features that can be used for educational purpose, such as screen sharing, recording, polls, quizzes, sharing files and visuals. In this presentation, we explore findings from the perspective of teachers, trainers and reviewers in a preliminary research based on the monitoring and evaluation for learning of this innovative teaching trainer programme.

Room 16 | 6th Floor | Paper Presentation 3

87600

Fenty Lidya Siregar | Henni | Sivanni Comara

An Examination of EFL Students' Vocabulary Development in a Private University in Indonesia

Vocabulary knowledge is important for all language learners including those learning English. However, previous research that investigated the progress of English language students' vocabulary knowledge in Indonesia is still limited. To fill the gap, the study examined English students at a private university in West Java, Indonesia. The students from three batches joined two different tests twice respectively in 2020 and 2021. To gather the data, the study employed two different instruments, namely the Vocabulary Level Test of Webb et al. (2017) and the Vocabulary Size Test of Nation & Beglar (2007). The study found that generally, the mean score of students' vocabulary size and level improved after one year of study for all batches. Despite that situation, the highest score of each batch decreased. The standard deviation was quite big before and after one year of study especially for batch 2020, indicating a wide range of proficiency among the participants. Regarding the students' vocabulary level, although the percentage of the students who passed the cutting points increased, there were still students who have not mastered 1000-2000 words level. These findings indicate the importance of providing adequate opportunities for students to learn vocabulary especially frequently used words which are vital for their language use.

Room 17 | 6th Floor | Paper Presentation 1

31595

Brian Edward Wojtowicz

Speaking Ability Identified as Most Important, Most in Need of Improvement, and Weakest English Skill

This study used student questionnaires to answer three research questions concerning Japanese university EFL learners' English skill preferences and abilities at the beginning and end of one semester of an EFL University course: 1) Which English skills do Japanese university EFL students consider to be the most important? 2) Which skills are mostly identified as strengths and weaknesses? 3) Which skills want to be improved the most? Respondents were able to choose from the following skills: speaking confidence, speaking, vocabulary, grammar, reading, presentation, listening, and writing. The researcher hypothesized that respondents would mostly identify reading and writing as strengths and speaking as a weakness. It was also hypothesized that respondents would identify speaking not only as the most important skill needed, but also as the skill mostly needs improvement. To answer these three research questions, 369 Japanese first-year university EFL students completed the survey at the beginning and end of the first semester of their English integrated four skills class at a private university in Hyogo Japan. All classes were taught during the 2021 Fall semester. All students were streamed according to the results of TOEIC proficiency tests and the TOEIC class average score range for all eighteen class sections was between 850 and 432 (about CEFR Mid-High B2 to Mid-High A2 levels). Results mostly met the researchers' hypothesis and confirmed that the students surveyed primarily identified speaking as the skill they perceived as being weakest, most in need of improvement, and most important.

Room 17 | 6th Floor | Paper Presentation 2

19165

Chan Ka Long Roy | Chan Nok Chin Lydia

Preliminary Study on Conflations in Hong Kong English

The current study reports on a preliminary investigation of two conflations in Hong Kong English (HKE) – [n, l] conflation and [r, v, w] conflation – which have rarely been examined in previous studies wherein the two conflations were considered to exist in "free variation", the result of the limited HKE inventories (Hung, 2000; Sewell & Chan, 2010). However, by investigating a 5791-word mini corpus composed of speeches from 29 HKE speakers, it is believed that a loose pattern exists in the two conflations. This short report hopes to trigger further investigations in the study of phonetic features of HKE – which in turn may help the development of the variety of English in different scopes of scholarship.

Room 17 | 6th Floor | Paper Presentation 3

44630

Nur Arifah Drajadi | Surya Agung Wijaya

Portraying Students' Willingness to Communicate from Informal Digital Learning of English Activities: A Case of Fan Practice

This study explores how Indonesian EFL learners engage various informal digital learning of English (IDLE) activities in fan practice. Sixty one university EFL learners who regularly practiced IDLE in communities (K-POP, Thai drama, video games, anime, etc.) were recruited as research participants. The data were generated through written interviews, artifacts, and in-depth interviews. The data were thematically coded using MacIntyre et al's (1998) Willingness to Communicate to emergent themes. We discovered that students who participated in fan practice started with receptive IDLE activities (e.g., students read various information by interacting with and around video games). Moreover, when students were familiar with the community practices, they became engaged in productive IDLE activities by having overseas friends from the fan communities. Moreover, fan practices as part of IDLE could support the development of additional English environment beyond the classroom, encouraging supplementary English input and output. Theoretical implications would also be discussed.

Room 18 | 7th Floor | Paper Presentation 1

80331

Jocelyn L. Gagalang

Syntactic and Phonetic Proficiencies of College Students: The Effects of Using Audio-Recorded Reflections and Feedbacks

This study determined the syntactic and phonetic proficiencies of college students; their significant relationship and differences; and documents the syntactic and phonetic errors committed, problems encountered, and solutions offered. Audio recordings were analyzed from 238 submissions in 14-week of 17 second-year Psychology students taking English 2. Using Mean, Pearson r, and Analysis of Variance (ANOVA), audio recordings data were statistically examined and interview responses were thematically analyzed. The results of the study indicated that audio-recorded reflections and feedbacks activity encapsulated in Reading-Reflection-Recording-Feedback (3RF) continuum benefits the college learners. Their syntactic and phonetic proficiency levels were found very good and fair respectively. Meanwhile, no significant relationship existed between the two linguistic aspects. Analysis of the common errors revealed subject-verb agreement and consonant sounds misarticulation. Respondents reported problems with background noise corresponding with record at nighttime as solution. Continuation of the activity was endorsed.

Room 18 | 7th Floor | Paper Presentation 2

56892

Evynurul L. Z. | Ira M. F. L. | Elisa Ratih | Khilda H. Abidah | Anisatul Ilmi

**Exploring the Grammatical Development of Multilingual Learners of English:
 A Corpus-Based Perspective**

This current document study focused on the development of grammatical learning of English among multilingual young learners in Indonesia. It is intended to give a detailed explanation of typical grammatical errors in the learners' writing across different genres in the corpus and observe the production of sentential negation construction in the English datasets. I adopted CBLING (Corpus of Bilingual Learners' Languages) to conduct corpus exploitation with the learning corpora. It contained 154.496 word-tokens from around 1,016 English short essays (Zen et al, 2017). The initial findings indicated that grammatical errors typically appear around the production of tense markers, person features, and negation. In addition, the findings were essential not only to inform teachers of English on the learners' stages of language development but also for them to design relevant pedagogical interventions. A further suggestion is mentioned at the end of the study.

Room 18 | 7th Floor | Paper Presentation 3

31381

Azran Azmee Kafia

The Impact of Metacognitive Pedagogical Sequence of L2 Listening on Bangladeshi Learners during the Pandemic

Metacognitive pedagogical sequence designed by Vandergrift and Goh (2012) as one of the integrated experiential listening tasks has expedited learners' L2 listening comprehension through metacognitive instruction. This study examined if metacognitive pedagogical sequence helps Bangladeshi undergraduate learners' successful L2 listening comprehension and the impact of the sequence on high achievers and low achievers. The overall purpose of this study was to investigate a) to what extent metacognitive pedagogical sequence helped learners develop a better comprehension and b) the impact of metacognitive pedagogical sequence on high and low achievers of the experimental group. To meet the research objectives, twenty-four Bangladeshi undergraduate EFL learners in the experimental group (n =12) and control group (n = 12) received metacognitive pedagogical sequence while having metacognitive instruction and traditional instruction based on product approach respectively for five weeks. Tests and metacognitive awareness listening questionnaires (MALQ) were administered in both groups to gauge the changes. The findings reveal a significant effect of metacognitive pedagogical sequence on learners' L2 listening comprehension.

Room 19 | 7th Floor | Paper Presentation 1

64698

Sivarajasingam Mahendran

Mentoring and Coaching in a Workplace Literacy Program

This study intended to improve the English literacy skills of staff in a workplace through a mentoring and coaching program. The present workplaces needed to have best practices in work situations to reskill and retrain their staff more now than ever before since the advent of the pandemic, since early 2020, so that they could stay employable and increase their employability in their organizations and scale vertically upwards or laterally in similar work situations, moving forward. Workplace literacy programs could aid in providing better communication and emotional intelligence skills via mentoring and coaching programs, tailored to the organizations' needs. The use of pedagogical approaches in training the staff at workplaces ensured they were properly and well catered for, to be trained in bettering themselves through carefully supervised and managed literacy training programs, not just via passive learning but in more active learning stances. A qualitative study of workplace literacy issues and solutions via interviews, survey questionnaires, and social media surveys had been employed. The results covered the insights of English literacy levels leading to enhance collaborations at the workplace. Moreover, improving as well as sustaining greater productivity and employability for the staff could be achieved.

Room 19 | 7th Floor | Paper Presentation 2

70321

Eka Yuni Kurniati | Sholihatul Hamidah

Adolescents' Success in Learning English as Second Language: A Case Study of Adult Learners' Experience

This study used a descriptive qualitative research because it aimed to determine the success rate of adult learners who began studying a second language as adults. Rather than numbers, the data will be described in words. This study's subjects were five adult learners who had recently had experience learning English at an adult age. A questionnaire generated in the form of a Google Form served as the data gathering tool. The researcher examined each data point separately before drawing a conclusion and summarizing the findings. The findings reveal that someone who started studying English as an adult had the same likelihood of mastering it successfully as someone who started learning it as a child, even though learning English when they were adults was not easy, they can also write. English with acceptable grammar, spoken English understanding, and reading and comprehension of written language This indicated that they had a good reading, listening, and writing skills, but it did not work on their speaking ability. In this case, adult learners struggled to communicate their ideas in English. Speaking skills were the most challenging for adults to acquire while learning English. It can be confirmed by data showing that four out of five persons are unable to speak English fluently.

Room 19 | 7th Floor | Paper Presentation 3

47464

Yuna Puteri Kadarisman | Lantip Diat Prasajo

AKMI as an Education Quality Assurance Assessment to Assess Madrasa Students' Literacy Ability

Since the national examination was terminated in 2020 and the Board of National Education Standards was restructured in 2021, Indonesia has been lacking a standardized national assessment to comprehend how schools and madrasas perform in implementing the curriculum. There is very little data to understand comprehensively and nationally how students are progressing in their learning. On top of these, the issue of lost generation due to the ongoing pandemics adds to the concern about the quality assurance scheme of education in Indonesia, Asesmen Kompetensi Madrasah Indonesia (AKMI) tries to fill in the gap of the necessary assessment. Developed in 2020 by the Ministry of Religious Affairs, AKMI focuses on providing students' profiles concerning their literacy ability, namely reading literacy, numeracy literacy, science literacy, and social and cultural literacy. This research is a literary study to understand how AKMI performs within the expected framework to gather information about students' performance in the mentioned literacy. The research is also trying to picture the sustainability of the program by following the development of similar assessments conducted in other countries. The finding suggests that AKMI was progressing in the direction to provide a centralized assessment to understand madrasa students' literacy ability in Indonesia. However, there are still some problems in the assessment delivery to ensure valid data collection.

Room 20 | 7th Floor | Paper Presentation 1

96260

Rui Deng | Yi Zhang

An Analysis of NPU Students' English Learning Motivation: Case Study of Freshmen in Honors College

This research aims to find out the general and specific features of Northwestern Polytechnical University (NPU) students' English learning motivation. 34 NPU freshmen in Honors College are invited to finish the questionnaire adapted from Gao et al. (2003). The study findings show that NPU students have high immediate achievement and individual development motivation as well as have relatively high information medium motivation, while they have low going abroad motivation. Noticeably, both "English scores" in "immediate achievement" and "English teacher" in "learning situation" present a declining trend of influence on motivating NPU students to learn English after they go to NPU. From the theoretical perspective, this study validates the questionnaire of Gao et al. (2003). Besides, it adds one motivation factor – "face", which can make the questionnaire of Gao et al. (2003) more complete. From a practical point of view, this study summarizes NPU students' English learning motivation features, which can shed some light on both NPU's personnel and students.

Room 20 | 7th Floor | Paper Presentation 2

43800

Ahmad Ridho Rojabi

Redesigning a More Fashionable Online Course to Promote Students' Engagement and Motivation

In language learning environments, technology is rapidly manipulated to promote engagement and motivation. Many instructors designed their courses online either in hybrid or blended in more fashionable meetings by exploiting digital tools as a more engaging option to conventional activities. The purpose of this study is to explore the students' reactions to the course experiences. The participants were 30 undergraduate students from one of the public universities in Jember, Indonesia. After I taught English online meetings, I further surveyed their perceptions regarding course experiences. After they provided feedback, I pointed out advantageous design portions in promoting student engagement as well as motivation. I narrated four qualities of a more fashionable online learning: (1) well-design online courses; (2) peer groups; (3) scientific community; and (4) instructor's social presence in a virtual classroom. My experience has convinced me that courses could well be modified for online delivery without jeopardizing quality or core academic objectives.

Room 20 | 7th Floor | Paper Presentation 3

96358

Matthew Sung | Xinyi Wang

Academic English Socialization in the EMI Classroom: Experiences of Mainland Chinese Postgraduates in Hong Kong

This paper reports on a qualitative inquiry that investigated the experiences and perceptions of mainland Chinese postgraduate students with regards to their socialization into academic English use via their participation in various oral activities in the English-medium-instruction (EMI) classroom in Hong Kong universities. Informed by the framework of academic language socialization (Duff, 2010; Duff & Anderson, 2015), the study examined the problems the students encountered when participating in oral activities in the classroom through their second language, the strategies they employed to increase their classroom participation, and their ways in which they negotiated their identities through participating in various classroom activities. Based on the data collected via questionnaires and interviews, the study found that the students encountered a range of difficulties relating to language use and acquisition of professional knowledge, which hindered their participation in various classroom activities and their adaptation to the English-medium learning environment. The findings also provide evidence of a range of strategies and resources which the students drew upon to develop proficiency in their second language and gain more nuanced understanding of the norms of language use in an academic context. Furthermore, the findings reveal that the students' negotiation of their identities in the English-medium classroom appeared to be shaped by their language competencies, their understanding of the course materials, and a number of contextual

conditions. Overall, the study contributes to our understanding of university students' academic English socialization experiences in the EMI classroom from the perspectives of mainland Chinese postgraduate students in Hong Kong.

Room 21 | 7th Floor | Paper Presentation 1

17761

Dian Rahma Santoso | Sri Rachmajanti | Johannes Ananto Prayoga

Non-English Students and Lecturers' Needs on Public Speaking: A Competence Preparation for Graduate Performance

This research is motivated by the students' need to learn English as Specific Purpose (ESP) to prepare their English competence relevant to their prospective job in addition to academic need. This study aims at investigating the needs of non-English students and lecturers for mastering public speaking competence. This study was conducted at Universitas Muhammadiyah Sidoarjo. A total of 100 students and 10 lecturers of the Public Administration and Communication Science study program participated in this study. The data gathering was done through an open-ended interview with lecturers and a questionnaire with students to find recommended topics and teaching methods for the ESP course to develop students' competency in public speaking.

Room 21 | 7th Floor | Paper Presentation 2

20282

Raden Aulia Utami Hidayat

Challenges in ELT in *Pendidikan Anak Usia Dini (PAUD)* Level in Rural Area in Indonesia

It is believed that rural education has unique challenges compared to urban and suburban education, especially at the early childhood education level. Thus, this study investigates the challenges English language teachers face in teaching English to young learners in rural schools in West Java, Indonesia. An online survey questionnaire and semi-structured interviews were conducted with twenty participants from different preschools to answer the question. This study briefly discusses the place of English in the national curriculum for early childhood education and the implementation of English language programs in rural schools. The research showed three main challenges encountered by the teachers, namely: the absence of an English language learning policy at the early childhood education level, early childhood education level teachers' non-English educational background, and the socio-economic status of parents plays a significant role in students' motivation and achievement in learning English. Therefore, this study is expected to provide information about the situation and status of English language education at the early childhood education level so that it can continue to be improved.

Room 21 | 7th Floor | Paper Presentation 3

27002

So-Yeon Ahn

Interpreting Multilingual and Multicultural Spaces for Raising Awareness

Studies of linguistic landscape that explore “the visibility and salience of languages on public and commercial signs in a given territory or region” have appeared in various disciplines (Landry & Bourhis, 1997, p. 23). Grounded in the belief that the exploration of linguistic landscape engages the onlookers in the interpretation of meaning, the present study seeks to investigate how the students’ exploration of a context through a linguistic landscape project aids their learning trajectory and their development of intercultural communicative competence. In doing so, the study explores how students’ engagement in linguistic landscape projects helps them become more conscious of their neighborhood and cultivates their language and cultural awareness. In this study, 10 Korean and international undergraduate students residing in South Korea conducted a linguistic landscape project, where they analyzed a collection of photographs that they had taken in their neighborhood. This micro-ethnographic study employed Svalberg’s (2012) framework of Engagement with Language as an analytic framework to identify students’ language and cultural awareness. The study also concentrates on how the students’ exploration of linguistic landscape promotes their development of intercultural competence and intercultural sensitivity. The findings suggest the effective use of linguistic landscape in raising students’ awareness and developing intercultural competence and sensitivity as they explore and interpret the multimodal signs available to them. While uncovering the multilingualism and multiculturalism evident in their community, they were able to gain deeper insights into the underlying beliefs, attitudes, and perspectives.

Room 22 | 7th Floor | Paper Presentation 1

84875

Nicole Moskowitz

How Does Student-Created Bi-Weekly Videos Affect Speaking Anxiety? An Exploratory Study

Flipgrid is a social language-learning platform that is used via a smartphone application or website. It is popular as teachers can assign speaking practice for homework and monitor student videos, modify topics, easily upload class information, and is free. Students can practice, personalize, post videos which gives them the locus of control, and listen to their classmates’ videos. Using technology as a medium of communication (AbuSeileek, 2012; Arnold, 2007; Baralt & Gurzynski-Weiss, 2011; Reinders & Wattana, 2014) has been a method which helps decrease anxiety, and if students cannot produce output, speaking anxiety increases (Gregersen & MacIntyre, 2014). Considering this, how does using Flipgrid affect learners’ speaking anxiety? What changes in their anxiety levels occurred after 15 weeks? To investigate these questions, six EFL classes ($n=147$) from a private university made five videos every 2-3 weeks over 15 weeks. These videos were related to their textbook topics, with students being allowed to choose to plan or

not. A questionnaire was created with selected questions from the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), and The Shortened Scale of Second Language Listening Anxiety (Kimura, 2017). This Likert survey concerned L2 speaking anxiety, was translated into the students' L1, and was given as pre- and post-tests to both the experimental group ($n=147$) and the control group ($n=135$). The control group completed regular English conversation classes. In this presentation, I will discuss how to use Flipgrid, results of the research, and how speaking anxiety was affected by video creation.

Room 22 | 7th Floor | Paper Presentation 2

39410

Rika Andayani

Developing a Project-Based Learning Model in an Online Interpreting Course

This research aims to design a project-based learning model in an online learning environment to be utilized in interpreting course. It employs research and development method with the Dick and Carey model. The stages of the research comprised instructional analysis, establishing assessment instrument, determining learning strategy, and constructing the learning materials. The research results revealed that the established project-based learning model was confirmed well-founded for teaching online interpreting course regarding appraisals from the English language teaching assessment experts, materials experts, and future users. Accordingly, the established project-based learning model can be exploited to flourish the advancement of future lecturers to teach interpreting course in an online environment.

Room 22 | 7th Floor | Paper Presentation 3

86415

Dennis P. Laffey

Korean EFL Students' Preferred Vocabulary Learning Strategies for Idiom Comprehension

Idioms provide a special challenge for EFL students due to their figurative meanings that do not always relate to the constituent vocabulary of the idiom. Vocabulary meaning discovery strategies for single-word vocabulary items have been well researched, but the strategies applied by learners to idioms have not been studied as often. This presentation details results of studies of the vocabulary learning strategies that Korean university level EFL students' use to find the meaning of unknown idioms. Implications for classroom instruction related to these findings are discussed.



PARALLEL SESSION 3



Room 1 | 5th Floor | Paper Presentation 1

11388

Rosinta Norawati | Yunita Puspitasari

Project-Based Learning and Case Method in Indonesian EFL Classroom: Students' Perspectives

Since the 2021/2022 academic year, an MBKM paradigm has been implemented not only in Primary Education but also in Higher Education. Some characteristics of implementing the program is, firstly, the use of Project-Based learning to improve students' soft skills and character outcomes. Secondly, the program focuses on essential materials so students have enough time to deepen the courses. Then, its flexibility helps teachers to teach at the right level to adjust with the context. This research is conducted to find out how students' point of views regarding to the implementation of MBKM. The participants of this research were semester six students who enrolled in 2019 academic year which consists of five classes. By applying purposive sampling, three classes were taken as the participants of this research. They were given a set of questionnaires dealing with the steps teachers applied in Project-Based Learning and Case Method during even semester 2022. The conclusions of this research have not been reached yet since the process of teaching is still ongoing.

Room 1 | 5th Floor | Paper Presentation 2

12884

Muhammad Mugni Assapari | Rosyadi Hidayati

EFL Students' Perspective of Digital Technology Call-Mediated in ELT: Insight from an Indonesian

The enormous researchers' potential and interest of computer-assisted language learning has increased as digital communication technology has evolved. In line with that, the effectiveness of CALL as a tool in the digital era, combined with the sophistication of technological media, can pique interest in learning ELT from both a teaching and learning standpoint. This study sought to investigate students' perceptions of the use of CALL-mediated digital technology in teaching and learning foreign language; how students perceived the use of digital technology in ELT compared to face-to-face only classes in a normal situation, insight from an Indonesian; and what challenges and opportunities emerged in applying CALL-mediated digital technology for teaching and learning ELT in the EFL context. In this action research, the research conducted were used to document both quantitative and qualitative data. According to statistical evidence, the majority of students perceived the use of CALL-mediated digital technology in ELT for EFL skills positively. Furthermore, the findings of this study show that students have a positive attitude toward the use of digital technology CALL-Mediated in ELT. Other findings show that students perceived technological and pedagogical circumstances to be both challenges and opportunities. The understanding of the state of the field has implications and recommendations for researchers, as well as future CALL and technology practice in ELT classrooms.

Room 1 | 5th Floor | Paper Presentation 3

12479

Yuka Ishikawa

Metadiscourse Markers Used in Engineering Dissertation Abstracts

Abstracts are widely used in the academic field and recognized as a genre (eg. Bhatia, 2013; Menezes, 2013; Swales & Feak, 2009). ESP researchers have examined academic abstracts of various disciplines extensively using the rhetorical analysis approach or corpus-based analysis approach to find their linguistic features (Cava, 2011; Huchin, 2001; Hyland, 2004; Hyland & Tse, 2005). However, metadiscourse markers used in dissertation abstracts of engineering are not fully investigated so far. Therefore, in this study, we analyze metadiscourse markers used in 200 doctoral dissertation abstracts, published by universities in the USA and in Japan, and 300 research article abstracts in the five major engineering disciplines: chemical engineering, applied physics, material engineering, architecture, and computer science. Scientific writers need to assert their claim and attempt to persuade the reader in the text. It is said that analyzing metadiscourse will reveal the writers' awareness of readers (Hyland, 2005). The results showed that dissertation abstracts tend to include more metadiscourse markers, both textual and interactional, than research article abstracts. Dissertation abstract writers use more frequent engagement markers and self-mentions, which attempt to build a relationship with readers and involve them in the argument. They also tend to use the sequencing and endophoric markers more frequently than research article abstract writers. We also found that some metadiscourse markers are commonly used in dissertation abstracts and research article abstracts, or dissertation abstracts across the five fields, but some are used distinctively in dissertation abstracts in a field.

Room 2 | 5th Floor | Paper Presentation 1

12410

Dwiyani Pratiwi

Student Teachers' Pedagogical Decision-Making about Their Initial Teaching Challenges

Challenges in teaching might not be easy to deny for teachers, particularly those who practice their first teaching in a real classroom. Decisions dealing with the challenges could come from various sources and result in success and failure. This paper reports on a qualitative case study examining the student teachers' pedagogical decision-making in coping with their challenges during their teaching practicum at PK or Praktik Kependidikan and the contribution of teacher educator, mentor teacher, and school visit experience to their decision. Data were collected by interviewing five student teachers and studying their narrative reflection journals. Results reveal that the teacher educators and mentor teachers inspired most decisions made. The findings also show that prior school visits contributed to the student teachers' preparedness to get on teaching problems. However, in making decisions, they seemed to focus just on short-

term strategies (frontstage strategies) and put less concern on long-term effects (backstage strategies).

Room 2 | 5th Floor | Paper Presentation 2

13542

Areski Wahid | Rafi'Ah Nur | Hasmianti

Designing a MOOC-Based Instructional Material for Flipped Speaking Class at Universitas Muhammadiyah Parepare, Indonesia

Based on the needs analysis of the students, this research designed a model of an MOOC-based instructional material for a flipped-speaking class of English Language Education at Universitas Muhammadiyah Parepare, Indonesia. This research aims to find out the characteristics of MOOC-based instructional material for the flipped speaking class and the model of MOOC-based instructional materials for flipped speaking class. The subject of this research was the students, the lecturer, and the head of English Language Education Department at Universitas Muhammadiyah Parepare. The results of the research found that the characteristics of the MOOC-based materials for the flipped-speaking class were facilitating, accommodating, goal-oriented, based on fluency and accuracy, various, up-dated, interesting, and stimulating. The material should provide monologues and dialogues both for a formal and informal setting. It also integrates the demand for the new era of industrial revolution 4.0, for instance, WhatsApp and Edmodo. The model of the MOOC-based materials for flipped-speaking class recommended the integration of goal, contents, activities, venue, and media as essential elements. The goal intended the learners to be competent in speaking to master the content which covered some topics, language uses, and genres. The model also occupied students with nine activities, namely guessing I, identifying, looking for, finding, guessing II, clarifying, evaluating, reflecting, and projecting. The venue suggested by the model was online and offline learnings, and media in learning activities.

Room 2 | 5th Floor | Paper Presentation 3

16602

Ana Ahsana El Sulukiyyah | Diah Anita Pusparini

Maximizing Tiktok's Pronunciation Challenge as a Teaching Strategy in Pronunciation Classes

TikTok is an increasingly popular social media. TikTok users are of all ages and spread all over the world. During the pandemic, many teachers used TikTok as a medium for distant learning, considering the social media popularity among students. One of TikTok's features that can be used in English language learning is TikTok pronunciation challenge, which asks users to duet with a native speaker of English in pronouncing words in English. This investigates the effectiveness of using TikTok pronunciation challenge in pronunciation class. It is a descriptive qualitative study using observation and interview as data collection methods. The results of the study show that TikTok

pronunciation challenge can be an effective tool to enhance students' pronunciation ability. Providing the opportunity to learn with a native speaker of English, albeit through recorded video, TikTok Pronunciation Challenge could motivate students to improve their pronunciation.

Room 3 | 5th Floor | Paper Presentation 1

16875

Gusti Nur Hafifah | Francisca Maria Ivone

Modeling Relationships among Variables of Teacher Cognition toward the Use of ICT in ELT

This study aims to discover the pattern of relationship that exists among variables of teacher cognition (i.e., knowledge, belief, attitude, and self-efficacy) toward the use of ICT in ELT. It also intends to reveal how much each of the variables contributes to the use of ICT in ELT in a higher education context. The data were collected through an online questionnaire from 373 English lecturers from Indonesia and analysed by using Structural Equation Modelling. The results of the study show that all variables of teacher cognition directly or indirectly affect teachers' use of ICT. More particularly, the study shows that teachers' knowledge and self-efficacy directly affect the use of ICT. Teachers' attitude strengthens their self-efficacy. Surprisingly, teachers' belief in ICT does not directly affect the use of ICT unless it is mediated by attitude and self-efficacy although it strongly contributes to teachers' attitude toward ICT.

Room 3 | 5th Floor | Paper Presentation 2

18812

Jiyoung Han | Kilryoung Lee

Validity Argument for Post-Entry Oral Performance Assessment for International Students in Korean Higher Education

Despite increased international students in Asian countries, little focus has been paid to their language ability and language difficulties. Particularly, this study pays attention to their oral communication ability since communication breakdowns among international students, domestic students, and faculty members have been an issue of importance on campus. To examine oral communication ability of international students and to investigate to what extent they need language support, the study proposes to implement the post-entry oral performance assessment (PEOPA). The present study designed the pilot PEOPA and investigated the validity of PEOPA based on Kane's (2011, 2013) validity arguments approach. The analyses of the responses of fourteen international students in Seoul were used to identify target language use domain and to develop task items. Among fourteen, eleven students took the pilot PEOPA. A many-Facet Rasch analysis indicated that: tasks stably assessed oral communication ability of examinees and reliably separated them into different ability levels; the raters consistently assessed the performances according to the scoring rubric; and the scoring rubric reflected the intended construction, and each scoring

category measured the distinct aspects of oral communication ability. The ensured validity of the assessment allows one to propose the implementation of PEOPA in universities in similar context. Finally, implications of the findings on diagnosis phase of PEOPA are discussed.

Room 3 | 5th Floor | Paper Presentation 3

17337

Listiani

Students' Attitudes toward Audio Feedback: Literature Review

Students may expect audio feedback (AF) to be more advanced technology-mediated feedback for their written work than traditional feedback. Therefore, investigating their expectations is considered necessary (Cavanaugh & Song, 2014). However, few studies have examined students' expectations about and attitudes to AF (e.g., Fawcett & Oldfield, 2016). Experiences with embedded AF within virtual learning environments (VLEs) in L2 contexts are missing. The present study addressed the gap in English as an L2 higher education context delivered in a familiar VLE. The first step was to overview the literature to find out what instruments were used and could be adapted. I explored the database of Springer, ERIC, Science Direct, Taylor and Francis Online, Web of Science, and Wiley online library for studies published between 2014 and 2021 on AF used in L1 and L2 writing courses. Out of 104 full-text studies, I screened them against the inclusion/exclusion criteria and had 12 studies. The articles were organized into twelve categories: writing improvement, strengths and weaknesses of works, writing problems, understandability, clarity, detail, interpretability, personal, acceptance of critical feedback, accessibility, engagement, and future use. As the next step, these categories will be used in questionnaires in my study. The review identified gaps in the literature as (1) no study inquired into how AF is expected to help and helped students improve their written work and (2) in what ways students respond to AF got less attention.

Room 4 | 5th Floor | Paper Presentation 1

17285

Laila Puspitasari Anggraini | Nur Patria Pujitama Sari

TOEFL Score Achievement as a Graduation Requirement in the Vocational Institute: A Need Analysis on the Jakarta Maritime Institute Students

The Jakarta Maritime Institute is a vocational institute with a special requirement for students to reach a TOEFL score of >500 in all majors. The TOEFL test is considered normal as a graduation requirement, but in other cases, some students worry about the high TOEFL passing grade determined by the institution. The present study was conducted to analyze whether the TOEFL score with a passing grade of 500 needs to be applied to prospective vocational graduates. The data were collected by using a questionnaire and an interview from three categories of respondents: the level IV students, the alumni, and the shipping company managements as users of the fresh

graduates of the maritime institute. The instruments were served in Bahasa Indonesia to prevent misunderstandings that could later affect the respondents' answers. The result showed that most of the respondents considered the TOEFL test score with a passing grade of 500 to be unnecessary. The TOEFL score was considered very difficult for students to achieve. This was supported by alumni who, based on their experience, did not submit a TOEFL certificate when applying for the jobs as the interview sessions were in English as an indicator of their English proficiency measurement. This is in line with the opinions from the shipping company managements that the TOEFL score of the fresh graduates accepted was often more than 500, but that didn't mean they had a good performance in working and communicating with colleagues.

Room 4 | 5th Floor | Paper Presentation 2

21345

Yosinta Christie Setiabudi

Best Practice in Teaching Engaging Online Writing to Indonesian High-School Students

Teaching writing in a foreign language context in an online learning context can be challenging as it concerns all cognitive levels (C1-C6) and has to incorporate the 4 Cs (communication, creativity, collaboration, & critical thinking) of the 21st-century skills in an engaging way for students. Conducting a team-based project model combined with peer assessment activity aims to address this issue. Research has shown that peer assessment successfully enhanced learners' interaction in Massive Open Online Courses (MOOCs), added entertainment to the session and gained the students a greater understanding of the assessments (Gamage et al., 2021; Wheeler et al., 2015). The practice of applying the team-based assessment tasks model in teaching writing in a foreign language context in an Indonesian high school showed great results since it allows students to learn from each other, especially during the editing process (Harmer, 2004). This paper shares a successful attempt in applying the team-based project model combined with peer assessment activity to increase students' engagement while covering all cognitive levels, incorporating 4C's of 21st-century skills, and allowing them to grasp greater comprehension of the subject.

Room 4 | 5th Floor | Paper Presentation 3

21466

Kadek Sonia Piscayanti | Januarius Mujiyanto | Issy Yuliasri | Puji Astuti

The Sun Is Reborn: Mindfulness, Poetry, and Voice of Silence

The world of mindfulness in education is as bright as the sun. It is hugely researched and deeply investigated by many researchers in education. In Indonesia, however, mindfulness is rarely researched in education, especially in the context of poetry writing in EFL learning. Poetry is the most condensed and compact form of literature which needs mindfulness, not only as a part of creative process, but also as a language learning therapy. The power of mindfulness brings about peace, calm, and sensitivity

at the same time. This research tries to explore the power of mindfulness in stimulating the creativity of 15 EFL learners through their poetry. These 15 learners are beginner poets who just entered the world of creativity in their life. Through mindfulness intervention they were exposed to the journey of their own lives, their very own voice and their own choices. Their stories, their voices, and their choices are part of their process in building their identity. This research uses narrative inquiry method to reveal learners' stories, points out the timeline of events that they really have impression on, and tries to empower the stories by rewriting them through poetry. The poetry showed that these learners are silent citizens, yet critical and creative enough to show their thoughts on poetry. From the poetry they write, they speak up the voices that are deeply buried in their hearts, that is, the new suns, new voices that have never been heard of.

Room 5 | 5th Floor | Paper Presentation 1

22184

Barry Kavanagh

Teacher Support and Lesson Material Creation in the Construction of a New Content-Based Academic Writing Course

Developing a new English curriculum can be challenging, and teachers are vital to success. Teachers need to be supported in their professional development through workshops and lesson materials that help ease their transition into understanding and executing the new curriculum and encourage them to contribute ideas to it. This paper will examine the procedures involved in developing a new English curriculum and how support was given to English teachers at the university who come from a variety of academic disciplines such as literature and linguistics, with English language teaching, not their main teaching subject. Specifically focusing on creating a second-year academic writing course within this new curriculum, this talk will address the teachers' concerns with teaching large classes academic writing, the types of writing to teach, and evaluation procedures. The feedback received from teachers has led to a series of teacher-focused workshops on the academic writing course and helped shape the development and creation of original lesson materials and ideas to supplement a textbook created for the new curriculum. This has led to the development of content-based academic writing course that caters to the strengths of teachers, whereby they can teach their content or chosen course theme based on the framework and objectives of the curriculum and the academic writing course in what is essentially a soft content and language integrated approach.

Room 5 | 5th Floor | Paper Presentation 2

22493

Shangrela Genon Sieras

Informational and Symbolical Functions of English in the Linguistic Landscape of Tourist Destinations

This study is qualitative research on tourism's linguistic landscape (LL) that describes and analyzes LL data from five tourist destinations in Northern Mindanao, Philippines.

It employs photographic signage documentation in gathering data and uses qualitative content analysis to determine the informational and symbolical functions of the English language on the LL. Finding one reveals that English has a visible presence in the tourist destinations' public spaces, fulfilling an immense role in giving crucial information to tourists that can impact the success of their touristic experience. Finding two reveals that the prevalence of English in the LL is symbolic of the globalized tourism industry as manifested in the prevalent use of popular English keywords in its linguistic landscape to attract local and international tourists. This study concludes that English has a hegemonic position in fulfilling informational and symbolical functions that shape tourist destinations' image. The various informational functions of English as the language of order, safety, and economy symbolize the globalized tourism industry in the region where English dominance in the LL is fueled by the economic benefits the tourism industry gets in creating an English-dominated landscape. Based on the study's findings, LL actors and language policymakers are offered recommendations.

Room 5 | 5th Floor | Paper Presentation 3

25036

Nurhasanah Halim

The Practice of Spontaneous Translanguaging (A Perspective from Indonesia)

This qualitative research aims to explore the extent of how teachers in Jakarta, Indonesia have empowered their students' first language in their English classes. Previous studies have shown that translanguaging pedagogy can offer new opportunities for language learning and language awareness in the context of multilingual education and increasing students' engagement. There were 100 teacher participants in the semi-structured interview gathered by snowball sampling. In the interview guide, prompts and probes were employed during data collection. The qualitative analytical flows were employed in an interactive model. There were two main conclusions made based on the findings. First, students mostly used Bahasa Indonesia in small group discussions, small talks, and brainstorming activities. The Second conclusion was that teachers used Bahasa Indonesia (1) to instruct home assignments, (2) to provide assistance for students during class activities, and (3) to brainstorm during class activities. The three purposes signified that, at stages where students need to build context and to confirm their understanding (stage 1 and 3), they prefer to use their native language. The implication addressed by the researchers is that there should be a model to practice translanguaging in English language teaching at secondary level in Indonesia. Translanguaging can be planned and practiced at stage 1 and 3.

Room 6 | 5th Floor | Paper Presentation 1

22821

Shofa Dzulqodah | Qisty Triani | Retno Hendryanti

Exploring Classroom Instructions in Online Speaking Classes: A Case Study of Telkom University Instructors

This study investigates classroom instructions used by instructors in online speaking classes. The study employed a qualitative approach. Data were taken from 6 recorded

class sessions of 4 instructors teaching engineering and communication science undergraduate students. In addition, the instructors were also interviewed. Content analysis was conducted to analyze the data. The study revealed that instructors used different types of sentences. They tended to use long phrases. They repeated the instructions in the paraphrased and shortened version. The use of Bahasa Indonesia was also found when the students did not get what to do. The results are used as consideration for designing a professional development program.

Room 6 | 5th Floor | Paper Presentation 2

22976

Rahmadilla Kurniasari

TPACK 21st Century Learning in Teaching Reading Comprehension: An Autobiography Narrative

Pourshahbaz, & Rahimi (2019) clarify Information and Communication Technology (ICT) has an important role in numerous discipline knowledge in general and education with its pedagogical practice issues. Benjamin, Chai, Hong, & Koh (2015); Windschitl (2002) have added that teachers have difficulties with constructivist-oriented pedagogies which are described in 21st CL, because it contradicts with their pedagogical practices. The present study uses TPACK 21st CL proposed by Koh's (2013) framework. This article aims to explore teacher experience in practicing teaching reading comprehension using TPACK 21st CL framework for teaching senior high school level in English for Foreign Language (EFL) students based on theoretical conceptualization. Autobiographical narrative is used to tell the researcher's past experience teaching reading with TPACK 21st CL framework. The researcher uses narrative story as the research's instrument containing the teacher's reflection story from her teaching experience. The result of the present study is analyzed using interpretative phenomenological analysis. The researcher has been teaching English at a senior high school for 2 years. Her experience might contribute to the TPACK 21st CL framework in teaching practices. The empirical benefit is that teachers or preservice teachers can adopt the practical lesson in teaching reading comprehension.

Room 6 | 5th Floor | Paper Presentation 3

23056

Libin Duan | Guoxuan Pan

On a College English Listening and Speaking Textbook from the Perspective of Intercultural Communication

Intercultural communicative competence enables people from various cultural background to communicate in English as foreign language effectively. Therefore, intercultural communicative competence should be integrated in college English teaching. College English textbooks should put more emphasis on cultivating intercultural communicative competence. Therefore, it is significant to study the cultural content of college English textbooks, in order to analyze to what extent and in

what way college English textbooks promote intercultural communicative competence, and to offer suggestions for college English teachers and textbook writers to improve the content of the textbooks. In this study, a college English listening and speaking textbook published by an influential foreign language teaching and research press will be analyzed. The purpose is to find out whether the textbook contains valuable elements of native culture, target culture and world culture, whether the proportion of these different cultural elements is appropriate, and whether the activities in the listening and speaking textbook are effective to improve students' knowledge, skills, attitude and behavior in intercultural communicative competence. Item frequency analysis and Byram's 8 criteria will be involved in the analysis. The author will examine the general trends of the textbook and study whether the frequently-used teaching elements are aimed at developing both linguistic competence and intercultural communicative competence. The results reveals the inclusion of cultural elements in the textbook. The results of this study provides feedback to improve the quality of the textbook related to the aspects of intercultural communicative competence.

Room 7 | 5th Floor | Paper Presentation 1

29399

Clay Williams

Virtual Reality-Assisted Foreign Language Study: Hype or Hope for the Future of FLA?

The COVID-19 pandemic has highlighted the potential of modern technology to deliver instruction that transcends traditional limits of time and space by enabling clear, competent language instruction and practice at times of the students' choosing, and without necessitating the students to leave their L1 environment. Given the proven potential of video-streaming and conferencing technologies, the next game-changing advancement in FL-learning technology is likely to be AI-mediated virtual reality environments for language learning. Simply put, if students can use virtual reality technology to have normal conversational practice in convincingly-simulated environments and scenarios, this has the potential to make activities like study abroad for language learning practically redundant, as the environmental advantages of seeing, hearing, and using the L2 in one's immediate surroundings could be made available from home. While such technology is admittedly in its early stages, one can readily imagine the future benefits as it develops. This presentation will detail a case study using diary methods wherein a learner studies a foreign language through the medium of virtual reality. Using commercial language-learning software available through the Oculus VR platform, the learner studies Bahasa Indonesia for a period of three months. The study conditions include an initial and final period of VR-only study, as well as a period of VR supplemented by (online) private instruction from a human interlocutor. The presenter will elucidate the strengths and weaknesses and the general efficacy of current VR vs. human instruction.

Room 7 | 5th Floor | Paper Presentation 2

23420

Moh. Taufik

The Potentiality of Electronic Portfolio-Based Assessment for Speaking Performance; Syllabus Development for ELT Speaking Course

Due to the fact that the development of writing skills is the primary focus of portfolio assessment in language instruction, the advancement of ICT has created a new trend in which portfolio assessment is combined with speaking skill development. To determine its relevance, this field of inquiry still need more investigation. Thus, this study describes how to create a syllabus of teaching speaking into that integrates electronic portfolio assessment. Research and development (R&D) using the ADDIE model is used in this study. The steps of development are as follows: (1) needs analysis; (2) prototype design; (3) syllabus development; (4) implementation; and (5) evaluation. A speaking score guide, an observation checklist, questionnaires for need analysis, interviews, and questionnaires for participants' view in using electronic portfolio are the instruments employed in this study. The product of this study is tried out in Speaking for General Purposes Coursed of ELT program. The research finding is expected to elaborate how significant an electronic portfolio-based syllabus may contribute to ELT students' speaking enhancement. The idea of portfolio assessment for speaking can provide flexibility and more individual-oriented opportunities of practicing the target language and obtaining feedback might also be strengthened by elaborating on students' experiences of keeping electronic portfolios of speaking performance.

Room 7 | 5th Floor | Paper Presentation 3

23673

Dennisya Marwa | Hamzah

Comparing Formal and Informal Talk between Male and Female English Teacher in Classroom Interaction

Formal talk is used by the teacher to minimize misinterpretation in delivering the materials. Thus, classroom interaction can run well, and the students understand what the teacher teaches. In contrast, the teacher also uses informal talk in classroom interaction to build a relationship with the students. Male and female English teachers have different characteristics in producing formal and informal talk in classroom interaction. This research aimed to discover the characteristics of formal and informal talk between male and female English teachers in classroom interaction. This research was descriptive qualitative research. The participant of this research was male and female English teacher who teaches at an intermediate level at Elia English Course. It was observed and recorded to gain the data. The data was transcribed and presented as the percentage of each formal and informal talk characteristic. The results showed that male teachers produced four characteristics of formal talk and six characteristics of informal talk. However, the female teacher showed three characteristics of formal talk and four of informal talk. Those results have implications for either male or female

English teachers in considering formal and informal talk in classroom interaction, which can be a strategy to engage the student in the teaching and learning process.

Room 8 | 5th Floor | Paper Presentation 1

23770

Hasan Mohsen Al-Wadi

Sustaining EFL Teachers’ Professional Development: Getting the Most out of Design-Based Research

The aim of this study was to explore how the EFL teachers, who had participated in a design -based research programme to increase their EFL/ESL students’ literacy skills, perceive the programme as an opportunity to sustain their self-professional growth. A qualitative design approach was followed through in-depth interviews with the three teachers who were engaged in the project. The results indicate the participating teachers believed that the programme offered them an authentic experience to develop their professional practices as well as their professional identity as ELTs for EFL/ESL learners. In addition, the data also reveals how the programme enabled the teachers to take active role in regarding their students’ constant needs as well as raising critical awareness through practicing dialogic reflection.

Room 8 | 5th Floor | Paper Presentation 2

23952

Rizka Safriyani | Zulfikri Malik

Using QR Code to Promote Interactive Experience in EFL Learning: A Qualitative Study

Increased use of modern technological devices by language learners of all ages and abilities promotes the integration of modern technological devices into the language learning process. The application of Quick Response (QR) code as teaching media has been increasingly favored. This study investigated the pre-service teachers' perception of using QR codes to promote the interactive experience. The study enrolled 30 English as a Foreign Language (EFL) students at an Indonesian university. Participants reflected on each QR code implementation, and randomly selected students were interviewed in semi-structured interviews. Qualitative analysis using an open-axial and selective coding procedure revealed three major themes. The findings emphasize the potential for integrating QR codes into language education to facilitate more effective and interactive learning opportunities and the critical nature of providing equitable access to technology to ensure that all students benefit from technology's ubiquitous nature. In the end, relevant pedagogical implications are discussed

Room 8 | 5th Floor | Paper Presentation 3

96676

Syifa Khuriyatuz Zahro | Buyun Khulel

Students' Perception and Practices of Screencast Feedback in Academic Writing Class during Blended Learning

The study aimed at revealing the students' perceptions and practices on the utilization of screencast feedback in writing class as a digital video feedback where lecturers recorded their oral comments and screenrecords the point they commented on the screen toward students' writing draft in the form of audiovisual or video. This research was a survey design for the students in academic writing class who had a four-month experience using "Screencast-O-Matic". By the end of the semester, they were asked to fill out 10 questionnaire items through Google forms. The participants were university students who were divided into three categories; good writers, moderate writers and bad writers at Universitas Islam Darul 'Ulum Lamongan, Indonesia. These categories were drawn from the scores of final drafts of their article writing. The findings revealed several underlying reasons beyond students' preference on screencast feedback to written feedback. They perceived screencast feedback positively as it was clearer to understand than only written one, easier to access anywhere at anytime, more helpful to assist them revising their draft. Another finding indicated that self-motivation and discipline had an impact on their result of draft revision especially for those on good writers category. The conclusion drawn from the study that students perceived screencast feedback more positively than written feedback. Therefore, the study had an implication for the lecturers of writing courses especially in blended or online learning environment to make use of more sophisticated technology like screencast feedback to produce more understandable feedback.

Room 9 | 6th Floor | Paper Presentation 1

22616

Supawadee Jaijon

Effects of Topic Familiarity on Critical Thinking of Thai Secondary Students at Different Writing Abilities

This paper aims to investigate the effects of topic familiarity on the written argumentative skill of Thai secondary students with different English writing abilities in two aspects: the quality or total scores of the arguments and the complexity of argumentation. Many previous studies agreed that students tend to show more critical thoughts when encountering familiar topics. However, Stapleton and Wu's study (2015) revealed that some complex arguments with higher argumentative elements could be formed with poor quality. To reappraise the influence of topic familiarity, the first research question examines the scores of arguments made in students' essays based on the modified Toulmin's (Qin & Karabacak, 2010) argumentative elements. The second research question explores the complexity of argumentation. 37 Thai secondary students were categorized into low, moderate, and high levels in accordance with their writing ability. They were assigned to write four argumentative essays responding to

familiar and unfamiliar topics. The essays were graded in accordance with Stapleton & Wu's Analytic Scoring Rubric (2015) before the t-test was applied. The findings revealed that the total scores of the essays on the familiar topics formed by the students at all levels were not significantly higher than those on the unfamiliar topics. However, their essays on familiar topics showed more complexity with higher argumentative elements. The findings indicated that the familiar topics encourage the application of more complex arguments but do not always contribute to a higher quality of the arguments.

Room 9 | 6th Floor | Paper Presentation 2

26640

Henny Indira | Hadiatus Sholiha

The Method in Teaching Vocabularies to Young Learners during Covid-19 Era

This study is aimed at investigating the effect of songs and movements in teaching new vocabularies to young learners during an online class. The design used in this study is a quasi-experiment encompassing 3 classes (Grade A of RA Manarul Islam, grade one of MI Manarul Islam, and Grade two of MI Manarul Islam) consisting of 90 students between 4-8 years old. Each class was divided into a control group and an experimental group. This study was conducted by pre-test, observation, and post-test. The findings revealed there is no significant improvement between pre-test and post-test in the control group. By contrast, there is a significant improvement between pre-test and post-test in the experiment group in which, students in the experiment group get more enthusiastic in English class. Furthermore, songs and movements give a long-term effect on memorizing the vocabulary that is shown in the student's score during the exam. Based on this finding, we interpret that applying the songs and movements method in teaching vocabulary to young learners during online classes helps students understand new words, not only memorizing the words but also understanding the meaning and how to use the word.

Room 9 | 6th Floor | Paper Presentation 3

26908

Reza Fauzi Najib | M. Rafli | M. Tegar | Ratu Utami

Students' Affective Strategies and Anxiety in Speaking Class by High Public Speaking Students

This research aims to perceive the sources of students' anxiety and the influence of affective strategies on students with high public speaking anxiety in classroom activities. The method applied in this research is PRPSA (Personal Report of Public Speaking Anxiety) by McCroskey to assess the students' level of public speaking anxiety. Furthermore, this research used descriptive with qualitative design. The researchers implemented observation, a closed-ended questionnaire, and a semi-structured interview to gather data. The participants of the study were 10 high public speaking anxiety students that were classified using the selected instrument. The result of the study showed that the sources of students' anxiety in speaking activities are fear

of making mistakes, lack of preparation, audience attention, and teacher feedback. On the other hand, affective strategies have positively impacted students with high public speaking anxiety and the students feel more relaxed and confident in speaking activities.

Room 10 | 6th Floor | Paper Presentation 1

26970

Purnama Nf Lumban Batu | Wida Cahyaningrum

Identity Construction of Indonesian Seafarers Aboard Multilingua-Cultural Ships

Many studies on language and identity analyze the relationship between language and the speaker's identity, which enables the deciphering of the language, culture, and society's inherent features. Research on language and identity in the EFL context has gained much attention, including studies around professional identity. However, not many studies have looked into the role of English (particularly in the ELF context) in the construction of seafarers' identity. This qualitative study investigates the role of English in the construction of Indonesian seafarers' L2 identity while serving on multilingual-cultural ships, where all the crews are not native speakers of English. This study involves four participants with one-year apprenticeship experience and at least one year as officers on multilingual-cultural ships. This is required to ensure they have developed their professional identity after the training period. The data was collected through an open-ended questionnaire for the background information and then followed by semi-structured in-depth interviews. The data is analyzed by combining inductive and interpretive analyses. The results of this study are expected to shed some light on the challenges of using English as the primary means of communication with various types of spoken English and the strategies to use or not to use the language to distinguish them from other crews on board. It is also expected that the study would clarify the significance of English in their career advancement on multilingual-cultural ships.

Room 10 | 6th Floor | Paper Presentation 2

27106

Yulie Asni | Maemuna Muhayyan

Students' Perception on the Instructional and Managerial Role Performance of EFL Teacher

This research intends to find out students' perspective on how male and female EFL teachers perform instructional and managerial roles in EFL classroom interaction. This research employed qualitative approach that involved 36 students from three different schools in Biring Kanaya subdistrict, Makassar, South Sulawesi. The data gathering was done through interview. The data was analyzed through four steps, namely selecting relevant data, transcribing, interpreting and reporting. The result shows that the students positively perceived male and female teachers have performed both instructional and managerial roles in their classes. For the instructional role, the students preferred to be taught by the female teachers to the male ones, because

female teachers had more audible voice and clearer presentation and explanation. For the managerial role, both female and male teachers performed their roles equally well as they creatively managed the classroom into a conducive learning atmosphere. They received students' feedback and gave feedback to students' oral and written performance. The teachers' performance in managerial role has made the students actively participated and felt motivated to learn and work in every class activity. The study concludes that the teacher performance on both instructional and managerial roles led the students to have a positive perception toward different ways of presenting materials due to teaching style-based gender.

Room 10 | 6th Floor | Paper Presentation 3

27244

Israa Qari

Saudi EFL University Students' Knowledge and Perceptions of Writing Academic Research (Pre- and Post-Survey Approach)

This study presents the data results of Saudi university students' perceptions of academic research before and after completing a short online course about basic research skills conducted by the author. This study aims to assess the students' conceptualizations of basic research skills and their attitudes towards writing scientific research. The study also aims to evaluate the importance of the course and reveal students' possible motivation changes toward becoming future academic researchers. One hundred and forty female participants who currently attend King Abdulaziz University, Jeddah, Saudi Arabia, participated in the study. The survey findings showed that all the participants greatly benefited from attending the course, mainly in preparation for the investigation and writing processes and analyzing the contents of the different parts of a general academic research paper. Before the course, 95% of the students admitted their concern over engaging in scientific research as they perceived themselves incapable of strategically developing an adequate research structure. After attending the course, however, the indicator decreased to 15%; according to further results, 100% of the students graded the question about benefiting from attending the course by maximum points (5 out of 5) in post-attendance questionnaires. Based on the findings, it is thus, suggested that university students are provided an opportunity to expand their knowledge about writing academic research papers through various means, such as online courses, so that they can be well-equipped during their future academic research journeys. This presentation will outline the course's main points, and the comments received from the students in pre-and post-survey interviews.

Room 11 | 6th Floor | Paper Presentation 1

27538

Sry Mulya Kurniati

Vocational English in Policy and Practice

Vocational education, sometimes called Career and Technical Education (CTE) has its aim to prepare learners for careers that are based on manual or practical activities,

occupation, or vocation. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. To be successful in their studies and future careers, a good command of English is required. They should be exposed to vocational English that will prepare them for their future work in industry. Therefore, providing a good quality of vocational English skills becomes the responsibility of English teachers. English teachers should be able to synchronize the English learning materials with the major or study program of each group of students. In Indonesia, the Ministry of Education launched the national curriculum for English subject and all teachers are required to be creative and productive in designing the learning syllabus which should be synchronized with the students' major of studies. This research aims to investigate teachers' understanding about the policy and the practice of teaching English to vocational students. There were 10 English teachers that were interviewed and surveyed. It was found that 40% teachers knew the steps on how to develop Vocational English materials that synchronized the General English materials with the students' major of studies. Meanwhile, there were 60% teachers who did not understand well how to develop Vocational English materials. They mostly responded that they did not know how to integrate the General English learning materials and the students' major of studies to produce Vocational English materials. They were also still confused how to develop the learning syllabus, curriculum, lesson plan and teaching content in English. They responded that there was lack of trainings on developing student worksheets and developing evaluation system or assessment for vocational students. Therefore, they mostly taught General English that was not synchronized with the students' needs. Hence, It is really suggested that the teachers meet both the curriculum requirements and the learning needs as well as the interests of their own students. In term of teaching learning process, teachers were able to employ English to complete the task of teaching, to introduce and learn technology, to encourage students to communicate their results of learning, to achieve the objective of learning, and to develop teaching learning resources.

Room 11 | 6th Floor | Paper Presentation 2

35488

Aprillia Maya Puspita | Nur Mukminatien | Mirjam Anugerahwati

Developing English Vocabulary Application to Enhance Speaking Skills for Students of Hospitality Program

This is a report on Research and Development with the purpose of developing supplementary materials for building students' vocabulary in speaking in hotel context for tenth grade students of the Hospitality Program at SMKN 3 Malang. The procedures were carried out in seven steps: (1) identifying the classroom problems, (2) reviewing recent theories of educational product development, (3) developing the educational products, (4) reviewing the product, (5) validating the products to expert and revised according to get quality assurance, (6) small scale try-out and revised based on the result of the try-out, and (7) publishing the final product. The students learn the vocabulary through three activities, watching the learning video (listening and repeating the dialog and knowing the vocabulary), doing the exercises, and reading

the summary. The product provides six videos based on the basic competence of Introducing Oneself and Others, Congratulating and Complimenting Others, Expressing Intentions, Describing Tourism and Historical Places, and Giving Announcement. The context was adjusted to hospitality context.

Room 11 | 6th Floor | Paper Presentation 3

29226

Eko Suhartoyo | Nur Mukminatien | Johannes Ananto Prayogo

Fostering EFL Students’ Structure Complexity Writing through Synchronous Teacher and Peer Feedback

This present study explores the impact of synchronous teacher and peer feedback on *Zoom* to the students’ structure complexity in EFL writing through a quantitative approach. In doing so, two intact classes are chosen from Indonesia EFL students and they are randomly assigned as the experimental and control groups. For one period of treatment, the experimental group is taught using synchronous teacher and peer feedback on *Zoom*; whereas the control group is taught through asynchronous teacher and peer feedback without *Zoom*. The students’ performance on pretest and posttest are examined in terms of structure complexity in writing using paired sample t-tests. The implications for EFL writing instruction are given as the finding of the research.

Room 12 | 6th Floor | Paper Presentation 1

28655

Siusana Kweldju

Non-ELT Students’ Cognitive Autonomy in Choosing Applied Linguistics Course

This study investigates undergraduate students’ experience on their enrollment to the elective Applied Linguistics course in an English Department in Indonesia. The focus of the course is on the practical application of research findings in linguistics to the teaching and learning of ESL, which is suitable for the ELT cohort. However, students of non-ELT cohorts—the linguistics and the literature cohort—also enrolled in the course, and a final enrollment of 44 non-ELT students was in class. Based on the teacher’s personal evaluation of their class performance, she suspected that the non-ELT students did not make sufficient effort. One main reason was that students might not choose the elective course based on their cognitive autonomy, of which the five multi-faceted components were: evaluative thinking, voicing opinions, making decisions, self-assessing, and comparative values. Set within this context, the purpose of this qualitative study was to explore how students practiced the five elements of cognitive autonomy in choosing the course. An in-depth open-ended questionnaire was distributed to all 44 students via email after the final assessment of the semester. Another research tool of one-on-one in-depth written interview using WhatsApp was utilized to probe and ask follow up questions. The findings revealed that most non-ELT students did not optimize their cognitive autonomy in choosing the Applied Linguistic course, except those who planned to become teachers or to own English schools. This

indicates that students need more guidance to decide what elective course to choose for their individualized career choice.

Room 12 | 6th Floor | Paper Presentation 2

27721

John Chi

Humanizing Pedagogy in The EFL Context: Interviews with Seasoned EFL Teacher Educators

Humanizing pedagogy, a pedagogical approach developed by Paulo Freire (1970), “encourages educators to listen to their students and build on their knowledge and experience in order to engage in contextualized, dynamic, and personalized educational approaches that further the goals of humanization and social transformation” (Salazar, 2013, p. 127). This approach, which acts more as pedagogical mindset rather than a discrete teaching method, has been a topic of interest to a number of scholars that push beyond the one-size-fits-all pedagogical methods that are typical in teacher education and training. Despite an urgency to equip educators to work with multilingual youth, Faltis and Valdés (2016) claim that the previous literature is insufficient to account for the knowledge base that teachers need in order to effectively meet the demands of increasingly diverse student populations in the classroom. While there are numerous gaps in the research on how to prepare teachers to effectively incorporate humanizing pedagogy into their work, this scholarship is nonexistent in the Asian EFL context. In order to explore the applicability of humanizing pedagogy in the EFL context in Asia, this inquiry investigates the ideas and experiences of three seasoned EFL teacher educators who have worked extensively in East Asian countries. Using a sociocultural perspective, the three participants were interviewed to explore their individual experiences as teachers and teacher educators and their thoughts about whether humanizing pedagogy is applicable in their current and past EFL teaching contexts. The findings provide insights on what these previous and current EFL teacher trainers characterize as effective pedagogy and how humanizing pedagogy can play an important role in English language education.

Room 12 | 6th Floor | Paper Presentation 3

23411

Ane Dwi Septina

Non-Formal Early Childhood English Education: Mother's Efforts in Introducing English to Early Childhood

As we know that education does not only come from formal institutions. A family is a place of learning for young learners about various basic knowledge. Parents have a role as teachers for their children, including mothers. Mother is the closest figure in teaching children at an early age. Therefore, this paper aims to discuss the role of mothers in introducing English to their early childhood children. The research was conducted around the Forestry Office on Jalan Gunung Batu No.5, Bogor, with three informants.

The results showed that all informants realized the importance of mastering English for their children's future. All informants agreed that in introducing English to their children, they tried to raise it by using various tools (English songs, bilingual storybooks, English edutainment compact disks, flashcards, and English game content applications that can be downloaded for children). via play store) but do not want to force the children to learn it. From the results of this study, it is also known that children's interests are the main consideration for mothers in providing an introduction to English to their children at an early age.

Room 13 | 6th Floor | Paper Presentation 1

29581

Rohmani Nur Indah | Lestari Kasih

The Critical Inquiry of Indonesian Beginner Linguistic Researchers: A Longitudinal Study

Beginner linguistic researchers need to develop critical inquiry research skills. Inquiry is a stance toward learning where learners use various resources to develop their understanding of a topic that requires exploration and quest. This study reviews the challenges beginner linguistic researchers in the English Department face to be successful researchers. It investigates how the students construct their critical inquiry represented in their research proposal and the development made in their final report. As a longitudinal analysis, this study takes the data of 388 proposals and theses of English department students submitted since 2020. Students should rely on their autonomous learning skills during the pandemic break as they have limited access to face-to-face discussion to complete their linguistic research proposal. The finding shows some identified weaknesses which reflect students' low critical inquiry skills. The dominant adversities in the proposals cover presenting novelty of research direction, establishing the context, defining essential concepts, laying out a position, and making a procedural statement. Meanwhile, the remaining limitations presented in the final draft concern novelty of finding and laying out a position. The finding results in the implication for the topics to include in the syllabus for the course of proposal writing clinic for beginner linguistic researchers.

Room 13 | 6th Floor | Paper Presentation 2

29606

Zubaidi | Ririn Pratiwi

The Implementation of Project-Based Learning with Blogging in Business Writing Class

Many Business Administration students in vocational higher education find writing in English challenging. This study aimed to investigate whether a project-based learning model using blogging could be implemented to improve students' writing in English Business Writing course. The design of the current research is a case study that involved 24 students in Diploma III Business Administration, Politeknik Negeri Malang. The

results showed that students improved their writing skills through the implementation of project-based learning by using blogging. In addition it could increase students' interest in business writing because they were competing to produce good writings so that many people were attracted the read their blogs. The implication of this study is that by implementing project-based learning using blogging, teachers can minimize the students' challenges in teaching English Business Writing course.

Room 13 | 6th Floor | Paper Presentation 3

30783

Mansurni Abadi | Mar'Atun Shalihah | Suciaty Ramdhan

Measuring Anxiety Level of Learning English Language among Refugee Children in Malaysia

For students in Malaysia who study English as a second language, anxiety is a frequent emotion they deal with. Foreign language anxiety left unchecked will cause individuals to be quieter and less willing to learn. Anxiety levels must be measured in order to improve the educational system and design appropriate interventions. Unfortunately, research on measuring language anxiety in Malaysia has centered on formal institutions. However, alternative schools that educate children with limited rights due to legal implications, such as refugees, also experience the same anxiety. We used semi-structured, face-to-face interviews with teachers and refugee children and a questionnaire based on an instrument called the English Language Classroom Anxiety Scale (ELCAS), adapted from the Foreign Language Classroom Scale (FLCAS). The respondents of this research consisted of 92 students from three refugee camps in Malaysia, namely the United Learning Center (ULC), Save School Malaysia, and Refugee Academy. However, refugees are not recognized in Malaysia, which means that children categorized as refugees cannot attend public schools. However, many NGOs in Malaysia provide alternative schooling for refugee children. Our study will examine the influence of English language learning anxiety on refugee children's capacity to learn and survive in an English-speaking Malaysian culture. We also investigate refugee teachers' approaches and obstacles to dealing with Learning anxiety.

Room 14 | 6th Floor | Paper Presentation 1

30670

Elis Homsini Maolida | Sri Setyarini | Didi Suherdi | Asep Suparman

Pedafiction and Reflection: Familiarizing EFL Pre-Service Teachers with Teacher Competence through Stories

Many studies suggest rigorous training must be implemented at the pre-service level in order to prepare students to be competent teachers. This study explores the use of pedafiction stories and reflection to familiarize EFL pre-service teachers with teacher competence. The data were obtained through observation, focus group discussion and reflection papers. The data were then analyzed using thematic analysis. Forty-two pre-service teachers were involved in six TEFL class sessions focusing on English Teacher

Competence. They read and reflected on the pedafiction stories, discussed their reflection on the stories through think- pair-share activity and wrote individual reflection. The findings reveal that pedafiction stories exploration and reflection have enabled the pre-service teachers to identify the English teacher competences shown by the character in the story. In addition, the pre-service teachers gained insights on what it takes to be a competent teacher. Pedafiction and reflection, to a certain extent, have also contributed in developing the pre-service teachers' teaching identity. However, lack of prior knowledge and experience limited their reflection depth toward the pedafiction stories. The findings shed a light on the potentials of story and reflective practice for English teacher preparation at the pre-service level.

Room 14 | 6th Floor | Paper Presentation 2

30591

Satomi Fujii

English Learning Goals and Willingness to Communicate: A Qualitative Analysis in a Japanese EFL Context

An extensive research has shown that having specific learning goals improves task performances and academic achievements (e.g., Locke, 1996; Schnell et al., 2015). Moreover, learners who make daily efforts to achieve their immediate goals have the potential to communicate successfully in the target language (Gregersen & MacIntyre, 2014). To date, some recent studies (Al-Murtadha, 2018; Munezane, 2015) have examined the interrelationship between goal-setting and willingness to communicate (WTC) in EFL classrooms. However, findings are rather contradictory, and the interactions between English learning goals and WTC remain under-researched. Accordingly, this study sought to ascertain: 1) the characteristics of English learning goals among learners with higher or lower levels of WTC, and 2) the differences of learner actions for goal achievements among learners with higher or lower levels of WTC. The participants were eighty-four undergraduate students in Japan. By answering the WTC Scale (Peng & Woodrow, 2010), they were divided into high-WTC and low-WTC groups. Open-ended responses of their goals for learning English and actions for goal achievements were compared between these two groups, using KH Coder 3. Coded data were described in the co-occurrence network and correspondence analysis. Results showed the tendency of high-WTC learners to have communication-based goals, and low-WTC learners to have skill-based goals. High-WTC learners also had more interest in foreign countries and studying abroad. Furthermore, high-WTC learners tended to take a variety of specific actions for goal achievements, while the actions of low-WTC learners were rather general and common. The data showed clear differences in these contrast groups.

Room 14 | 6th Floor | Paper Presentation 31

30984

M. Zaim | Kurniawan

Developing Malay Local Wisdom Content in Listening Skill for Higher Education Students in Riau Province, Indonesia

The aim of this study is to develop the students' need for listening materials that contain local wisdom based on the dimensions of roles and parts. The problem formulation of this study is what the students need and how to design Malay local wisdom content in listening skill for higher education students which contain the value of local wisdom. The research design used in this study is ADDIE method under research and development (R & D) design by Richey and Klein (2007). The phases were analysis, design, development, and evaluation. The data were obtained from document study, observation sheet, interview guide, questionnaire, and a scoring rubric. The data were analyzed qualitatively and quantitatively. This research finds the local wisdom engage the students in their activities. The local wisdom material improved student's ability in listening, booster their creativity and participating in the listening activities. It is expected that the finding of this research can be an alternative material in listening class activities. In addition to that, the findings of this study can be used as a reference in making learning listening materials which can be used as a means to foster students' characters related to their culture and appreciation toward local wisdom.

Room 15 | 6th Floor | Paper Presentation 1

32122

Restu Mufanti

Designing a Standardised-English Test: A Self-Report

Designing an English test is challenging, which is why many teachers are hesitant to take on the responsibility. Teachers are perplexed by the process of developing international standardized-tests, such as the IELTS or TOEFL. As such, this paper aims to provide teachers with an overview of the process of developing English tests. This study employs a narrative report to describe the researcher's experience, which is explained in detail. The ten steps are demonstrated in specific: conducting a needs analysis, interpreting the Common European Framework of Reference (CEFR) as the standard reference, working with language testing experts, conducting focus group discussions, holding workshops, editing and proofreading establishing the test's validity and reliability, creating the certificate and evaluation. Finally, a final report is presented. It will be highly beneficial for teachers who wish to expand their knowledge of test design and learn how to create standardized-English tests. This article is helpful for the novice or inexperienced teachers.

Room 15 | 6th Floor | Paper Presentation 2

32258

Saran Shiroza

Online Listening Journals for Extensive Listening: Learner Autonomy, Authentic Materials, and Listening Difficulties

Autonomous learning opportunities motivate second language learners and promote their target language acquisition. Researchers have shown that letting students listen on their own according to their interests increases their motivation and contributes to developing listening skills (Kawachi, 2006; Vandergrift & Goh, 2012). However, studies have also suggested that guidance and prompts are necessary to encourage learners to engage in autonomous listening activities (Schmit, 2016). Aiming to explore effective ways to promote autonomous learning, this study reports on a year-long extensive listening project that employed online listening journals in the context of a first-year English skills course in a Japanese university. Based on the quantitative and qualitative analyses of journal entries and student responses to two post-semester surveys, it shows whether and how the students could find authentic materials that match their proficiency levels and interests, what types of listening difficulties they experienced, including familiarity to varieties of English, and how they evaluated the overall experience of the listening journal assignment that involved autonomous listening activities outside the classroom. This research will inform English language teaching practitioners about effective ways to promote autonomous learning and motivate learners using online resources.

Room 15 | 6th Floor | Paper Presentation 3

24503

Siti Muniroh

Utilizing Criticality Framework to Demystify the Notions of Guru Penggerak for Merdeka Belajar

In 2019, the Ministry of Education and Culture released a policy of freedom to learn (*Merdeka Belajar*) and teacher activator (*Guru Penggerak*) to improve human resources quality. On the one hand, this education transformation positions English as Foreign Language (EFL) teachers as active agents with the autonomy to determine teaching directions. Decide and act on what they think is the best for their students. On the other hand, this policy challenges EFL teachers' courage and capacity to lead the transformation, which can be difficult, given that most of them have been followers of fixed and established norms for decades. Further, there is no prescribed framework to operationalize the concept of teacher activator based on a solid theoretical perspective. Therefore, this study proposed a *criticality framework* to demystify the notions of teacher activators in EFL teaching. This framework portrays EFL teacher activators from four capacity domains: skills, dispositions, knowledge, and action. The skills domain deals with the capacity of reasoning, which includes skills in interpretation, analysis, evaluation, inference, explanation, and self-regulation. The dispositions domain is related to teachers' attitudes, intellectual virtues, and habits of mind, including

Pancasila as the state ideology and local wisdom. Knowledge domain refers to knowledge of general information, content knowledge, and experience in EFL teaching. The action domain deals with problem-solving of issues in society. This framework can be infused into a curriculum for a teacher education program to prepare EFL pre-service teachers to be teacher activators since they are in the EFL teacher training program.

Room 16 | 6th Floor | Paper Presentation 1

43609

Fiftinova | Erlina | Muslih Hambali

Twine as a Digital Tool in Writing Digital Fiction: A Creative writing Instruction in Higher Education

Digital writing tool has been a support in the field of teaching and learning English as it helps modify students' writing into a better composition. Features in Twine as a digital writing tool build students' creativity and hence it potentially becomes a part of creative writing instruction for EFL students. The purposes of this study are to identify the development of students' writing digital fiction, the procedure facilitating the progress, and to find out students' perspectives on the use of Twine as a digital writing tool. A qualitative case study was designed to address the objectives by doing observation, documentation, and interview. The participants were 3 EFL students who took a Creative Writing course in their third year in a state university in South Sumatra Indonesia. Data from observation and interview were analyzed using observation sheet and thematic analysis respectively, while data from documentation were assessed using a creative writing rubric. The results reveal that the plot of the students' writing and the language use developed from the developing stage to above average, and this was triggered by the phase in integrating Twine to the instruction such as drafting story, branching story, creating images, audio, and video. The peer and lecturer's feedback are believed to support the students' writing progress. To end, the students come to an understanding that Twine is indeed advantageous for creating stories as it builds motivation, creativity, and critical thinking.

Room 16 | 6th Floor | Paper Presentation 2

34067

Chenming Lyu

Teacher Professional Development in Materials Development from an Expansive Learning Perspective

Materials development could be an effective way of teacher professional development. This study, adopting a qualitative approach, explored the process of teacher professional development in developing a senior high school English textbook in China. Four textbook writers from middle schools and universities were interviewed after the textbook was completed. Following Expansive Learning theory by Engeström, the study found that contradictions at all levels were important drivers of teacher professional development in materials development and that a materials development mechanism

integrating teacher professional development concepts, curriculum learning, teacher reflection, and professional leadership by the chief editor were key to resolving contradictions in materials development and teacher professional development. This study provides lessons for teacher professional development in both materials development and classroom teaching.

Room 16 | 6th Floor | Paper Presentation 3

34520

Danti Pudjiati | Ninuk Lustyantie | Ratna Dewanti

Teaching Listening through Indonesian Folklore Video in English

Teachers are fond to use video to teach listening skill dealing with local culture since videos are interesting for the students. However, little research has been conducted in regard to this issue. Thus, this study was conducted to describe teachers' preferences of using Indonesian folklore video to teach listening in class. A qualitative method was used. An online interview with teachers was carried out as a technique to gather the data. Then, the data were analyzed using thematic analysis suggested by Bryman. The findings proved that teachers proposed to play in a form of animation video of the maximum ten minutes. The working language should be spoken by native speakers with normal speech in an expressive way. Students' pronunciation was developed through watching the video. In addition, listening tasks given to the students exposed critical thinking skill. The research concluded that the teachers felt optimistic about students' vocabulary enhancement and local cultural awareness.

Room 17 | 6th Floor | Paper Presentation 1

44580

Aridah Aridah | Weningtyas Parama Iswari

Teachers and Students' Responses towards Technology-Based Instructional Tools Used in Online Learning

One issue that becomes a concern by almost all teachers, students and educational practitioners during the Covid-19 Pandemic is the use of technology-based tools which have been very popular since the emergency remote teaching. The tools are still continued being used either in online or offline teaching and learning. There are a lot of tools available, which can be used, both free of charge and paid by the users. However, not all of the tools are applicable and preferred by teachers and students. This study aims to find out which technological-based instructional teaching and learning tools are most frequently used and preferred by teachers and students and to find out which tools are perceived to be effective practical and useful for them in facilitating the students' learning. The data were collected through survey method and 25 teachers and 204 students were participated in the survey. The results showed that there was a match between the tools that were most frequently used by the teachers and that of mostly preferred by the students. It was also found that although there were a lot of available tools can be used online, power point presentation was still

perceived to be the most effective, practical and useful tool in online teaching and learning. Teachers should explore and select appropriate technology-based instructional tools to optimize their teaching and students' learning.

Room 17 | 6th Floor | Paper Presentation 2

35032

Zul Astri

Investigating the Influence of the TPR Method on the Development of English Vocabulary in Small Classroom

English language skills are one of the most important things that should be mastered early in life to have a qualified generation in the future. In this case, employing the Total Physical Response (TPR) approach to teach basic English vocabulary is an effective strategy for students at the beginner level of proficiency in the language. The study's objectives are to examine each student's learning style and determine how well the TPR method develops the vocabulary of students with various learning styles in small classrooms. The participants in this study totaled 19 students. The research design consisted of one experiment group with a pre-and post-testing procedure. The information was gathered through a questionnaire from the Barsch Learning Style Inventory (1980), a vocabulary test, interviews, and classroom observation. A study conducted by the Learning Styles Inventory (LSI) revealed that the majority of students were visual (68.4 percent) and auditory (15.8 percent), with only 15.8 percent being kinesthetic. It was discovered through data analysis that the average of students' results in the pre-test was 43.4 percent, whereas the average of students' results in the post-test was 85.8 percent. According to this, students' achievement in acquiring English Vocabulary has improved significantly due to the application of TPR.

Room 17 | 6th Floor | Paper Presentation 3

27647

Yulia Tria Hapsari | Nur Arifah Drahati | Endang Setyaningsih

Self-Assessment Process in Academic Writing Facilitated by Artificial Intelligence: Pre-Service Teachers' Experiences

This study investigates the pre-service teachers' reflective practices related to the self-assessment process they had in academic writing class mediated by Artificial Intelligence (AI). The data were obtained from five pre-service teachers in Indonesia. The data of the study were collected from in-depth interviews. The data from the interview was then analyzed using thematic analysis. The research findings show that every pre-service teacher experienced a different self-assessment process since they found the self-assessment was challenging in the process. On the other hand, pre-service teachers found Artificial Intelligence (AI) is highly helpful in providing feedback during the self-assessment process. Implications of the results of the study are discussed.

Room 18 | 7th Floor | Paper Presentation 1

47591

Muhammad Yoga Prabowo | Sarah Rahmadian

Equivalency Evidence of the English Competency Test (ECT) Delivery Modes: A Rasch Analysis

The outbreak of Covid-19 pandemic has transformed the education landscape in a way unseen before. Educational institutions are navigating between offline and online learning worldwide. Computer-based testing (CBT) is rapidly taking over paper-and-pencil testing (PPT) as the dominant mode of assessment. Alternatively, CBT and PPT assessments can also be offered side-by-side, in which test developers should ensure the evidence of equivalence between both versions. This study aims to establish the equivalency evidence of different delivery modes of the English Competency Test (ECT), an English language assessment developed and used by the Human Resources Development Education and Training Center of the Republic of Indonesia, using one-parameter Rasch model. Psychometric analyses were conducted with WinSteps software to measure the item fit, person reliability, and item reliability estimates. The comparison of the findings demonstrates that the PBT and CBT versions of the language assessment exhibit relatively equivalent psychometric properties. The computer-based version of the ECT appears to offer a reliable and comparable alternative to the PBT version.

Room 18 | 7th Floor | Paper Presentation 2

36598

Truong Thi Nhu Ngoc | Nguyen Hoang Thao Phuong

Exploring Vietnamese Architecture Students' Perception of a Field Trip in the Project Subject

The study explored Vietnamese university architecture students' perceptions of an educational field trip in the Project subject. The field trip was organized with the attention to the four stages of Kolb's (2015) experiential learning cycle. The participants (N =22) were public and private university students of all years who participated in a field trip to the Landmark 81, an 81-story building located on the western bank of the Saigon River in Binh Thanh District, Ho Chi Minh City, Vietnam. The purpose of the field trip was to equip students with the design knowledge and necessary techniques to complete the public project assignment for the Project Subject. After the trip, the participants were assigned to two focus groups to answer the semi-structured interviews. The findings show that the majority of respondents had positive views towards experiential learning and experienced changes in diverse dimensions. The study informs curriculum designers and architecture lecturers regarding the benefits of organized field trips to enhance architectural students' sensory design and soft skills.

Room 18 | 7th Floor | Paper Presentation 3

37135

Rachmi Retno Nursanti

English Language Acquisition of an Indonesian-Dutch Toddler in Intercultural Living: A Case Study

The family language policy is commonly affected by the Intercultural living enforces which made the children must acquire a minimum of two languages, e.g. Indonesian and Javanese language. The present investigation intended to describe the English language acquisition of a 3-years-old toddler who lived in the Netherland. However, the mother is an Indonesian and the father is Dutch. Using the case study research methods, I gathered the data by giving several interviews with the parent using semi-structured interviews and observing the children’s activities through videos. The result presented that the parents did several activities through particular game activities which were able to enrich the language input. While doing English learning activities, the children are taught English and Dutch languages which made easier to differentiate those languages. Moreover, the children were using both languages in daily communication. This study provides a suggestion for the next further study on the same sector. It possibly focuses on the impact of learning more than 1 language on the children's input and output characters based on the intercultural communication.

Room 19 | 7th Floor | Paper Presentation 1

37542

Irsyad Nugraha | Wawan Gunawan

Indonesia's Language Policy on English

Language policy and language planning contributed to one’s country language development as it influences the users’ behaviour, the acquisition process and the functional allocation of language codes. Meanwhile, local languages need also to be integrated in the curriculum as part of language planning and policy. Looking at the important roles of international language, language policy and planning on determines how the language plays its role. This study used literature review in finding the solution for language policy and planning in Indonesia. From the literature review, it reveals that Language policy on English in Indonesia is uncertain, as shown by conflicting standings on English in acts and government regulations. The condition has resulted from the considerable effort, and people still cannot acquire English competence. The uncertain leading to the wrong approach to English acquisition is due to fear of the hegemonic impacts of English on Indonesian nationalism, culture, local languages, and Bahasa Indonesia. The solutions to this problem include: multilingualism policy needs to be promoted; uncertain system on English should be ended; laws weakening English position needs to be amended; English function needs to be changed from EFL into English as a second language; English instruction in Primary School needs to be reinstated, and English should be naturalized.

Room 19 | 7th Floor | Paper Presentation 2

40642

Dewi Sari Wahyuni | Yenni Rozimela | Havid Ardi | Mukhaiyar

Integrating Sustainability in ELT

Concern over sustainability is rising to the surface and has lately taken center stage as a growing number of people understand how what were formerly considered normal, unsustainable activities in life have depleted our planet's resources and ripped society asunder. As people lose touch with those two, the earth is forced to bear the consequences of local and global catastrophes, and the planet enters the Anthropocene epoch, which is thought to have begun with the Industrial Revolution when humans surpassed animals as the dominant force in the natural environment. In a nutshell, sustainability refers to the capacity of current generations to meet their own needs without jeopardizing the ability of future generations to do the same themselves. Sustainability is characterized by three pillars: the environment, society, and the economy, which are generally referred to as the 3Ps: Planet, People, and Profits (Planet, People, and Profits). This paper is discussed in three sections: 1) Education for Sustainability (EfS), 2) Sustainable Development Goals (SDGs), and 3) Education for Sustainable Development (ESD). The topic of sustainability is vital, and it should be addressed as an inherent element of education, particularly in language education such as ELT. The students learnt something and becoming the agent of change for making the world a better place to live by integrating sustainability into their learning.

Room 19 | 7th Floor | Paper Presentation 3

39693

Yenni Rozimela | Sitti Fatimah | Nora Fudla

EFL Teachers' Needs for a Reflective Practice Model

Reflective Practice (RP) has been applied and researched for over five decades. However, a model of RP for teaching English as a foreign language has not been developed yet. This article will present the result of the first stage (needs analysis) of a study conducted to establish a model of RP. This R & D research employed the ADDIE model. The data on the teachers' needs were collected through questionnaires and interviews. 125 randomly selected junior high school teachers to fill the questionnaire, and 9 teachers were interviewed for the needs of a model of RP. The data were analyzed descriptively and qualitatively. The result of the analysis indicates that all teachers were aware of the importance of doing reflection. However, most of them did not reflect upon their teaching regularly and did not have knowledge of how reflection had to be done. Those who did reflection stated that they usually did it after they finished teaching. Thus, they did not do it while teaching or were unaware that they did it. The result of the needs analysis justifies the needs of a model of RP, and it will be considered in the development of the model.

Room 20 | 7th Floor | Paper Presentation 1

40449

Hafizah P. Pratiwi | Joko Priyana

Exploring Student Engagement in Online Learning

This survey study aimed to capture the actual student engagement in online learning, including the intensity of engagement, the barriers that prevent the students to engage, and the efforts to stay engaged during online learning. It determined the perspective of students and English teachers as well as demographic-related variables in terms of students' gender and level of education to show the differences in engagement variables in this research among them. There were 424 participants consisting of students and English teachers of 3 Senior High Schools and 2 Junior High Schools in South Sumatera, Indonesia. An online questionnaire was distributed through Google Form and divided into three parts; Dixson's (2015) Online Student Engagement Scale (OSE) to measure the intensity of engagement and Microsystem Factors Influence Student Engagement stated in Bond & Bedenlier (2019) taken from Bioecological Model of Influences on Student Engagement by Bronfenbrenner and colleagues (Bronfenbrenner, 1979, 1986; Bronfenbrenner and Ceci, 1994) used to check barriers and efforts of engagement in online learning. All the data gathered were computed and measured through SPSS 25.0. The result of this study enriched the previous relevant research that showed some differences between students-teachers, male-female, and level of students' education. In addition, the barriers and less effort are expected to be a reflection for teachers and students in general and to evaluate the program of online learning in Indonesia specifically.

Room 20 | 7th Floor | Paper Presentation 2

38507

Jumariati | Eka Puteri Elyani

Challenges in Developing Critical Thinking Skills through Essay Writing: EFL Students' and Teachers' Perceptions

Having the ability to think critically is essential to enable someone to filter information, comprehend an issue from various aspects, and solve problems. For university students, this ability is very influential and prepares them for a career and life in the dynamic society. For that reason, classroom activities have been designed to facilitate the development of students' critical thinking skills. This study explores the challenges faced by EFL students and lecturers in developing critical thinking skills in online classes of EFL advanced writing. It employs a descriptive qualitative approach by utilizing interview and documentation techniques. The findings reveal that there are challenges in developing EFL students' critical thinking skills through essay writing which come from various sources. These include difficulty levels of the issues, evidence selection, linguistics factors, time management, and technical issues. The findings suggest that even though essay writing helps students in thinking critically by analyzing issues from different points of view, understanding the cause and effect, selecting pieces of

evidence, and proposing the best solution, there are potential problems that make the efforts to develop EFL students' critical thinking skills challenging.

Room 20 | 7th Floor | Paper Presentation 3

85235

Willy Ardian Renandya

Can Extensive Reading and Listening Improve Proficiency?

Numerous studies have shown that students who do a great deal of self-selected pleasure reading and listening develop more positive attitudes towards language learning, have wider vocabulary and more sophisticated grammar, and become better language users. Despite these remarkable language learning benefits, extensive reading and listening continues to receive little attention in the language classroom in Asia. L2 teachers continue to use language teaching approaches that facilitate the acquisition of explicit language knowledge. While this knowledge helps students do well on their examinations, it has a rather limited in helping them grown their communicative abilities. The aim of my presentation is to (1) provide an update of the theory and research that support extensive reading and listening (2) discuss best practices for implementing it in various L2 contexts and (3) offer practical tips on how English teachers can integrate it in their teaching.

Room 21 | 7th Floor | Paper Presentation 1

41999

Huyen Nguyen Thi Thuong

Applying Quizziz Application to Improve Student's Medical Vocabulary Achievement

With the vast advancements in technology, teachers can utilize different online applications in teaching, such as Quizziz. This study investigated the effectiveness of using Quizziz in improving students' medical vocabulary achievement. Accordingly, this study was conducted as action research followed some steps including planning, acting, observing, and reflecting with forty students at a University in Vietnam participating. The tests were in the form of pre-test conducted in the pre-research and post-tests conducted at the end of every cycle to assess their achievement of the assigned vocabulary lessons extracted from their syllabus using Quizziz. The result of the research presented that after using Quizziz for medical vocabulary learning for five weeks, the participants showed an improvement in vocabulary post-tests. The data from the researcher's observation field notes, interview, and questionnaire revealed that the students could improve their vocabulary achievement and increase their motivation in learning. Consequently, the study recommends using the Quizziz application and proposes some suggestions to enhance the use of Quizziz in teaching and learning medical vocabulary.

Room 21 | 7th Floor | Paper Presentation 2

42922

Hendri Yawan | Marhamah

Teaching EFL to Primary School Students: Perception of Indonesian Secondary – Trained EFL Teachers Teaching at Primary School

The position of English language teacher at primary level in Indonesia is mostly occupied by out-field-teachers, one of which is the secondary-trained EFL teacher. The secondary-trained EFL teacher is a teacher who graduated from English Teacher Education program which prepared the teacher to be an English teacher for secondary level. To fulfil the demand of the English teacher for primary students, these teachers are employed to teach EFL to the students at the level which they are not trained for. Using case study strategy, this research aims at investigating the teachers' perception towards the teaching knowledge required in teaching EFL for the young learners as well as the challenges the teachers encountered. Findings reveal that although the secondary-trained EFL teachers' educational background did not adequately prepare them to teach young learners, they have adequate TEYL knowledge for teaching at primary school level. However, the teachers' knowledge tends to be unavailing due to the lack of support for their teaching practice. This suggests the needs for school support for the improvement of the primary EFL teachers.

Room 21 | 7th Floor | Paper Presentation 3

33859

Fauzia Shamim

Multi-Modal Digital Communication, Language Use and Literacy Practices of Generation Z: Implications for Practice

There has been an exponential increase in the use of multimodal communication mediated through the use of digital media among Generation Z particularly during the pandemic. The aim of this research study was to investigate if, and how, multimodal digital communication has shaped Generation Z's linguistic and other choices (for example, use of neologisms, code selection, pictures, color, and graphics) as well as literacy practices in regard to specific digital and social media platforms and apps, and the purpose and target audience of their messages. Using the conceptual framework of the Multimodal Theory of Social Semiotics (Kress, 2010; Bezemer and Kress, 2016; Kress and van Leeuwen, 2021), the study addressed two major questions: What factors influence Generation Z's choice of social media platforms and apps? How do these choices affect their 'crafting' and 'uptake' of multimodal messages mediated through the digital media? An online survey questionnaire was used to collect data from university students in a selected higher education setting in Pakistan. Subsequently, semi-structured interviews were conducted with 10 respondents to gain further insights into their language use and literacy practices. The study findings indicated a huge impact of multimodal digital communication on both the language use and literacy practices of students. This has important implications for teaching 'new

literacies' (Street 2003, 2005), and the use of multimodal pedagogy for teaching-learning of English in higher education settings, in particular.

Room 22 | 7th Floor | Paper Presentation 1

96333

Refanja Rahmatillah | Firman Parlindungan

The Effect of Digital and Print Reading Formats on University Students' Reading Stamina

The pandemic conditions that have not completely subsided have resulted the implementation of hybrid learning in several universities in Indonesia. This learning condition causes learning materials, especially reading materials, to be provided both in print and digital formats. Reading stamina, a term of someone's ability to keep reading in one sit, is believed to be affected by the reading formats; yet it has not received with much attention in literacy research. This study, thus, aims to find out the effect of reading formats (digital and print) on the reading stamina of university students. 120 Teuku Umar University students from 4 English classes were involved in this study and they had to read a novel entitled "Diary La Sorbonne" for 30 minutes in 2 months. Their reading stamina was assessed through a reading behavior observation sheet adapted from Lynch (2018). The result of this study showed that students who read the print form of the novel tended to have better reading stamina compared to those who read through digital media. This finding indicates that attention is needed to improve students' reading stamina in digital reading. This is crucial in terms of preparing students to have high literacy skills to compete in the era of the industrial revolution 4.0.

Room 22 | 7th Floor | Paper Presentation 2

44263

Imam Santosa | Ninuk Lustyantie | Ifan Iskandar

Microlearning-Based Learning Object Material for Post-Pandemic Education

Post-pandemic education is pinpointed on the shift of type of learning, technology use, and digital learners' characteristics. Moreover, the transition to a new curriculum in Indonesia induces the alteration of the learning system. Microlearning characteristics emerge as the answer to the change. Hence, this study proposes the microlearning-based learning object material (LOM) as the smallest unit of learning material that contains a specific learning objective of English for Senior High School. Content analysis will be utilized as the method of this study. The revised Senior Highschool Curriculum 2013 for English Subject of grade 12 will be analyzed to determine the learning object material. The source data of the research consist of 2 main competencies; knowledge competence and skills competence. The steps for developing LOM begin with topic identification, creating a material map, and developing LOM standardization. Standardization includes the format, size, software, and other required criteria. And the

last step is the preparation of a script or learning scenario. The result of the study will provide proposed microlearning-based LOM of English subject grade 12.

Room 22 | 7th Floor | Paper Presentation 3

44282

Monaliza Hernandez Mamac

Teaching Writing Stories to Southern Thailand Pre-Service Teachers Using an SFL-Based Reading-to-Learn Approach

Stories are text types required in the basic education curriculum of foreign language subjects in Thailand. Without writing skills and knowledge of how the stories' stages and language features are organised, teachers may struggle to teach writing the genre when they participate in the teaching profession. Developing this skill and knowledge is crucial at the level of pre-service education. However, pre-service teachers of ethnolinguistically disadvantaged backgrounds may struggle to control the language of stories without an effective pedagogy. The paper reports on teaching writing stories to pre-service teachers in Southern Thailand by deploying the Reading to Learn Approach (Rose, 2020; Rose & Martin, 2012), a genre pedagogy grounded on Hallidayan Systemic Functional Linguistics (Halliday & Matthiessen, 2013). The pedagogy can enable students of different backgrounds to succeed in schools' writing demands (Rose & Martin, 2012). The classroom-based study is conducted with 37 pre-service teachers in the English as a foreign language (EFL) context. It demonstrates how the pre-service teachers' skills and knowledge in writing stories, i.e., narratives, are developed from pre-implementation to independent writing. By learning to read a model narrative text written by an expert and explicit teaching of its stages and language features, the pre-service teachers can control the language of narratives. Specifically, they can write narratives with well-staged problems and linguistic features under the conventions of the creative writing field. The study is a viable resource in effectively teaching writing for academic purposes within the EFL contexts.

Room 23 | 7th Floor | Paper Presentation 1

44565

Emy Sudarwati | Utami Widiati | Nunung Suryati

Improving EFL Students' Critical Global Literacy (CGL) in Academic Reading Class: Perception and Engagement

Having Critical Global Literacy (CGL) competence is becoming increasingly important in this global and interconnected world, especially for foreign language learning students, because this competency provides a critical understanding of national and international events so that a student will have broad thoughts and insights. To respond to this need for CGL competencies, English language learners can be introduced to critical learning activities that can enhance their global and multicultural perspectives. To achieve this goal, educators in higher education have a responsibility

to assist their students in developing their CGL competencies. One of the competencies listed in the English Literature curriculum guideline is Faculty of Cultural Studies Universitas Brawijaya. However, a preliminary study on the Academic Reading (AR) course shows that students still have an inadequate level of CGL competence. Therefore, the CGL Framework was chosen as one of the appropriate strategies to overcome these problems. The novelty of the research lies in the absence of similar research that discusses how the CGL framework strategy can be used to overcome problems in learning, especially in this case, namely the inadequate CGL ability of students in the AR class. By implementing this CGL framework, it is hoped that the CGL competence of English Literature students in the AR class can increase significantly, as indicated by the positive attitude and active involvement they show during the learning process.

Room 23 | 7th Floor | Paper Presentation 2

91499

Ruwaida Abu Rass

Using Multicultural Literary Texts and Documentaries for Raising EFL Student Teachers' Awareness to Social Injustices, Developing Their Cross-Cultural Competence, and Improving Their English

In this presentation, I will talk about the results of a qualitative research study, which I conducted to investigate the effects of multicultural literary texts written by Native Canadian or American authors and immigrants and four documentary films on EFL pre-service teachers. The subjects were 52 Arab Muslim female student teachers who were pursuing their B.Ed. majoring in teaching English as a Foreign Language (EFL) at Beit Berl College, Israel. Teaching literary texts written by Native authors and immigrants in English-speaking countries, mainly the United States (US) and Canada, aims to raise the participants' awareness of the multicultural reality and lives of different ethnic groups in these countries. The pieces of literature exposed the student teachers to cultural diversity, conflicts, processes of adjustments of Native peoples, immigrants, and refugees. Data collection included analyzing their reflections submitted at the end of the school year. Four broad categories emerged: 1) raising awareness of social injustices, 2) developing cross-cultural understanding, 3) feeling empowered, and 4) improving the language. Data analysis shows that the discussed literary texts and documentaries raised their awareness of issues of social injustice, empowered them, and improved their English directly. The results indicate the need of including the literature of minorities and marginalized groups including Natives, immigrants, and refugees as underrepresented groups in English-speaking countries for teaching English worldwide, mainly in teacher training colleges to qualify proficient, competent English teachers not only linguistically, but also cross-culturally and humanly. By the end of the presentation, I will analyze and discuss with the session participants the following two short stories: Two Old Women by Velma Wallis a Native Canadian writer, and The Sword Woman by Maxine Kingston, a Chinese American writer, highlighting the themes of strength, survival, stereotypes, sexism, and racism. I will end the session by providing a list of recommended stories and their themes.

Room 23 | 7th Floor | Paper Presentation 3

46386

Rita Hartati | Siti Aisyah Ginting | Meisuri

Implementation of Modified International Toastmaster to Improve Public Speaking Competence as Realisation of Independent Learning - Independent Campus

Competency-based education is very much needed in the era of industrial revolution 5.0, and the determination of Toba Caldera as a UNESCO Global Geopark provides opportunities and encourages economic and sustainable development and requires skilled workers have various competencies that are needed in the world of work today. Based on previous studies and the presenter's observations, it is assumed that applying an active, effective and fun modification development model for teaching is necessary. The model provides opportunities for all students to be involved in speaking to increase their potential and build self-confidence. This study aims to apply the Modified International Toastmaster teaching model to improve public speaking competence as a realisation of Independent Learning- Independent Campus. This study uses the Research and Development approach (Research and Development) Borg and Gall (1983). The series of research and development steps are carried out in cycles, and each step that will be carried out always refers to the results of the previous steps until finally, a new learning innovation as the modification is obtained, that is, product development design, in the preliminary stage a needs analysis is carried out by collecting a number of relevant and necessary data, applying and developing the Modified International Toastmaster, testing and evaluating the model of a public speaking training program involving 50 students of the English Literature Study Program. The findings describing the development of modification innovations in the application of the Modified International Toastmaster model also describe skills of public speaking competence related to the four pillars of education in UNESCO (United Nations Educational Scientific and Cultural Organization).

Room 24 | 7th Floor | Paper Presentation 1

35846

Saki Suemori

English Teacher Demotivation in Japanese Secondary Schools: A Qualitative Case Study

One of the important findings in motivation research is that teachers greatly influence students (e.g., Kikuchi & Sakai, 2016). This has led to an increasing number of studies focusing on language teacher psychology (e.g., Haukas & Mercer, 2021). One of the areas of teacher psychology research is teacher motivation. Studies, for instance, have investigated what motivates and demotivates teachers (e.g., Kassabgy et al., 2001; Sinclair, 2008; Sugino, 2010). Although these studies revealed the factors influencing teachers, the studies have not indicated what kind of influence teachers received from these factors. This study fills this gap by focusing on demotivating factors for teachers. The participants for this study were three Japanese teachers of English in secondary

schools. With these participants, semi-structured interviews were conducted three to four times throughout one academic year. The findings indicate that the teachers' perceptions of demotivating factors, such as curriculum and colleagues, greatly depends on their working contexts. Although some teachers perceived the same demotivators, how these factors influenced teachers greatly varied. The study also showed that teachers likely experienced demotivation when they perceived a gap between their ideal image of the job and reality.

Room 24 | 7th Floor | Paper Presentation 2

48404

Israt Jahan

Prospects of Film Studies in the ELT Curriculum

This study explores the existing BA English curricula of four private universities in Bangladesh to make a case study on the present prospect of Film Studies inclusion in the English Language Teaching (ELT) curriculum. This paper intends to share the findings, challenges, and probable outcomes of including Film Studies as either an individual course or as part of other courses in the curriculum of BA in English. This study also strives to tease out the stigma associated with studying a film in the class as Deborah Cartmell and Imelda Whelehan point out in *Teaching Adaptations*, "Showing films is sometimes still regarded as effortless and captivating, but it need not be a guilty pleasure, as it tended to be in English Studies in the last half of the twentieth century" (2014). Since the University Grant Commission of Bangladesh has already commenced implementing Outcome-Based Education (OBE) in the tertiary education in most of the universities in Bangladesh, this paper makes a proposition to consider the inclusion of Film Studies in the curriculum of BA English in all the private universities of Bangladesh to ensure sustainable progress in the academia.

Room 24 | 7th Floor | Paper Presentation 3

48591

Agnes Herawati

Personalized Learning in Teaching English as Foreign Language: Limiting the Advantages, Increasing Its Effectiveness

Personalized learning is a teaching model that focuses on learning outcomes, voluntary learning, and the concept of autonomy learning. The basic idea of this is the individuality of each student and the active activity. This study aims to find out why lecturers apply specific methods to individualize their teaching and the advantages and disadvantages of the methods. This research is conducted qualitatively as a study focusing on the experiences of English lecturers regarding the implementation of personalized learning. The data were collected by analyzing the questionnaires filled by the lecturers. The lecturers who participated in this study had a positive attitude toward the personalized learning model. According to them, this model accommodated both fast and slow students and increased the students' responsibility.

This study also reveals the importance of choosing the suitable teaching method for each personalized learning session. However, for several students, lack of motivation became the main problem for this model. While for the teachers, the focus challenges were a lack of knowledge and experience in conducting this model. How lecturers overcome the challenges and increase the effectiveness of implementing this model is also discussed.



PARALLEL SESSION 4



Room 2 | 5th Floor | Paper Presentation 1

14696

Vithuja Rajaram

The Impact of Educational Transformation as an Ideal Platform to Enhance Learner Autonomy

There has been a change in the education system due to the Covid-19 pandemic. Students learn from homes and are forced to be more independent learners. Therefore, this research aims at examining the impact educational transformation in enhancing learner autonomy. The samples for this study were chosen from the ESL second year students from the Faculty of Arts, University of Jaffna. The data were collected through pre-test, post-test, questionnaire, and observation of learner behavior. SPSS statistical package and paired sample T-test were used for data analysis. The study was conducted for a semester. The findings show that the learners are encouraged to use online materials and downloadable applications for their academic progress as they are technologically savvy. The materials and the applications helped the students develop both their receptive and productive skills. Furthermore, student-centered online classes are able to be conducted successfully in break-out rooms. This study also embodies the gradual improvements on the learners' meta-linguistic awareness and multi-literal knowledge flow, and the developments of the students' inter-personal skills. Overall, the success of enhancing learner autonomy depends on the scaffoldings of the teacher involved.

Room 2 | 5th Floor | Paper Presentation 2

25316

Wei-Hua Lan

Parental Visions on Children's L2 Self Development at Early Age

Vision is a future self-guide that helps a language learner picture possible L2-self. To keep the vision alive as a motivator in language learning, one must continuously strengthen, maintain, and operate the vision. Parents of young learners, in particular, set goals and make educational decisions. This paper explored parental visions of early foreign language education in an EFL context. Five mothers of 6 to 8-year-olds and their children participated in semi-structured interviews. Data analysis concluded that parental visions towards their children's future L2 attainment reflect the desire of belonging to the global community, self-efficacy, anxiety, and expectations. Parents instilled their visions into their children through constant parent-child talks and demonstrating themselves as foreign language users. However, children's L2 possible selves were still unstable and fluctuated over time. These findings suggest that parental vision on children's ultimate foreign language attainment starts very early and takes place in the family and the social context they grow up.

Room 2 | 5th Floor | Paper Presentation 3

42747

Emma Rosana Febriyanti | Fahmi Hidayat

English Teachers' Perceptions of Integrating Technology into Young Learners' Classes

Teachers have a significant role in teaching English for young learners, especially to ensure the successful implementation of technology in the classroom. This study examines the attitude, technological issues, and challenges of English teachers of young learners to integrate technology in language classes. The participants of this study are ten teachers who teach English to young learners. A semi-structured interview is employed to gain the data from English language teachers working in English language courses in Indonesia. The interview focused on three categories: teachers' attitude toward technology, technological tools, and challenges. The study will reveal the teachers' perspective toward integrating technology into young learners' classrooms. The findings of this study also provide the major challenges of using technology in young learners' classes. Hence, English language teachers have to improve and update their knowledge of teaching English to meet the rapidly changing demand in integrating technology in young learners' classes.

Room 3 | 5th Floor | Paper Presentation 1

92681

Geraldine Kwek | Donna Lim

Preparing Young Learners for Effective Oral Communication: Perspectives from a Multilingual Context

A key role of language lies in meaning making through socially shared conventions and in order to do so, users/learners manoeuvre various systems to enable communication. The phonological system is one of them. This system is one that is applicable early on in the entire process and plays a crucial role in the language skill of speaking and also listening and reading, thus making it particularly important to consider for young learners. With this focus, the session explores recent perspectives of oral communication skills and what it means for young learners today. It examines particularly the aspect of pronunciation in a social context and its implications for the classroom of today. Anchoring on a study which found that variation in speech is determined hardly by a single particular factor but by a combination of both linguistic and non-linguistic factors, it presents the sociolinguistic realities of oral communication in a multicultural-multilinguistic context. With this in mind, the session will continue with recommendations of strategies to equip young learners in pronunciation for effective communication. It will discuss general challenges of the language classroom and suggest recommendations moving forward in a fast- and constant-evolving social setting. This session will be especially useful for researchers and educators who are interested in issues pertaining to oral communication for young learners in non-native English Language contexts.

Room 3 | 5th Floor | Paper Presentation 2

62265

Kidai Hasegawa

Analysis of Chants Used in Elementary School English Textbooks: Vocabulary and Phonetics

Since 2020, elementary schools have been mandated to include English as a subject for study at this level. As a language, English is characterized by deep orthography, thereby requiring students to learn the relationships between sounds and letters. Prosody is also necessary for precisely conveying meaning. For these reasons, chants are beneficial tools for learning English through music and familiarizing students with English rhythms. In this study, chants from textbooks used in Japanese elementary school English classes were analyzed in terms of vocabulary and sound. It was vital to examine these components and describe their characteristics to enhance elementary English education and ensure a smooth connection with English education in junior high school. The analysis of vocabulary aspects focused on collocations, and the results were compared using two corpora. Specifically, in analyzing phonetic features, the researcher asked three teachers to compare chants in the *New Horizon Elementary English Course* textbook for grades 5 and 6, which comprises good- and poor-quality chants and was currently used in many elementary schools. The same expressions were then extracted from the textbooks and analyzed using the speech analysis software *Praat*. This software could show the waveforms, pulses, and intensity of sounds. Differences in the strongly read parts of the expressions appearing in the good- and poor-quality chants were statistically processed. On the basis of the results, the researcher identified aspects that could aid decisions regarding which chants could improve students' prosodic abilities and offered suggestions for effectively teaching chants in primary school.

Room 3 | 5th Floor | Paper Presentation 3

74842

Donna Lim | Morgan Zhou

Supporting the Reading Teacher's Role and Influence on Young Learners

The complex process of reading has been described to be dynamic, strategic, and goal-oriented. Given its non-passive nature, coupled with the ever-changing/-increasing expectations of reading literacy, the teaching and learning of reading skills in today's classroom appears to be much more challenging than before. Despite this, young learners in Singapore have been seen to achieve high placings in global studies (e.g., the Progress in International Reading Literacy Study, PIRLS) on reading skills in recent years. Singapore's Ministry of Education attributes much of this success to its English language teachers as well as the national English language curriculum. This session thus takes into account the critical role of the reading teacher and will focus centrally on the process of teacher training through a sharing of how pre-service teachers in Singapore are supported in their development to enact the reading curriculum in their classrooms. It will also discuss the challenges faced by these teachers and offer practical

recommendations on how to better support pre-service teachers in their future role as reading teachers. This session would interest those who would like another perspective on teacher education as well as teaching reading for young learners.

Room 4 | 5th Floor | Paper Presentation 1

40546

Widya Shanty Irawati

What Teachers Can Expect When Teaching English to Hearing-Impaired Learners: Challenges and Strategies

Learners with hearing impairment have the same right to learn English as their hearing peers. However, not all English teachers know how to effectively teach English to hearing-impaired learners. This research was intended to explore a teacher’s challenges in teaching English to hearing-impaired learners and discovered the strategies to solve the challenges. A qualitative research design was used to conduct this research in a special senior high school for hearing-impaired learners. Data were collected from a semi-structured interview based on Adi et al. (2017) and an observation checklist based on Mole et al. (2008). Furthermore, triangulation was done in this research. From this research, it was concluded that teaching English to hearing-impaired learners was challenging, the teacher encountered several difficulties when some tactics were expected to solve it. The challenges were exposed as follows: teaching reading and speaking skills, easing the learners to comprehend English materials, understanding the learners’ poor vocabulary, giving instructions, and getting Bahasa Indonesia subtitles on YouTube videos. The teachers found several strategies to deal with the challenges by providing International Phonetic Alphabet (IPA), teaching regular verbs for past tense, assisting the learners from their seats, and writing Bahasa Indonesia subtitles on the board or laptop. The results of this research showed how important it was to prepare other teachers to teach English to learners with special needs based on its complications and challenges. In addition, a specifically-designed curriculum of English for special-needs learners is strongly recommended to be developed.

Room 4 | 5th Floor | Paper Presentation 2

95475

Hae-Ri Kim | Haein Park

Exploring Global Citizenship Education in Primary English Using Informational Picture Books Based on Language Integration

The purpose of this study is to develop and implement a primary English learning program in which English and social studies are integrated using informational picture books. Three research questions were set up and twenty-three fifth graders participated in the study. Data from diverse sources were collected and qualitatively analyzed. The data analysis yielded the following results. First, the researchers developed a program for primary English learners by selecting informational picture books, designing an instruction model, providing appropriate activities and lesson

plans. Second, the participating children could start and extend the production skills using language patterns and expressions from the picture books. The repetitive or major patterns in picture books stimulated even the slower learners' production of English. Finally, students' output featured global insights in various aspects such as recognizing responsibilities and rights of democratic citizenship, respecting the diversity of race and culture, and interest in problem solving and practicing. Based on the results, some implications were provided.

Room 4 | 5th Floor | Paper Presentation 3

17519

Maria Vincentia | Eka Mulatsih

Teaching Drama in a Hybrid Class

Although drama is meant to be performed, due to the pandemic situation, performance cannot be done. Beside a government regulation about the minimum number of people who gather in a room, the variations of Covid-19 virus are not easily handled. However, educators should conduct their learning process well. Some universities in Indonesia have also shifted the online learning into a hybrid one. Conducting a hybrid class especially in relation to drama is quite challenging. Some real problems appear, and educators should be able to face them. This article discusses some good practices to create a meaningful drama class. The problems cover the audibility, bad internet connection, less attention and lack of technological tool. Two of the good practices which are offered are a dramatic reading project and gamification to facilitate students who attend the class physically or virtually. In addition to that, some responses from students are also shared after conducting focus group discussion.

Room 25 | 7th Floor | Paper Presentation 2

31847

Lusia Eni Puspendari | Yazid Basthomi | Nurenzia Yannuar | Evynurul Laily Zen

Exploring the Pedagogical Potentials of Technology: Teacher Professional Development for EFL Teachers

The education transformation from teacher centred to student centred learning has inspired most of educator to be more selective and creative to develop the way they handle their teaching learning process. It is supported with the condition that all education must be held online due to the pandemic situation. The teachers ability in utilizing technology for their teaching learning process needs to be developed. This study aims at investigating the teachers readiness in exploring the potential of technology in form of professional development. Modifying action research in mixed method are used as methodology in this research. Data were obtained through a focus group discussion and workshop which was followed by a semi structured interview. Findings for this study have enhanced the understanding of some aspects that teachers put into consideration while designing technology-integrated lessons; identifying goals, analysing learners, planning instructional activities, and choosing the technology

tools. However, teachers must be triggered by cognitive prompts in order to support them in making decisions about learning objectives, activity stages, and technology tools to integrate.

Room 5 | 5th Floor | Paper Presentation 2

44939

Nureza Dwi Anggareni

Digital Creative Industry "Podcast" as Development Media Literature

Purpose of this research is to find out how the change of literary form into podcast in the development of literary works in the digital era as well as the influence of podcast in literary learning. Thus, researchers will explore literary content in podcast and how changes occur from written literature to podcast in the digital era. In this study, the researcher used a qualitative approach. Research data collection techniques using interview and survey methods. Researchers interviewed 10 people, with the majority from Raja Ali Haji Maritime University. Furthermore, the survey method was carried out through an online questionnaire. As a sample, researchers took 44 people as respondents with an age range of 19-25 years and had listened to podcast. The population of respondents includes students in the Riau Archipelago. The list of questions in the questionnaire consists of 9 questions, of which 5 are closed questions (answers have been provided) and 4 open questions (answers from respondents). Based on this research, it was found that podcastmedia can be an alternative development literature because the preference for digital media is getting higher every day. Researcher Podcast use as an alternative medium to develop literary works is the podcast "Sandiwara Sastra" which is transfer ride literature to shape audio. As a result, shape introduction creation literature this can be a medium to interpret the importance of the role and benefits of literature itself in Upgrade interest public specifically college student. The recommendation from this research is to present media alternative this expected could strengthen existence literature for college student.

Room 5 | 5th Floor | Paper Presentation 3

51658

Preeyapha Wangmanee

Promoting Creativity Skills through Greek Mythology EFL Online Classroom for Undergraduate Students

This study aimed to examine the creative abilities through Greek mythology online learning and investigate the attitude toward the literary EFL online classroom of the English major students, Chiang Rai Rajabhat University. Participants were 144 second-year students who enrolled in Mythological Background in Literature course during the semester 2nd of academic year 2021. The classroom was instructed through Microsoft Team online classroom arrangement. A mix-methods approach with purposive sampling was used in this study. The instruments were the course syllabus implementing activities that encourage students to develop their creative abilities,

online questionnaire, and observation. Data were analyzed by using descriptive analysis with percentage, mean, standard deviation (S.D). The finding showed that participants enjoyed activities such as monster drawing (80.80%), photography (74.3%) and creating story-telling video clip (71.90%) respectively. They agreed that these activities help them expand their creative and innovative thinking skill, with the highest-level mean score of 4.52 (S.D.=0.8), followed by analytical and critical thinking skills at 4.23 (S.D.= 0.69), collaboration and team work at 4.21 (S.D. = 0.71), and language at 4.14 (S.D.=0.85). Data revealed that participants were found to hold a positive attitude toward the literature EFL online classroom. They were strongly agreed at the highest mean score at 4.85 (S.D.= 0.75) that they prepared and did some self-research before study. However, limitations were observed that they have struggled with English speaking anxiety, and still performed as a passive learner as a result of a lack of confidence, language competency, and inadequate literary background knowledge.

Room 6 | 5th Floor | Paper Presentation 1

70785

Nestiani Hutam | Meria Zakiyah Alifisuma

A Method of Teaching Popular Literature in Online Learning

The trend of online learning in the COVID-19 pandemic has driven English Literature lecturers to come up with effective ways of teaching literature. Concerning this issue, this research aims to analyze how literature, especially popular literature, is being taught in online learning. By focusing on the socio-cultural pedagogic principles, the methods of teaching popular literature are examined using a qualitative descriptive approach. This study was conducted at English Literature Department, Adab and Humanity Faculty, UIN Sunan Ampel Surabaya by involving two Popular Literature lecturers. The data were obtained by interviews and observations and analyzed using the interactive analysis method. Based on the research, the lecturers used the three socio-cultural pedagogic principles: (1) the principle of engagement was applied by exposing a case problem related to students' experience, (2) the principle of intelligibility was applied by giving virtual meetings through zoom (lecturing and group discussion), and (3) the principle of participation was applied by delivering the tasks through google classroom.

Room 6 | 5th Floor | Paper Presentation 2

84532

Beleven Kharismawan | Herditya Wahyu Widodo

Using YouTube Video "Vincent Van Gogh's the Starry Night: Great Art Explained" in Teaching Art and Language Criticism Classroom

In the currently predominant online teaching environment, teachers use materials that are available on the Internet for their classes, be they paid content or otherwise. *YouTube* as the most popular free video-sharing site has been one of the sources of instructional material in the form of online videos. One very popular

YouTube video, titled *Vincent Van Gogh's The Starry Night: Great Art Explained* was used in the teaching of Art and Language Criticism (*Apresiasi Bahasa dan Seni*) class in Universitas Negeri Malang, in November 2021, and its use provides insight in using free video content in online teaching. This study intends to analyze this video's characteristics that make it a good learning material for the teaching of Art and Language Criticism (*Apresiasi Bahasa dan Seni*), as seen in the positive response of the class students when they were asked to watch the video in class. The data of this study is the students' responses, in the form of essays of the summary and their opinion of the video. This study uses a qualitative approach to analyze the data, and relate the findings of the students' responses to identify the good qualities of the video as instructional material. The characteristics of the video that are seen as useful or good by the students are 1) its exceptional clarity in its content, 2) its simple and methodical exploration of its topics, and 3) its representative visuals.

Room 6 | 5th Floor | Paper Presentation 3

63439

Zheng Yurong

Development of Nominalization in EFL Learners' Writing: A Learner-Corpus-Based Study

Nominalization is one of the most remarkable features of grammatical metaphor. It is a complicated process involving both morphology and syntactic. This study conducts a longitudinal study on nominalization through quantitative and qualitative approaches by adopting a longitudinal learner corpus, which is composed of 474 compositions written by EFL learners at the tertiary level. The study analyzes the frequencies, proportions and characteristics of nominalization used by the research subjects in 6 semesters, 3 school years. It is found that with the rise of their grades, the frequencies of nominalization raise continuously, with significant differences between adjacent semesters. From the perspective of lexical nominalization, the topic words exert a great influence on the production of nominalization. From the perspective of phrasal nominalization, the research subjects tend to use common phrases; and from the perspective of clausal nominalization, they have a tendency of using object clauses. Moreover, this study explores the possible reasons for the results and makes some useful suggestions on the teaching of nominalization.

Room 7 | 5th Floor | Paper Presentation 1

90357

Muzakki Afiffudin | Rifqi Nasirun Nafis

The Representation of Local Culture of Instructor's Literary Competence in English Language Classrooms

Questioning the existence of culture within EFL pedagogy has been an issue of identity of the Indonesian pedagogical practitioner. The chaotic perception upon the choice of implementing English culture or the local culture raises plenitude of dialogues among

these pedagogical practitioner as well as researchers in Indonesia. This paper specifically embraced English literature classrooms as the setting of the dialogue between local culture and English literary texts and how it is represented by the instructors. Approaching the study qualitatively, this paper gained the results through observation, interviews, and text analysis. The data were then analyzed based on the theory of culture by Hofstede and the theory of literary competence by Spiro. The results showed that local culture was represented through the level of behavior/artifacts and the level of values/norms. The results also showed that the instructors' literary competence becomes the channel of their local culture and provided the possibility of transference of local culture within the process of the teaching-learning process of English literature. This paper, thus, suggested more comprehensive studies on the curricular application of the local culture within literary pedagogy in EFL settings.

Room 7 | 5th Floor | Paper Presentation 2

41668

Nurindah

Students' Experiences with Using Plot Generator in Creating Literary Works

Plot generator is an Artificial Intelligence (AI) application that generates complete written scripts online using dynamic scripting. The purpose of this study is to know about the students' experiences using plot generators when creating short stories, poetry, and play scripts. A qualitative descriptive design was used in the form of a survey of 94 students in the Department of English Language Education at Halu Oleo University. Twelve closed questionnaire statements and three open questions were used to gather students' feedback. A Google Form was used to distribute the closed questionnaire as well as open questions. The data was analyzed with the help of a Likert scale and descriptive statistics. The finding of this study shows that the use of plot generators helping students in creating short stories and poems are 71.3 percent positive, 19.9 percent neutral, and 8.8 percent negative. While the results of the students' open statements that using the plot generator application helped them develop ideas in producing literary works, helping them to be more creative when writing short stories, poetry, and drama scripts, also they recommend that this application be used by students who will take courses related to the creation of other literary works in the next semester and academic year. To use and master plot generator application devices as a medium for developing creative writing activities for literary works, lecturers and students at Indonesian universities must be technology literate.

Room 7 | 5th Floor | Paper Presentation 3

95784

I Putu Yoga Purandina | Gusti Ayu Putu Diah Permata Sari AR

The Undergraduate Students' Perception of Utilizing TikTok as Learning Media in EFL Classroom

This study aims to present the views, attitudes, and perspectives of undergraduate students in utilizing TikTok as learning media in an EFL classroom along with online learning. It attempts to understand the factors that influence the utilization of TikTok as EFL media during online learning and to understand the students' motivation in the EFL classroom when learning using TikTok. The study was conducted in Mpu Kuturan Singaraja State College of Hindu. The samples were 64 participants enrolled in Basic English Course in several departments who had experienced utilizing TikTok as a learning media. The method used in the study is descriptive quantitative. The data were collected by using a closed-ended questionnaire. The obtained data were analyzed by using SPSS version 21.00. The result shows most EFL students had a positive perception of utilizing TikTok. Therefore, TikTok as one of the e-learning media can support the learning process in the EFL online classroom. It indicates that TikTok is an appropriate e-learning media that can be used in English online classrooms to increase EFL students' motivation. TikTok was an attractive EFL media for most of the students as they were enthusiastic in EFL classroom activities.

Room 8 | 5th Floor | Paper Presentation 1

95969

Khulaifiyah | Utami Widiati | Mirjam Anugerahwati | Nunung Suryanti

English Teacher Educators' (ETEs') Autonomous Learning Perceptions in Tertiary Level of Riau Province

The idea of autonomous learning is correlated with adult education, therefore, the ETEs' views about this idea are being focused to bring about positive academic behaviors for the learners' success in language learning and set autonomous personal qualities in terms of decision-making-ability, learner independence, psychology of learning and level of learner autonomy. With the help of NVivo 12 Software, this qualitative study investigates English teacher educators' (ETEs') perception of autonomous learning at the tertiary level of Riau Province. There were 6 ETEs agreed to be active informants and participated in interviews and observations. Structured interviews were in charge of taking primary data. Meanwhile, observations become supportive data. After the data was collected and transcribed, the researchers identify, classify, and categorize the essential data from the interviews, create the coding and run into matrix coding in NVivo 12 software. The findings inform us that they agreed with the importance of decision-making for the EFL learners under the student-centered learner approach; yet, they perceived that learner independence was still low, meanwhile, for the psychology of learning, the ETEs' still have little attention since the level of learner autonomy was still lied on the number of instructions and practices. To sum up, the ETEs' perceived autonomous learning lexically as a life skill that language learners, particularly adult

learners should pose as a language learner identity. However, the ETEs' still insist to assist learners to attain learning success while making them experts in decision-making.

Room 8 | 5th Floor | Paper Presentation 2

96159

Hesti Wahyuni Anggraini | Zuraida | Nova Lingga Pitaloka

Teacher Presence and Social Presence in Online Language Learning in Higher Education: Students' Perceptions

Online learning in recent years creates new growing bodies of knowledge. This study reported the students' understanding of teacher presence and social presence in online learning. It also summarized the students' viewpoints on the challenges and threats, motivation, self-efficacy, and also positives and drawbacks of online learning. This qualitative study used semi-structured interviews and was conducted on four undergraduate English majoring students from different levels in one public university in South Sumatra, Indonesia. This study was limited to the subjective definitions, feelings, or experiences of the students. The students confirmed that online learning on one side gave positive impacts and resulted in negative impacts on the other side. The writers recommend continuing a study of how online learning contributes to individual differences. Expectedly, the result of this study is beneficial in that the COVID-19 pandemic forces teachers and students to keep on struggling to the realization of creating effective online learning.

Room 8 | 5th Floor | Paper Presentation 3

65956

Chi Chen | Andy Jiahao Liu

Understanding Partnership between Teacher Feedback Literacy and Student Feedback Literacy: An Empirical Study

Feedback, a key component in higher education, used to be extensively studied within the research and practice settings in the past decades. Within this area, the paradigm shift from teacher-centered to student-centered learning has fostered a burgeoning number of studies concerning feedback literacy, i.e., the ability to make use of the feedback opportunities (Carless & Boud, 2018), from different perspectives. Unfortunately, the partnership between teacher feedback literacy and student feedback literacy has not been extensively researched. In response to this, the present study, drawing on data from two parallel questionnaires (n = 172 students; 20 teachers), explored the mutual-perceptions of teacher's and student's feedback literacy, the statistical relationship between teacher feedback literacy and student feedback literacy, and the understandings of feedback literate students and teachers. Results revealed a) mismatched understandings of student feedback literacy and teacher feedback literacy (at micro and macro level), and b) a medium positive correlation between student feedback literacy and teacher feedback literacy (at meso and macro level). This study was accompanied with a discussion on iterative and inductive coding of open

questions, features of feedback literate students and teachers. Such empirical evidence further validates that the mismatched partnership between student feedback literacy and teacher feedback literacy should be well addressed to improve the whole feedback loop. Meanwhile, new empirical understandings of feedback literate students and teachers are added to existing frameworks. Pedagogical implications and future directions are also discussed in this paper.

Room 9 | 6th Floor | Paper Presentation 1

96740

Fiona L. Sadagopan | Ali Ahmad Bin Seman | Hashimah Mohd. Yunus

Lecturer Perceptions on Undergraduate Student Motivation for Online Learning During the Covid 19 Pandemic

Student motivation is crucial to the self-directed online learning environment. Even more so during the Covid-19 pandemic when face-to-face classes were not possible globally, and the primary method of teaching and learning was synchronous and asynchronous online sessions. This qualitative study investigates how a group of lecturers perceived psychological and social factors influencing learners' motivation in the online class. The respondents taught various courses in a Malaysian private university. Data was collected using Journal (essay) writing and analyzed using qualitative methods. A few prevalent themes emerged as psychological and social factors, which could aid lecturers and students in designing online courses and modules.

Room 9 | 6th Floor | Paper Presentation 2

96930

Jalu Wintang Widodo

Formative Peer-Assessment in Oral Presentation Skill: EFL Secondary School Students' Perception and Its Challenges

Formative peer-assessment has an important role in monitoring EFL students' learning performance in the classroom. It can help the secondary school students to increase their critical thinking and evaluative skills especially in oral presentation activities. This research aims to explore the perceptions of seventh grade students while implementing the formative peer-assessment in oral presentation activities. This research uses qualitative method to 33 students in one of secondary schools in Sidoarjo. The data sources included questionnaire and semi-structured interview. The data of the research were collected from task involvement, peer-assessing activity, questionnaire distribution, and interview session. The data were analysed by evaluating the formative peer-assessment implementation in oral presentation skill in the secondary school level. The results of this research show that formative peer-assessment helps the secondary school students in preparing the upcoming tasks, makes them focus during the learning process (especially in oral presentation session), improves their critical thinking and evaluative skills, develops students' self-confidence,

and understands their peers' strengths and weaknesses deeply. On the other hand, some students feel anxious and hard to decide the appropriate scores or feedbacks for their peers' presentation performance that also influence their social relationship with their peers.

Room 10 | 6th Floor | Paper Presentation 1

97112

Jinrong Guis | Libin Duan

A Study on the Current Situation of Vocabulary Learning Strategies of Junior High School Students in Rural Area

Vocabulary is the basis of language learning. Listening, speaking, reading and writing are closely related to vocabulary. Due to the differences in learning situations and teaching resources, there are differences in vocabulary learning between students in urban areas and those in rural areas. This paper selects two classes (93 students) from a rural middle school in Mianyang as participants to investigate their vocabulary learning strategies (VLS) and two teachers to inquire more about VSL. The research equipped questionnaires and interview data. The collected data were processed using SPSS26. The results showed that students' overall awareness of VLS is weak, and their vocabulary learning methods are mechanical. Teachers appear to focus on the training of VLS, yet, the effect is poor, especially the learning difficulty caused by vocabulary obstacles. More efforts are needed to train students' VLS in the future. New English Curriculum Standards for Compulsory Education(2021 Edition) proposes to develop students' learning strategies and form their independent learning strategies with VLS as a part of it. The training of VLS is in accord with the educational conceptions of the curriculum standard as it is beneficial to improve students' English vocabulary learning efficiency, solve some learning difficulties caused by vocabulary problems, and promote the development of students' language ability. Moreover, it is significant for students to scientifically grasp language learning methods and improve the ability of autonomous learning and self-regulation, which can lay the foundation for lifelong language learning.

Room 10 | 6th Floor | Paper Presentation 2

97170

Humairah Fauziah | Yazid Basthomi | Nurenzia Yannuar

Data-Driven Learning (DDL) for Teaching Writing: A Comprehensive Review

This paper aims at presenting a review of data-driven learning (DDL) by using corpus linguistics as an approach for teaching writing. A corpus is commonly used in DDL to provide students with authentic language text since it compiles language resources from real-life situations in which any linguistic communication takes place. It encourages students to use their higher-order thinking skills by investigating how language component is typically used, which in turn inform how they might apply it for their own writing. Most of the studies showed that corpus linguistics in DDL offered

several benefits on sentence-level grammatical errors in writing, but it might be beneficial for helping students develop their writing content such as how to generate ideas effectively and write coherently with a well-design teaching procedure. To address this issue, this literature review entails information mainly from some research articles about the appropriate types of writing tasks, errors correction and feedback, and types of the corpus utilized in writing classrooms. We also provide practical suggestions for DDL activities associated with the potentials and limitations that corpus linguistics brings into writing classrooms. Eventually, this paper highlights various implications for teachers, researchers, and course book developers.

Room 10 | 6th Floor | Paper Presentation 3

93377

Daniel Hooper

Building a Place to Belong: Exploring Learner Experience in a Self-Access Learning Community

Although recognition of the valuable role of communities for social learning within self-access centers (SAC) has been steadily growing over the last decade, relatively little research analyzing student-managed communities within SACs exists to date. This presentation outlines preliminary findings from an ongoing ethnographic study analyzing the community of practice (Wenger, 1998) of a student-led learning community within a Japanese university SAC. Members of the LC, an English conversation community, were observed and interviewed over a one-year period in order to gain insight into the evolving practice of the community and how their individual language learning trajectories shaped and were shaped by the LC. Also informed by findings from a previous pilot study (Hooper, 2020), analysis of the LC to date suggests that its practice is driven by a plethora of internal and external influences. These include the need for an accessible learning environment, desire for membership in an international imagined community of English users, local renegotiation of sociocultural norms, and prevalent language learning ideologies within English language teaching in Japan. The presenter will discuss how these factors impacted individual members' beliefs and identities, as well as the LC's functioning as a cohesive group. Furthermore, this presentation will discuss some practical implications stemming from the LC's practice that may inform SAC staff aiming to cultivate and support student-led learning communities.

Room 11 | 6th Floor | Paper Presentation 1

98001

Ratna Andhika Mahaputri | Fazri Nur Yusuf | Misdi | Nurani Hartini

Using Problem-Based Learning to Promote Pre-Service Teachers' Critical Cultural Awareness: A Classroom Action Research

The study of Intercultural communication has been discussed in the last ten years. Meanwhile, promoting critical cultural awareness through a learning strategy in the tertiary EFL context is under-investigated. This study is designed to investigate if implementing the problem-based learning (PBL) approach within the cycles of action

research can effectively promote pre-service teacher cultural awareness. The study participants were 40 pre-service teacher undergraduate students who took Intercultural communication subjects for a semester. During the course, one of the authors was in charge of teaching intercultural communication while the others observed and analyzed learners' competencies in intercultural communication, particularly on cultural awareness. Since the study deployed the classroom action research (CAR), thus four phases, namely planning, acting, observing, and evaluating, were implemented to guide the process of data collection and data analysis that was conducted in two cycles. In this sense, all the teaching processes relied on the critical stages of PBL. The findings suggested that the learners' capacity to be aware of cultural differences can be promoted by incorporating the PBL approach. In this way, the learners develop their critical thinking concerning differences in perspective and other cultural aspects, either verbal or non-verbal communication that leads to miscommunication or misunderstanding. Therefore, this study revealed the contribution of the PBL strategy for teacher educators to preparing nonnative English speaking teachers to develop intercultural understanding.

Room 11 | 6th Floor | Paper Presentation 2

99047

Ping He

Academic Writing Competence: A Genre Based Multi-Dimensional Analysis

It is widely acknowledged that academic writing is crucial for the dissemination of knowledge and development of academic community or institutions against the trend of English as an academic lingua franca (Jenkins, 2015). This underscores the importance of academic writing competence in successful academic writing. Scant studies, however, have designed to discuss the components of academic writing competence. Based on a critical genre analysis of 20 research articles written by Chinese scholars published in local Chinese context and in international English context, this study aimed to propose a three writing competence analytical framework for RAs writing which embraced the conscious competence, constructive competence and cognitive competence. The results showed that all the writers had a good command of the three writing competences in terms of the generic integrity in the published articles. It also indicated that Chinese writers appropriated different generic resources to meet the needs of distinct contexts. It is hoped that these findings would help writers garner a better understanding of critical genre analysis contributing to further in-depth analysis of research articles and the three writing competence framework would shed some light on further academic writing, particularly for those novice and non-native writers.

Room 11 | 6th Floor | Paper Presentation 3

99200

Sri Sumarni | Dierra Ayu Kusmana

The Employment of Critical Thinking and Problem-Solving Skills in English Learning Material of Senior High School

What comes into mind when you read the terms critical thinking and problem-solving skills? Those are two beneficial skills that are very important to be mastered in the 21st century and become one of the trends in nowadays research in education. The purpose of this study is to portray the content of critical thinking and problem-solving skills in English learning material. The data for this study were taken from five (5) chapters of an English Textbook named "*Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X*". The researcher then collects the data by extracting the text and context from the book and deciding whether they contain critical thinking and problem-solving skills. The result showed that there are 155 questions within 5 categories that contain critical thinking elements. Furthermore, one of the most frequently found question types is the questions of clarification (69) and the least type is questions that probe reason and evidence (3). The debates, on the other hand, aimed to transform less critical thinking questions into more critical thinking questions. The findings from this research inform the need to develop English learning materials that contain thicker critical thinking and problem-solving skills in addition to low-order of thinking (LoT) questions.

Room 12 | 6th Floor | Paper Presentation 1

99551

Diah Kurniati

Home-Based Parental Involvement Levels of Intellectually Disabled Students in Learning English

Home-Based Parental Involvement (HBPI) has significantly affected students' academic achievement at regular and special schools. However, there is a lack of studies investigating the level of parental involvement at special schools. This present study was conducted to explore the level of home-based parental involvement of intellectually disabled students in learning English. The method used in this study was descriptive qualitative. The instrument used was adapted questionnaires from the existing model of Parents' Involvement in Home-Based Activities proposed by Hoover-Dempsey and Sandler (2005) and the Parent Involvement in Students' Home-Based Science Learning Activities Scale by Karacop et al. (2005). The descriptive analysis found that the mean value of the total home-based parental involvement level was 1.5889, which was classified as a low category. The low-level parental involvement of students with disabilities may be affected by factors such as socioeconomic status, impairment types, and parents' future expectations.

Room 12 | 6th Floor | Paper Presentation 2

159628

Jihyeon Jeon | Judy Yin

A Delphi Report on Communicative Approach in Korea: Follow up after 26 Years

The present study was a follow up of a study that was initially conducted in 1997 on the key issues of implementing the Communicative Language Teaching (CLT) method in Korean EFL classrooms. Using a three-round Delphi technique, English teachers in elementary and secondary schools evaluated the degree of importance of the issues that they considered as influential to CLT implementation in their classrooms. The results showed that there had not been significant changes compared to the responses from 1996. However, there had been some new issues that emerged due to the rise of online teaching. In addition, some of the changes that had been found when compared to the earlier study shows the teachers' effort to reinterpret CLT methods in accordance to their students's needs. Implementations were provided in relation to steps that were needed for proper usage of CLT methods.

Room 12 | 6th Floor | Paper Presentation 3

187813

Nargiza Kh. Kholmurodova | Ravinder Gargesh

Developing Communicative Competence of Students in Their Professional Domain through Modular Training

The present paper was a study related to the 'development of professional communicative competence of students based on modular training' in a foreign language, which in the present case is English. Modern technologies of teaching a foreign language are largely student-centered technologies, and one of the most promising ones is modular training, which incorporates the implementation of communicative and integrative approaches by using professional vocabulary and pedagogical taxonomy. The whole idea stems from the need to develop the communicative competence of students in a foreign language like English in the professional discourse in non-language higher educational institutions. The modular training envisaged here involves the development of integrative modules based on various linguistic elements through a pedagogical taxonomy such as the one enunciated by Bloom. Also briefly dealt in the paper is the comparative study and critical analysis of sources that are related to the resolution of the problem related to the acquisition of communicative language ability in the professional domains. The measure of communicative competence obtained is based -- (1) on the data obtained through questionnaires, and (2) through assessments based on pedagogical experiments. The paper will mainly focus on the development and implementation of the module for developing the communicative skills of the learners in their professional domains.

*Room 13 | 6th Floor | Paper Presentation 1***335510**

Dwi Agustina | Margaret Gleeson | Gillian Hubbard

EFL Teachers' Perceptions of Learner Autonomy and Its Development in an Indonesian Context

Creating long-life learners has become a long-term educational goal in many educational settings including Indonesia. An initial step towards this goal is to develop autonomy in students. Currently, learner autonomy or independence in learning has been promoted in higher education through the concept of Merdeka Belajar (freedom of learning) by the Minister of Education and Culture. In high schools, the 2013 curriculum has also emphasized learner autonomy development. Thus it is necessary to look back at how teachers perceived the concept of learner autonomy long before the concept of Merdeka Belajar was introduced. This article reports a quantitative study that investigated English teachers' perceptions of learner autonomy and its development in Indonesia. This study was conducted in 2014 using a questionnaire and involved 145 high school English teachers in Magelang Regency, Central Java, Indonesia. The findings revealed that these Indonesian teachers held positive perceptions of learner autonomy and strongly supported psychological elements of learner autonomy. These EFL teachers also showed strong support for social aspects of autonomy. These junior high school teachers perceived social interaction and cooperation as important for promoting learner autonomy in the Indonesian context.

*Room 13 | 6th Floor | Paper Presentation 2***375519**

Andjarwati Sadik | Muhammad Ridha Anugerah Latief

The Application of Metacognitive Writing Strategies and Their Relations to Academic Writing Achievement of EFL Learners

Writing academic English remains problem, especially among learners of English as a foreign language. In fact, this is essential for their study program. A substantial research has been carried out related to the strategies, however, little attention has been focused to assist EFL writers (Tertiary Education Level) improve their academic writing. This research aims at applying metacognitive writing strategy and analyzing how significant is the contribution of the strategies towards their academic writing performance. To guide this investigation, two research questions are formulated: Do they apply metacognitive writing strategies when they write? Do metacognitive writing strategies contribute significantly to their academic writing achievement? With the above aims in mind, this research is conducted qualitatively. The data will be gathered through some instruments: pre-test, post-test (topic: Covid-19); Think-aloud Protocols to diagnose their metacognitive writing strategies; in-depth interview; and their final test. The samples of this research are 18 out of 34 students (population) of fourth semester students, English Department, Faculty of Cultural Sciences, Universitas Hasanuddin, Makassar. The eighteen students are chosen based on the result of their pre-test, consisting of 6 students with high achieving students, moderate achieving

students, and low achieving students. Furthermore, since this research is now being prepared to be conducted in the middle of this semester, no findings yet can be reported. It is expected that the findings can be integrated in the teaching of writing, particularly at the English department.

Room 13 | 6th Floor | Paper Presentation 3

385375

Loo Shih Min

Comparing Process and Learners’ Experiences in Face-To-Face and Computer-Mediated Collaborative Writing in a Malaysian University

Online learning has increased exponentially around the world due to current circumstances and henceforth is expected to be a prominent feature in language teaching and learning. Thus, one of the challenges faced by educators is in finding ways to replicate the activities and experiences that students have in conventional face-to-face learning in the online context. Collaborative work is one of the most common learning activities in higher education classrooms yet also one of the most controversial. While collaborative work is expected to promote mutual learning, and cooperation and prepares students for the workplace later, many students instead expressed dislike towards collaborative work due to the issues of unequal contribution and free-riding. This paper delved into the process of face-to-face and computer-mediated collaborative writing among 4 groups of university students in a Malaysian public university who worked on a semester-long task, to find out whether the extra features of computer-mediated mode, such as text-based features and tracking abilities, help enhance learners’ collaborating experiences, or that the ease of communication afforded by face-to-face collaboration, is irreplaceable. The findings demonstrate that both modes have varying affordances and constraints and that other factors may also play a part in shaping learners’ collaboration experiences and outcomes. Additionally, the learners’ experiences which they shared via interviews, will also be presented.

Room 14 | 6th Floor | Paper Presentation 1

451221

Euihyun Kim

English Reading Teaching Model of 21st Century Skills Using EdutTech

This workshop is about the methodology of EFL students’ learning meaningfully by using EduTech in Korea. This workshop explores a model that links the lives of learners with learning when students use their mobile devices for educational purposes through digital textbooks. The students who participated in the study were raised in a digital environment. They live in Seoul, South Korea. All of them are female students, and the level of their English is intermediate. The digital textbooks used by the students are provided free of charge to the students in Korea. The digital textbook platform was developed by Korea Education and Research Information Service. The students can use it online with ease. The students can also make their own ID or the school can make

and distribute their ID. The findings show that connecting digital textbooks and learning management systems can increase learning efficiency and learners' interaction. In addition, learners can expect more development in the future by writing a reflection journal online. In conclusion, using the helpful technology, teachers can efficiently lead learning. Furthermore, teachers can design a lesson where students can develop their high-level thinking skills. When the learners use EduTech, they can increase interaction easily and are provided with opportunities for discussions. In connection to real life, teachers can guide them to express their intentions according to the theme of the contents.

Room 14 | 6th Floor | Paper Presentation 2

26316

Rizki Putri Ramadhani | Maya Rizki Fauzia

ESL Students' Constraints and Strategies in Performing Sight Translation

Interpretation aims to facilitate exchange of information from one language to another in spoken mode. Unlike translation, interpretation takes place in real-time (simultaneous interpretation) or close to real time (consecutive interpretation). Therefore, it requires a particular set of skills. Sight translation is a combination the elements of translation and interpretation in which interpreters read source language text silently and render information to target language out loud. It has been considered as supportive teaching methods for interpreting training. Sight translation takes place during medical consultation, or during conference, and meetings. Simultaneous Interpreting is one of the compulsory courses at D3 English for Translation and Hospitality Industry. Sight translation is discussed and practiced in the class as an attempt to prepare students for simultaneous interpreting. Instructional texts from various fields are used in the activity. Objective of this study is to identify problems students encountered while performing sight translation and explain some strategies they applied. 49 audio recordings, where students were asked to conduct sight translation of tourism-related text from English to Indonesia, were analyzed in this descriptive-qualitative study. Observations were conducted and questionnaires were distributed to probe data related students' problems in sight translation. The findings showed that lack of vocabulary became the major hinderance in sight translation followed by lacking understanding of the text. Furthermore, literal translation, paraphrasing, and deletion are some of the strategies the majority of the students utilized as an attempt to complete their sight translation. Literal translation prevented students from conveying accurate message into the target language.

Room 14 | 6th Floor | Paper Presentation 3

58279

St. Asriati

EFL Teachers' Perceptions of Their Professional Competence after Attending Professional Development for in-Service Teachers

A teacher's professional competence is the teacher's ability to master content and knowledge beneficial. The professional competence of teachers is essential so that

teachers master the scientific substance that overshadows the material. It correlated with the government's role in preparing in-service teachers' professional development. This study explores the perceptions of English teachers' professional competence after participating in the teacher professional education program at Unismuh Makassar. This study was responded to by 47 English teachers who passed the selection through Indonesia's teacher professional education program. Of those, 27 teachers came from junior high schools and 20 from high schools. This study used a Likert scale, classifying one (1) to five (5). It had a questionnaire survey to collect data. This study used percentages to analyze quantitative data collected from the questionnaire. The study results show that most English teachers positively perceive professional teacher education. The professional knowledge of English teachers is increasing after participating in the teacher professional education program. Therefore, it indicated that the teacher professional education program effectively improves the professional competence of teachers. This study recommends continuing professional education to help teachers enhance their professional potential in teaching English as a foreign language.

Room 15 | 6th Floor | Paper Presentation 1

51497

Li Yukun

Collaborative Translation in Chinese Students Majored in MTI

Collaborative translation is different from independent translation. It emphasizes on the importance of cooperation which between human translation (HT) and machine translation (MT) or among translators. Students who learnt English as a foreign language (EFL) always count translation and interpretation as an important standard to show their English competence. Thus, many undergraduates choose MTI as their major to continue the further English learning. The study plans to explore if collaborative translation is adopted by English students and what difficulties they have met in making this strategy effectively. The participants were 50 Chinese students majored in English in a university. Data were collected by using a survey questionnaire and controlled trial. The study found that most students prefer collaborative translation to independent translation. The use of collaborative translation in daily practice is conducive to improving the accuracy and speed of translation and helping students find their problems in time. These findings are expected to make more people understand the benefits of English learning strategy of cooperative translation so that learn from other's strengths and get a better translation.

Room 15 | 6th Floor | Paper Presentation 2

52313

Stacy Haynie B. Ayson

An Evaluation of Translation Practices and Translated Texts: Establishing a Guide in Translating Oral Narratives

With the aim of preserving and promoting indigenous languages, this evaluation intended to establish practical guidelines for elementary teachers translating local oral

narratives. A survey questionnaire was used to gather the translation practices of the teacher-translators in selected schools within the Tadian District. Sample source language texts and target language texts were analyzed through translation criticism. The salient findings include the translation practices of the teachers. Teacher-translators put emphasis on noting stress and facial expression during the recording of the oral narrative. They consider intention, readership, theme, setting, culture, and method in analyzing the nature of the source language text. They also note more semantic and ideological differences when contrasting the source language and the target language texts. Moreover, the teacher-translators prefer communicative translation and faithful translation as appropriate methods of translating oral narratives. As to the significant features of translating oral narratives, these include the nature of the source language text, the significant differences of the source text and the target text, and the method of translation. The output of the study is a set of guidelines including the procedures for recording, transcribing, analyzing, and translating the oral narrative.

Room 15 | 6th Floor | Paper Presentation 3

64158

Zhou Xiaoxi

Study on the Features and Translation Skills of Sentences in Scientific English Translation

With the continuous development of science and technology and the advent of the information age, the reading, translation, and application of scientific English texts are receiving more and more attention. In the development of scientific English, some unique features have emerged. Such as the wildly use of noun structures, passive voice structures, non-predicate forms of verbs, and post-positional determiners. Long sentences made up of compound sentences in scientific papers not only increase the length of the sentence but also make the structure more complex and objective. A sentence is a basic unit of translation; form, construction, and arrangements of sentences are the focus of translation study. Understanding these features can help us to translate accurately and quickly. However, due to the objective, rigorous, accurate, and concise language characteristics of scientific English texts, coupled with extended sentence expressions, it poses a lot of difficulties for English to Chinese translation. In this paper, we will study the translation techniques of long sentences in scientific and technical English from four perspectives, such as the change of language order, the splitting of long and difficult sentences, and the conversion of passive voice in sentences, so as to make the translation more in line with the expression habits of Chinese and to achieve the purpose of conveying scientific information.

Room 16 | 6th Floor | Paper Presentation 1

69154

Ratu Yulianti Natsir

Perception of Authentic Materials in Teaching English Translation

Translation materials need lots of practice than theoretical. As it is generally known, authentic materials provide fruitful experience for the students to translate either

English-Indonesian or vice versa. Authentic materials give many real uses of language in varied meaningful contexts. This research was aimed at investigating the students' perceptions toward the use of authentic materials in English-Indonesian Translation subject for the fifth semester at English Department of UNISMUH Makassar. This research applied descriptive qualitative research and used Questionnaires as instruments were used to obtain the students' perceptions on the use of authentic materials in translation learning. The materials used were poem, News, and local stories. The findings showed that authentic materials in translation learning gave benefits students in learning better translation. News was considered to be the most relevant materials or text. On the contrary, they found it difficult to cope with authentic materials particularly dealing with words/terms/vocabulary, meanings, culture, and grammar. The recommendations are that the students have to be exposed to many authentic materials or texts of varied topics in both English and Indonesian in order that they understand both the Source Language to the Receptor Language or vice versa well.

Room 16 | 6th Floor | Paper Presentation 2

96950

Donghyun Kim | Kilryoung Lee

L2 Writing Process Using Google Translate: A Case of Korean EFL Students

This article outlines the writing processes and explains machine translator (MT) use in the EFL context from the previous literature. To investigate how Korean EFL students produce L2 written composition, the writing process model of Chenoweth and Hayes (2003) is described and used. To compare the writing process of 10 Korean EFL L2 learners between two modes (using MT and using an online dictionary only), a case study was designed and conducted. The participants were asked to write two short essays of 200 to 250 words about "Favorite book" and "The person you admire" in English. Pauses and bursts were explored to understand how differently Korean EFL students produce words or sentences between two modes at each phase of the text production process. All the processes of students' writings were screen recorded by using Zoom video conference and analyzed qualitatively by watching the records and the log history of Google Translate (GT). The pauses and bursts that students produced were annotated with ELAN for qualitative coding. The present study will allow EFL teachers as well as the researcher as a teacher to understand how and why EFL students use MT when they write in English. By observing the whole writing process of using MT in terms of pauses and bursts, this study can extend previous understanding of the L2 writing process that researchers couldn't explore by using the think-aloud protocol or keystroke record.

Room 16 | 6th Floor | Paper Presentation 3

66386

Lyla Anggerwina Kusuma

Translanguaging Strategies in Faith-Based Content English Classrooms: Case Studies in Indonesian Islamic Universities

Islamic faith based content English classroom is an example of the multilingual context that occurs in Indonesian Islamic universities. The English lessons which use English as

instruction and as a main language target had to introduce faith-based content which is closely related to the Arabic language to Indonesian English language learners by Indonesian ELT teachers. This paper reports on a study into the translanguaging instruction strategies used by Indonesian English language teachers who interchangeably switched their languages in their English classroom setting. The participants of this study were three English language teachers who incorporated English, Indonesian and Arabic language as part of their instructions in English lessons within Islamic institutions in Indonesia. The data were collected from teacher interview, classroom observation and stimulated recall interview. Through a translanguaging lens proposed by Garcia and Kleyn (2016), this study aimed to highlight the stance, design and shift consideration whenever the teachers switched their language instructions based on translanguaging theory in ELT classroom. The study also revealed that the use of translanguaging strategies was important for accommodating students' other linguistics repertoire, scaffold students' language learning and to embrace other languages used in English classrooms setting.

Room 17 | 6th Floor | Paper Presentation 1

82544

Mi Kyong Kim

Project-Based English Learning Using English Newspapers in a Korean University ELT Setting

This study aims to explore project-based learning using English newspapers in an English class. The four-week PBL was implemented during Semester 1, 2021. A total of 16 students participated in the study. The data collected from the group journals were analyzed to investigate the students' perceptions on the project-based English course. The findings are as follows: (1) meaningful English skills development, (2) cooperative knowledge construction, and (3) collaborative critical and reflective thinking skills. Meanwhile, the students challenged limited discussion in an asynchronous online class. Two pedagogical implications are the use of machine translation and modeling. The future research can explore project work within asynchronous online classrooms.

Room 17 | 6th Floor | Paper Presentation 2

41324

Lailatun Nurul Aniq | Nur Arifah Drajati

"It Exacerbates My Rhythm": Voices of EFL Teachers on TPACK Practice during Educational Policy Transitions

Previous studies have a long record of evaluating teachers' TPACK. Since the COVID-19 epidemic, there has been an increasing amount of research on TPACK. The COVID-19 epidemic has had a massive impact on how teachers engage their seven domains of TPACK in teaching practices following authorized regulations. The vast amount of studies, unfortunately, engage quantitative studies that only scratch the surfaces. These methods assuredly set aside some voices unheard and some stories unwritten. This

autobiographical narrative inquiry aimed to interpret evolving themes of teachers' TPACK practices through the use of an entirely distinct lens. It was focused on the stories of two in-service EFL teachers, i.e., Mrs. Aisha who taught in a rural school, and Mrs. Khadeja who taught in an urban school. All were pseudonyms. This study took six months. Observations and in-depth interviews were used to explicate their emotive experiences. The data were then analyzed through Critical Thematic Analysis (CTA). Findings demonstrated how ongoing regulations generated conditions that teachers encountered with shifting their paradigm. They truly believed that their TPACK has transitioned from the enhancement of the dominant technology-related knowledge domain (TCK, TPK & TPACK) followed by a deterioration of quality of non-technology related knowledge domain (CK, PK & PCK), e.g. the emergence of anxiety and lack of effective teacher-student communication. The study implied that policymakers should pay close enough attention to teachers' adaptability since it is more critical for maintaining sustainable educational system stability rather than forcing on carrying out unsteady policy.

Room 17 | 6th Floor | Paper Presentation 3

50543

Novia Trisanti | Sayyidatul Fadlilah | Dwi Arni Siti Margiyanti

Digital Multimodal Composing in EFL Context: Teacher Engagement in Assessment Representation

Despite the growing use of multimodal practices in EFL/ESL classrooms, investigations on the function of digital multimodal composing and its assessment in the EFL context are still in its early stages. Empirical studies also demonstrate that EFL teachers are lack to create and execute multimodal assessments that accurately represent EFL learners. The authors of this collaborative research adopted digital multimodal composing as the learner's project for EFL learners in higher education in Extensive Reading and Writing course. Its objectives are to examine how the teachers develop the assessment using digital multimodal composing, and to investigate their cognitive engagement in it to bridge the research gap in EFL classrooms. The case study was employed in a higher education setting by using field notes, digital multimodal products analysis and interview. The findings show the teachers used digital multimodal composing as an instrument using Canva, video, and online texts in the assignment and little attention to the metalanguage of texts. However, the teachers had continuous high cognitive and emotional engagements into the tasks, learner's language use and strategies of using multiple resources. Multiple resources that they employed were videos, online short stories and magazines. It can be summarized that the EFL teacher's cognitive engagement in the use of digital multimodal composing as the instrument of the learner's project may reflect upon preparation and execution into the multimodal assessment. Therefore, more study on the teacher's development in multimodal assessment implementation is needed.

Room 18 | 7th Floor | Paper Presentation 1

69054

Sri Andreani | Utari Praba Astuti

"Let's Read Journal Articles": Reading Practice Materials for ELT Students

The Advanced Reading course in the Department of English, Universitas Negeri Malang, is offered in the third semester. This course is the last in a series of reading courses in the Department. It aims to develop the students' ability to read critically non-fictional texts. The course materials are mostly popular articles. At this point, the Advanced Reading course is found to lack something--it does not provide practice in reading journal articles. The ability to read academic journal articles is required of the students when they write essays or when they work on their thesis. Reading journal articles offer several benefits. It updates the students with progress in a particular field of study, gives them an idea for carrying out a research work, provides supports for their views, and most importantly helps them complete their thesis. Yet, there have been complaints from both the lecturers and the students that the students cannot select the right articles for their essays/thesis and that they cannot read them well. The design of this study is research and development and the purpose is to develop a learning module to help the students improve their ability to read academic journal articles. The product was developed based on the 4D model (Defining, Designing, Developing, and Disseminating). The drafts of the product were validated and tried out twice to make sure that they meet the criteria of acceptable learning materials. Two instruments were used in this research, i.e. an expert validation sheet and a try-out questionnaire.

Room 18 | 7th Floor | Paper Presentation 2

19700

Ainun Fatimah | Kamsinah | Muhammad Ali Imran | Muhammad Nurahmad

The Role of Temporal Deixis in the Interpretation of English Song Texts

Pragmatics is a branch of linguistics that studies the relationship between context and meaning. Context is elements outside of language that are studied pragmatically. Meaning can be conveyed not only from linguistic knowledge, lexicon of speakers and listeners, but also from the context of speech, knowledge of who is involved in the conversation, and implied meaning of the speaker. Context is very important in pragmatics. The listener can make inferences about what was said to arrive at an interpretation of the speaker's intended meaning. The song text also has an interpretation that can be studied in relation to Temporal Deixis so that the interpretation of the song can be analyzed and its meaning explained in detail. Based on Yule's theory, there are three types of deixis, namely personal deixis, spatial deixis, and temporal deixis. Temporal Deixis shows or designates a person, place, time, context of speech. People will know who the speaker or listener is, when, and where the sentence was spoken. This Deixis relates to the various times involved and referred to in an utterance, such as, tonight, last week, yesterday, before, after, and so on. It also includes customized organization of time information such as now, then and soon. This research has the potential to reveal the hidden hidden meaning of a text. The purpose

of this research is to reveal Temporal Deixis and its references which are used in certain selected English songs of Billie Eilish by using Yule theory. This research uses a pragmatic approach with qualitative descriptive method as the research design. There are 29 transient deixis in this study. The Temporal Deixis in this study include Ocean Eyes (1), Bad Guy (1), 8 (6), idontwannabeyouanymore (4), I Love You (6), Everything I Wanted (7), and Bellyache (4). The findings in this study indicate that there is a tendency for Eilish to tell stories between herself and others because context is more than just a reference, but provides a deeper meaning found in song texts. The most common temporal deixis word found is now, then, future, when, this + (time), at + (time), at + (time) and for + (time). It refers to the time when the speaker pronounces the lyrics.

Room 18 | 7th Floor | Paper Presentation 3

12114

Noble Lo

A Case Study of EAP Assessments and the Affective Advantages of Student Enjoyment in Hong Kong Higher Education

As university students have been confronted with the uncertain and disruptive effects of the Covid-19 pandemic, the effects on student engagement and coursework motivation remain uncertain. Key emotional influences related to student engagement including enjoyment, anxiety, and boredom have been shown to have significant effects on academic performance, requiring mediative influences to improve student outcomes. From self-efficacy to self-conceptualisation to perceptions of control or coursework value, the intersection between student emotions and performance outcomes has been thoroughly tested and analysed over the course of this study. From a cohort of 658 students from The Hong Kong Polytechnic University College of Professional and Continuing Education, structured survey instruments were administered to individuals in five separate, but overlapping courses. End-of-year performance results were subsequently extrapolated and used to statistically assess the relationship between emotional forces and student performance outcomes. These findings confirmed that whilst high levels of anxiety and boredom were negatively correlated with student performance, a mid-level, productive degree of anxiousness and course investment not only improved performance, but improved enjoyment as well. Where students were actively involved in self-directed exercises and autonomous learning initiatives, the positive link between emotional control and performance outcomes was confirmed, concluding that students high in self-efficacy, self-conceptualisation, and perceived control are more likely to achieve higher performing outcomes in higher education settings. Based upon these findings, several recommendations are proposed for educators in these schools to improve student motivation and engagement including developing support solutions, establishing engagement initiatives, and utilising high-interest practical exercises or examples.



PARALLEL SESSION 5



Room 1 | 5th Floor | Paper Presentation 1

50643

Chairil Anwar Korompot | Nur Aeni | Muhalim

Sink or Swim? The Business Resilience of Indonesian Private English Language Schools

Educational institutions lacking the know-how and resources in information and communication technologies (ICT) were the worst hit by the Covid-19 pandemic. These include private English language schools (PELSs) in both urban and rural areas all over Indonesia. PELSs are non-formal/informal education institutions providing English language tuitions for community members. As business enterprises, PELSs provide employment or entrepreneurial opportunities for students and graduates of initial English teacher education institutions in Indonesia. Anecdotal evidence shows that PELSs had to make painful adjustments and many of them had to go out of business due to the Covid-19 restrictions, leading to a sharp decrease in student enrolments. Before the Covid-19 crisis, PELSs had already been challenged (or disrupted) by the proliferation of online English language learning applications whose ease of use and affordability may have made PELSs less attractive to potential students, causing a further decrease in PELSs' revenues. Despite the plethora of studies and publications on the effects of the pandemic and technological disruptions on education, however, little is known empirically about Indonesian PELSs' business resilience in coping with the challenges. Based on an ongoing qualitative research investigation using in-depth interviews of a number of PELS owners and managers in South Sulawesi, and drawing on the five indicators of business resilience by Linnenluecke (2015), the present study aims to fill the above gaps. Despite all the odds, the owners and managers interviewed appeared to be quite optimistic about many aspects of their schools and viewed the crisis and disruptions as challenges that keep them moving forward. These findings will be discussed along with the implications of the research for English teacher education and training.

Room 1 | 5th Floor | Paper Presentation 2

630151

Luki Ayu Widowati | Nadia Galis Cahya Anugrah

Multilingual Tutoring: Challenges and Rewards

This paper offers insights on the practice of conducting academic writing consulting using multi languages, i.e. the native language and the target academic language, in this case English. Since its first year of establishment Academic Writing Center at Universitas Negeri Malang is becoming more acknowledged by students of the university as one of the spaces for the students to consult their writing in tutoring sessions. Although the tutoring sessions are mostly in English, the urge of using Bahasa Indonesia drives the tutors to conduct a multilingual tutoring session. The authors of this study aim to report the challenges and rewards faced by both tutors and students as the clients in the multilingual tutoring, obtained through observations and field

notes. Variety of language competence and vocabulary equivalent are challenges the tutors found, while the rewards are that the tutors can facilitate what students actually want to say in their writing and that using L1 during the discussion also helps students get the sense of their writing.

Room 1 | 5th Floor | Paper Presentation 3

78612

Imelda Gozali | Nunung Suryati | Abdul Syahid

Ten Years after Paul Sutton (2012): Quo Vadis Feedback Literacy? (A Bibliometric Study)

The term “Feedback Literacy” appears to be coined by Paul Sutton (2012), who laid the incipient foundation of the concept, drawing from the construct of Academic Literacy. Mirroring the notion of acquiring new ways of knowing, being, and acting to be academically literate, he maintained that feedback literacy is likewise three-dimensional, containing epistemological, ontological, and practical aspects (Sutton, 2012). Now, ten years after the publication of his article “Conceptualizing Feedback Literacy: Knowing, Being, and Acting,” a growing body of research on Feedback Literacy has emerged from renowned scholars the world over. This bibliometric study then intended to trace the history of the development of the Feedback Literacy concept over a period of ten years (2012-2022), as well as identify future trends and directions in the field. Drawing from research articles in the Scopus database and employing Bibliometrix R-tool, this study aimed to reveal the conceptual and intellectual structure of the subject. PRISMA 2020 was utilized to guide the methodology of article search, screening, selection, and reporting. The result of this study is hoped to kindle the interest of more scholars in Feedback Literacy, as well as to offer suggestions for future research directions.

Room 2 | 5th Floor | Paper Presentation 1

52750

Dwi Sloria Suharti | Bachrudin Musthafa

Blogging to Write a News Story in English: A Case Study from Indonesia

Making news stories may motivate EFL student teachers to discover community interests, and blogging affects student learning and engagement in online courses. However, research on integrating blog projects into EFL journalism courses is scarce. This study aims to examine how EFL student-teachers use blogging to practice writing news stories. They are invited to submit surveys and participate in interviews about their experiences acquiring the skills necessary to write for the news. The findings indicate how students utilize blogs to learn about news writing and the difficulties of developing a blogger community. Utilizing blogging to teach students how to write news articles contributes to a new paradigm in journalism education. The study also discusses the implications of the findings.

Room 2 | 5th Floor | Paper Presentation 2

52821

Reski Pilu | Purnama Cahya | Misnawati

Project-Based Learning Context: The Practice in Tertiary Educational in EFL

Project-Based Learning is a student-centered approach in which students learn independently about a subject by solving an open-ended issue in groups. The purpose of this article is to describe 1) how the practice of the project work in the classroom during the learning English as a foreign language process and 2) to discuss how the educators present with a framework for implementing project-based learning effectively in a foreign language context. This research applies a descriptive qualitative method and draws the students' development after a given project-based learning method. The result of this review study shows dominantly that all three competencies achieved are knowledge, motivation, and collaboration, and these three competencies progressively expanded as the units progressed. This review hopes to present EFL educators with practical ideas they might want to use in their classrooms to support students achieve learning goals and foster a good trend in integrating PBL in teaching and learning.

Room 2 | 5th Floor | Paper Presentation 3

52994

Ribut Wahyudi

Publishing Our Classroom Teaching (Multilingual Students) Stories with Top Publishers: Two Empirical Examples

This short article aims to share my current experiences of publishing chapters with Multilingual Matters and Routledge. The publications are based on my teaching two courses at an undergraduate level; Post-Structuralism and Deconstruction and Introduction to Applied Linguistics courses. This classroom – based publications reflect my personal, professional and political position within the field and is justified by the use of critical auto ethnography (Wahyudi, 2021; 2022). Publishing our classroom teaching to (multilingual students) from the global South e.g. Indonesia to the global North (e.g. Europe and North America) is pivotal and a must if we do not want to be the passive consumers of the global knowledge production. In this conference, I will highlight how publishing classroom teaching stories with top publishers is possible, among others, based on “good and critical” course design and its implementation which is socially empowering and engaging. In so doing, we need to mobilize the critical works written by big names in the field e.g. Suresh Canagarajah, Alastair Pennycook etc. to meet our course needs and real-life contexts. Our critical reading is crucial in capturing complex reality of classroom teaching (including the students’ voices) to be narrated in the chapters. Our creativity, critical knowledge, agency and sufficient publishing knowledge are required when turning our classroom teaching stories into narrated chapters for publications. Doing all these is pivotal to decrease our academic dependency from the global North in social sciences (Alatas, 2003).

Room 3 | 5th Floor | Paper Presentation 1

53328

Harits Masduqi | Fatimah

Focus on the Learners' Language: Insights from an Interlanguage Study in the Indonesian Context

Most Indonesian students have been learning English for more than ten years. But they still find it difficult to express ideas in English correctly. This study discusses written language produced by four students majoring in English at an Indonesian state university. The authors analysed samples of English expressions in essays written by the four EFL learners based on particular processes in error analysis. The writers reveal that the four students have difficulties in using correct grammatical features related to simple past tense, plural form, and articles 'a' and 'the'. The learner's errors might be due to the interference of L1, intralingual factors, negative transfer of training, strategies of L2 learning, and communication strategies. The authors expect that the results of this study provide some insights into the important notion of interlanguage and written expressions in the teaching and learning of English as a foreign language.

Room 3 | 5th Floor | Paper Presentation 2

53489

Restu Januarty Hamid | Basri Wello | Asfah Rahman

Students' Perceptions of Hybrid Learning Model Using E-Magazine in Teaching Writing at a Higher Education

The purpose of this study was to determine the students' perceptions of hybrid learning model using e-magazine in teaching writing at Universitas Bosowa, Makassar. This study employed a descriptive qualitative study using purposive sampling techniques by taking 30 respondents. The respondents were English Education Study Program's students. The instruments used to collect data were online questionnaire and interview. The data from the questionnaire was analyzed quantitatively (percentage). The data from the interview was used to complete the data from questionnaire. The result of this study indicated that university students hold a positive perception on hybrid learning model using e-magazine in teaching writing. The hybrid learning model using e-magazine in teaching writing reduced the time spent by students on unproductive activities. Further study can refer to this hybrid learning model in determining the integrated skill in learning program that matches the reality and expectations of the program users used.

Room 3 | 5th Floor | Paper Presentation 3

57360

Lan Wang

Native English Teachers' Beliefs and Practices in Teaching Oral Communication: Three Case Studies

Although previous studies have investigated how teachers' beliefs and practices converge or diverge, native English teachers' (NETs) beliefs and practices remain

underrepresented and underexplored, particularly with respect to tertiary-level English speaking instruction in the Chinese context. This qualitative study used interviews and classroom observations over one semester to examine the pedagogical beliefs and actual classroom practices of three NETs instructing a course in oral communication with English as a foreign language (EFL). Based on the data analysis, this study found that in general, the three native EFL teachers' practices converged with their beliefs related to language, teaching, and teachers' roles. However, divergences existed in terms of teaching and student learning. Teachers' personal factors, learner-related factors, and contextual factors modified teachers' practices and affected their decisions in implementing their beliefs in practice. The results imply that it is essential for NETs to engage in critical reflection and enhance their professional agency, which helps them make appropriate classroom decisions to achieve resonance between their beliefs and practices. University administrators in the Chinese context may consider creating a more conducive environment for teacher training, increasing NETs' sense of belonging, and further facilitating teachers' professional development.

Room 4 | 5th Floor | Paper Presentation 1

67886

Sabreena Ahmed

Using Eco-Composition for Fostering Critical Thinking through Writing: A Case Study of a Bangladeshi Young Learner

This qualitative single case study looks at how a Bangladeshi eight-year-old ESOL learner responds to exposure to various natural environments and cityscapes around him. The research adopts Sidney and Weisser's (2002) theory of ecomposition and Kress & van Leeuwen's (2001) multimodal learning that allow learners to write reflective pieces on their visits to various places and post on individual blogs. As part of multimodal learning, the participant was asked to type in a small reflective write up in English on the designated blog and were given the freedom to use relevant images, videos or You Tube video links to express his thoughts. Also, retrospective interview of the child was recorded immediately after each visit, along with a semi-structured interview on completion of the series of blog posts. The interviews helped the researcher to find out about the challenges the learner faced while observing different environments and writing about it. This study is significant for English writing teachers around the world who would like to instill critical thinking and nurture a sense of belonging and among young learners and make the process of writing interesting for them through multimodal platforms.

Room 4 | 5th Floor | Paper Presentation 2

58928

Luan Lan

A Study on the Diagnostic Reaching of Ethnic Minority Students' English Argumentative Writing Based on Toulmin Model

As an important part of all kinds of English tests at home and abroad, argumentative writing can reflect not only learners' overall language level but also their logical

reasoning ability. Based on Toulmin’s argumentation model, this paper analyzes the shortcomings of English argumentative writing by ethnic minority students and provides diagnostic feedback from both language and argumentation models so as to explore the effective ways of applying diagnostic teaching to the English argumentative writing for ethnic minority students. The application will better cater to the needs of the English writing teaching reform in the “Belt and Road” areas and help improve the English writing ability of ethnic minority students.

Room 4 | 5th Floor | Paper Presentation 3

59147

Maria Vineki Riyadini | Anita Triastut

Action Research to Promote Development of Instructional Design for an Online English Club

Language teachers continuously create, adapt, and evaluate teaching materials to develop an instructional design that meets their learners’ needs. Developing a syllabus based on needs as context-specific materials that effectively and affectively engage learners is crucial in improving the teaching and learning processes. One of the ways to develop the instructional design is through action research. This study attempted to improve the instructional design of an English Club by integrating technology in language learning. Both qualitative and quantitative data were employed in this action research project. The researcher used observations, interviews, and surveys to collect the qualitative data. Meanwhile, the quantitative data were collected using pre-test and post-test scores. The qualitative data analysis employed the Interactive Model, which consisted of four components, namely data collection, data condensation, data display, and conclusion drawing. On the other hand, the quantitative data analysis process was performed through the mean score comparison. The research results showed some improvements in the learners’ English competencies. In addition, the researcher developed an innovative instructional design in negotiation with learners who were actively involved in the process by contributing through daily reflection forms. Findings included improved and increased learner engagement and participation in learning. Furthermore, this study discovered the learners’ preferences regarding learning activities, online platforms, and topics for discussion. The paper concluded with an analysis of the implications of using action research for materials development based on needs.

Room 5 | 5th Floor | Paper Presentation 1

71464

Zheng Yurong

The Microgenetic Changes in EFL Learners’ Vocabulary Development: A Learner-Corpus-Based Study

From the Dynamic Systems Theory (DST), this study explores the EFL learners’ vocabulary development of tertiary English learners in a North-eastern university in

China. The longitudinal study involves ten students over four years, with each subject contributing seven timed argumentation writings. Microgenetic analysis is conducted to reveal the minute and complex changing trajectories and interactional patterns of the learners' lexical richness (sophistication and variation). The findings show that lexical sophistication and variation development is characterized by non-linearity and interconnection. The interactions between lexical sophistication and variation are also dynamic and individually different among the learners, whatever their language proficiency is. For the high-achievers, the relationship shows more supportive-competitive-supportive progression. However, it emerges to be more competition-oriented among the low-achievers. Further attributive analyses show that learners' developmental stage and writing task content influence the students' developmental trajectories and interaction patterns.

Room 5 | 5th Floor | Paper Presentation 2

60568

Windra Irdianto | Irina N. Lazareva | Rahmati Putri Yanifari

The Challenge of EFL Teachers in Technology-Integrated Learning in the Era of Society 5.0

The main component of Society 5.0 is humans who can solve various challenges and social problems by utilizing various technologies that are present in the Industrial Revolution 4.0. In the era of Society 5.0, education has an important role to advance the quality of human resources. Therefore, education for 21st-century skills is needed where digital literacy as one of the base competencies must be possessed. The global pandemic has accelerated the use of media in education, such as finding lesson information, learning materials, exercises, and others. Digital platforms are currently the most appropriate means and continue to support learning activities. Against this background, the use of various digital platforms requires more insight from teachers. The unexpected shift in teaching English as a Foreign Language (EFL) from traditional classroom interactions to online learning activities has generated several challenges for practitioners and education coordinators. This literature survey was conducted to provide an overview of the challenges faced by EFL teachers in various countries. Special consideration has been given to barriers to the successful formation of digital competency. For this purpose, the methods of theoretical analysis and generalization of national and international studies were used. The data was collected from the contributions published between 2018 and 2022 in various academic journal databases. Current approaches to defining digital competence helped to make it more precise. The results are stated as eligibility criteria and the inventory of acute problems faced by EFL teachers which directs the concerned persons to further sources of information.

Room 5 | 5th Floor | Paper Presentation 3

61047

Citra Kurniawan | Shirly Rizki Kusumaningrum

Improving Language Teaching and Learning Process with Dual Coding Theory Approaches

Learning content is often presented not only in written form but also in the form of images. Presentation of learning content in the form of images is often done using a visual preference approach. The presentation of learning content in written form, on the other hand, uses a verbal approach. Language learning information presented in dual mode (Visual-Verbal) can be received easily using the techniques of dual coding theory approach. Dual coding theory allows students to process information based on stimuli sent to the brain in the form of visual and verbal signals. Students who have visual preferences have a tendency to process information in the form of images easily. Meanwhile, students who have verbal preferences have a tendency to process information in the form of writing easily. This study uses an approach that aims to improve the learning and teaching process by using a dual coding theory approach. An experimental approach was used in this study by involving students enrolled in the even semester 2021/2022. The research findings indicate that the measurement instrument in the dual coding theory approach can be used to improve the language learning process. The implementation of dual coding theory makes it easier for students to process information based on the learning content presented by the teacher.

Room 6 | 5th Floor | Paper Presentation 1

71588

Pipit Prihartanti Suharto | Nenden Sri Lengkanawati | Ika Lestari Damayanti

Looking into Metacognitive Strategies Used in Young Indonesian EFL Learners' Online Learning

Learning English in recent years has prompted learners to participate in virtual learning experiences and it indeed calls for greater learner autonomy, especially for young learners. Developing learners' metacognitive skills could contribute to their autonomous learning ability through in particular allowing them to think about how they learn in addition to what they learn. This preliminary study seeks out the use of metacognitive strategies in online primary English language learning. In an attempt to obtain the qualitative data for this study, three online teaching video recordings and field notes were analyzed in regard with the metacognition cycle adapted from Elis & Ibrahim (2015) and Pinter (2017). The results indicate that metacognitive strategies were to some extent developed particularly in Plan and Do cycles but hardly promoted during Review cycle. This research, last but not least, elaborates the pedagogical implications and highlights the limitations of the study. It then proposes some recommendations for further research.

Room 6 | 5th Floor | Paper Presentation 2

81244

Kenta Sugawara | Chihiro Nomura

The Characteristics of Role Models and Vision-Directed Motivational Persistence of Japanese EFL Students

In educational psychology, role models is admitted as significant motivators that guide self-development (Bandura, 1997). In SLA research, however, little effort has been made to explore the characteristic features and values of second language (L2) learners' role models. From this background, L2 role model was examined by Muir, Dörnyei, and Adolphs (2019) that provides adequate evidence for the importance of L2 role models in the process of mastering an L2. In addition, previous studies have not attempted to investigate the impact of L2 role models on sustained motivated actions for learning an L2 in an integrative manner. Therefore, this study examined quantitative and qualitative data collected from 212 Japanese college students to understand what characteristics they valued in their L2 (English) learning role models. This study also investigated the influence of role models on Dörnyei's (2009, 2020) vision-based motivational construct, possibly affecting self-regulatory capacity (Kormos & Csizér, 2014) and persistence in learning the L2. The results of exploratory factor analysis indicated four factors of role model characteristics partially differed from those found in Muir et al (2019). In addition, correlation analysis shows that role models correlated with ideal L2 self, past/present engagement-specific learning experiences, intended effort, environment control, and buoyancy in L2 learning. In this presentation, we will discuss the results of qualitative data analysis to further characterize the role models of Japanese EFL students, and the results of structural equation modeling with a larger sample size in order to investigate relationships among the motivational variables evaluated in this study.

Room 6 | 5th Floor | Paper Presentation 3

62895

Chihiro Nomura | Kenta Sugawara

Personality within the New Big Five Model and Motivational Persistence of Japanese EFL Students

Learners frequently run into challenging circumstances when learning a second language (L2), such as poor grades, competing deadlines, exam pressure, performance failures (Yun et al., 2018). The question of how to cope with such challenges from the perspective of the whole person has received attention in the field of L2 motivation research (Dörnyei & Ryan, 2015). McAdams & Pals (2006) illustrated this perspective in the The New Big Five model which integrates dispositional characteristics, distinctive adaptations, and narrative identities to explain individual differences (see Dörnyei, 2020). The current study's objective was to understand academic buoyancy—the ability of Japanese EFL students to successfully navigate challenges in learning English—using both quantitative and qualitative methods based on the New Big Five model. In collecting quantitative data, 364 high school and college students are involved by

analyzing at the relationships between seven variables that may have an impact on buoyancy (Extraversion, Openness to Experience, Agreeableness, Conscientiousness, Ideal L2 Self, Engagement, and L2 Joy). The results showed an excellent fit of the final model to the data. Using the grounded theory method, the qualitative study investigated narrative material from interviews with four high school students who received high buoyancy ratings on the quantitative questionnaire (Strauss & Corbin, 1996). The findings demonstrated that students with high levels of buoyancy view English as an appealing and simple instrument to help them interact with a global world; such a perspective helps attempts to deal with challenges.

Room 7 | 5th Floor | Paper Presentation 1

66406

Teresa Angelina Kaluge | Sisilia Setiawati Halimi

The Applicability of a Scale on Self-Regulated Writing Strategies in English for High School Students

Self-regulated writing has been appeared in the academic literatures as beneficial for students in learning a foreign language. The purpose of this preliminary study was to examine the applicability of a measure on self-regulated writing strategies in terms of its psychometric properties such as validity and reliability. A quantitative correlational study design was used to pursue the study purpose. The scale items were designed from theoretical foundations and previous relevant studies abroad. The questionnaire was distributed to the high school students in online manner by using google forms. Confirmatory Factor Analyses and calculating Cronbach’s alpha were carried out in order to assess the construct validity and its reliability. The findings showed five main constructs as applicable. They were self-initiating, planning, monitoring, and evaluating, revising, and also text-generating. The finding implies that the scale is valid and reliable, and available to be used by Indonesian high school students when they learn to write in English. Future research needs to test the relationship between other factors such as motivation or individual differences and self-regulated writing strategies.

Room 7 | 5th Floor | Paper Presentation 2

90012

Febriyanti Lestari

Mirror and Window: Teaching Global Muslim Literature to Indonesian Muslim Students

While reading English text, in general, is valuable in learning the language, reading English literary works could offer greater benefits for EFL students. This activity allows learners to grow both linguistically, personally, culturally, and spiritually (Irwansyah, Nurgiyantoro, and Tou, 2017). Literature is not only about artistic language, but it also taps into diverse cultural values. A great deal of literature written in English is available for teaching. Still, literary works by global Muslim writers can be a compelling resource

for Muslim students in Indonesia as they relate more to the story than when reading Western canons. By using Rudine Sims Bishop's conceptual metaphor of "mirror" and "window" for teaching literature in a multicultural context, this paper explores possibilities and challenges in teaching Global Muslim Literature for Muslim English language learners in Indonesia, particularly university students. This genre could better mirror the experiences of these students, which is key to their understanding and reading enjoyment. Moreover, literary works by global Muslim writers could also serve as a window to view diverse Muslim realities. Most Indonesian Muslims have never been in contact with Muslims from other countries, so their knowledge is limited to only what they experience daily. To conclude, it is important to expose them to global Muslim literature, as they could have a deeper understanding of how Muslims around the world live, feel and think and also improve their English language skills.

Room 7 | 5th Floor | Paper Presentation 3

63451

Khotimah Mahmudah

Systematic Review: The Use of English Channels on the *YouTube* Platform to Enhance EFL Students' Skills

YouTube is one of the well-known platforms and is growing rapidly in the 21st century. Many native English speakers and an expert in English have created an English channel through YouTube that allows viewers to learn English from authentic sources. However, not many studies discuss the use of the English learning channel on YouTube. The purpose of this study was to review the use of YouTube channels related to learning English to enhance students' English skills. This study used articles retrieved through internet search engines in the last four years namely 2019, 2020, 2021, and 2022 were selected manually and reviewed systematically. The keyword of searching was related to YouTube English Learning. The findings that emerged from the review were categorized into two issues: the effectiveness of the use of the YouTube English Channels based on participants' points of view and the effectiveness of the application of YouTube Video as Learning Sources in the English class to improve certain language skills. Most of the articles reveal positive indications of the use of English learning resources through the YouTube English Channel. English Education Practitioners may find this knowledge useful in conducting empirical learning and developing a variety of instructional tasks based on the YouTube English Channel Platform in the development of EFL Students' skills.

Room 8 | 5th Floor | Paper Presentation 1

77938

Khusnul Khotimah | Yazid Basthomi | Evi Eliyanah

EFL Pre-Service Teachers' Development for Autonomy: Rethinking Future Autonomy Supportive Teachers

As learner autonomy has grown in popularity in language teaching-learning as an ideal educational goal, the existing scholarship on the topic has remained focused on

established teachers and students. Rarely do scholars initiate to look at how pre-service teachers, as the future generation of teachers, value autonomy and therefore prepare themselves to become autonomy supportive teachers. Against this tendency, this paper argues the importance of pedagogical investment and initiatives to help pre-service teachers play an effective role in the establishment of an autonomy supportive learning environment. This paper also proposes some considerations, pedagogical strategies, and initiatives for pre-service teachers' development for autonomy. It begins by revisiting the fundamental theories and concepts underpinning teacher and learner autonomy. It then briefly reviews the previous seminal works on the development of teacher education initiatives for teacher and learner autonomy. In the last part this paper discusses the proposed considerations, pedagogical strategies, and initiatives for pre-service teachers development for autonomy. Finally, this paper offers praxeological contribution to the development of EFL practices that are oriented towards the democratic and lifelong learning in education.

Room 8 | 5th Floor | Paper Presentation 2

64524

Dewi Yana | Yenni Rozimela | Hamzah

Embedding Multimodal Approach into Writing Activities (EFL Students' Needs)

Writing skill plays a significant role to inform, share ideas, and feeling, and persuade people. With the rapid development of digital technology, writers are now able to discover and make meanings by using more semiotic resources or multimodal. This study aims at investigating EFL students' needs in writing multimodal text in higher education. The study belongs to a qualitative descriptive study. The respondents are students of the English Education Study Program of Universitas Riau Kepulauan Batam, Indonesia. The data about students' needs for digital multimodal writing activities are collected through questionnaires and interviews. The data are analyzed descriptively. The result shared a pedagogical consideration for the educators to incorporate digital multimodal into learning activities. The result implies that the writing lecturers should design appropriate writing activities based on students' interests to promote students' writing skills in creating multimodal text.

Room 8 | 5th Floor | Paper Presentation 3

96692

Faradila Masuara | Utami Widiati | Yazid Basthomi

Heterogeneous-Pairing Method in an Asynchronous Writing Classroom: Its Effect on Writing Quality and Students' Perceptions

This study explored the effectiveness and students' perceptions of the heterogeneous-pairing method in an asynchronous EFL writing classroom. We employed One group pretest-posttest design on two intact-classes encompassing 84 first-semester EFL learners. The learners were assigned to compose three descriptive paragraph writings in dyads and then completed pre-test and post-test individually via Google Doc. An

open-ended questionnaire was distributed after the post-test. A paired sample t-test was applied to see the differences of students' writing performance before and after collaborating in heterogeneous pairs. The results revealed that there was a significant difference in the students' quality of writing in the pre-test and post-test. Furthermore, both high achievers and low achievers improved much better in their writing post-test performance after working asynchronously with their heterogeneous pairs. Additionally, most students asserted that they enjoyed working with their pairs and gained positive impacts from the collaboration. Implications and limitations for further research are explored after the discussion of the data.

Room 9 | 6th Floor | Paper Presentation 1

90880

Nurti Rahayu | Fuad Abdul Hamied | Fazri Nur Yusuf

The Impact of Test Preparation on Students' Test Performance

In Indonesia, more colleges require students to earn a minimum band score on international language tests such as the TOEFL and TOEIC. This policy encourages colleges and universities to offer students test preparation classes. However, little is known about this preparation class's effectiveness in test performance. This quantitative study aims to examine the relationship between test preparation and performance on the tests. To this end, an online survey is distributed to 150 students from non-English departments enrolled in a private college's test preparation program in Jakarta. This forty-hour program includes a pre-test, progress, and final prediction test. Correlation and hierarchical regression analyses revealed the effect of several variables on students' test performance, including demographics, attendance, test preparation strategies, and test-taking anxiety. The findings add empirical evidence to the body of knowledge regarding the efficacy of test preparation classes and make a policy recommendation to interested parties.

Room 9 | 6th Floor | Paper Presentation 2

96472

Noriko Akiho-Toyoda

Does L2 Hinder Learning? – Case-Study from English Course Teaching Robot Programming in English CLIL

The presenter enforced computer programming education at a university in 2021, using English as a foreign language (ESL) as a medium. It was an experiment in curriculum development to acquire English and IT literacy using English CLIL. There were 30-lesson sessions held twice a week per semester, covering the topics of lectures and presentations on global IT literacy education, Google Apps (Docs, Spreadsheets, Slides) exercises, and robot programming. It was an online course due to the COVID-19 pandemic. The number of students was 30 per class, with English proficiency levels ranging from TOEIC 500 to 900. Findings indicated various problems regarding software and hardware occurred. However, the most problematic issue was that

students who were new to computer programming had great difficulty in learning complex IT skills in English, their L2. There were significant delays in understanding complicated functions of spreadsheets such as conditionals ("if-else" or "countifs") and programming languages. It eventually required remedial study and self-study in their L1, i.e. Japanese. During the second semester in autumn, the learning session was completed in a mixture of L1 and L2, and students' understanding and discussion deepened. Additionally, UNESCO annually celebrates International Mother Language Day and shows the fear that 40% of the global population does not have access to their mother language hence the emerging attention to "Translanguaging". Therefore, we will consider the medium language in class to develop appropriate curricula and lesson plans.

Room 9 | 6th Floor | Paper Presentation 3

66290

Nina Wanda Cassandra | Fuad Abdul Hamied

Unfolding Lecturer-Student Interactions in an EFL Classroom: Implications for Professional Development

Effective lecturer-student interactions are essential elements of the teaching and learning process to promote a positive impact on teaching and learning quality. However, research into classroom interactions that can unfold teaching quality remains underexplored. This exploratory study examines the quality of lecturer–student and student–student interactions in an undergraduate EFL classroom of a reading course. We observed, video- and audio-recorded, and analyzed a second-year undergraduate class using a systematic interactive observation schedule and lesson transcripts. The analysis of lecturer–student discourse moves revealed that the discussion was largely lecturer-fronted, with an emphasis on closed-lecturer questions and brief student responses. In addition, recalling information was also dominant, with little genuine exploration. In light of the findings, the article advocates for additional research into pedagogical strategies that would enable lecturers to engage in more interactive discussion in whole-class, group-based, and one-to-one communications, allowing for intellectually stimulating classroom discussions. The findings are also discussed in terms of their implications for promoting dialogic teaching and learning in university-level EFL classrooms.

Room 10 | 6th Floor | Paper Presentation 1

66929

Natanael Bania Asaf Putra

Investigating Hate Speech in the Instagram Comment, How about the Regulation of Hate Speech Cases in Indonesia? (Forensic Linguistics Approach)

Instagram is one of the most popular applications used by many people. According to katadata.com, the users of Instagram in Indonesia are more than 10 million. It means many people communicate with each other through social media, namely Instagram.

Furthermore, there is a hate speech phenomenon. This research investigates the hate speech phenomenon in the Instagram account of @doddysudrajat_; the comments used as objects are on a post on December 28, 2021. The investigated elements are the categories of hate speech by the Criminal Code of Indonesia. Moreover, this research uses some pragmatics study tools, which are implicature theory (Grice, 1981) and speech acts (Searle, 1969). This research is designed by a descriptive qualitative method. Then, the data analysis uses (Huberman and Saldana's, 2014) theory with three stages of data analysis: data compaction, data presentation, and conclusion. In addition, the totals of hate speech utterances are 40 data. Then, the categorizing of types of hate speech by Criminal Code in Indonesia and their implicatures, the results are affronts (60%), unpleasant acts (25%), defamations (3%), provocations (0%), incites (0%), hoaxes (0%), and blasphemy (5%). On the other hand, the researcher classifies each type of speech act of each hate speech utterance. These are assertive utterances (63%), directive utterances (13%), expressive utterances (15%), commissive utterances (3%), declarative utterances (8%).

Room 10 | 6th Floor | Paper Presentation 2

67049

Miki Nakano

Gestures in Pursuing Mutual Understanding among ESL Learners

This study focused on multimodal activities like gestures as forms of ESL learners' linguistic resources. I conducted detailed analyses to identify resources that ESL students use to manage interactional problems in question-and-answer sessions following student presentations. To resolve difficulties in ongoing interactions, students applied the following strategies: they (a) organized gestures, (b) modified the construction of failed questions, and (c) created temporary teams. They also efficiently utilized gestures, gaze, and body movements, including body torque, while constructing meanings. The findings indicate that gestures, including body torque and gaze, can be crucial indicators of ESL learners' verbal and nonverbal participation in interactions.

Room 10 | 6th Floor | Paper Presentation 3

67185

Neny Isharyanti | Debora Tri Ragawanti

In the Search for Enabling and Constraining Arrangements for Better Teaching Practices: EFL Teachers' Narratives

Teachers' teaching practices shape and are shaped by the arrangements in their site of practice. Such arrangements, consisting of the (cultural-discursive) sayings, (material-economic) doings, and (social-political) relatings of the actors involved in and the environment of the practice site, can be defined as "Practice Architectures" (Kemmis, 2019). The practice site that this study focuses on is the teaching practicum activity within a three-month in-service teacher professional education program (Program

Profesi Guru Dalam Jabatan/PPG) held jointly by the Indonesian Government and a Higher Education Institution (HEI). The study aims to identify the arrangements that occurred and/or were provided by the program in enabling or constraining the program's standard teaching practicum practices. Through thematic analyses on the teachers' narratives of their teaching practicum experiences, the results will be presented as the basis of recommendations to the government and HEIs to improve future teaching practicum experiences in the program that enable standardized and better teaching practices.

Room 11 | 6th Floor | Paper Presentation 1

67270

Afif Ikhwanul Muslimin | Nur Mukminatien | Francisca Maria Ivone

The Effect of Tbl Based Lesson Plan to EFL Pre-Service Teacher's TPACK Self-Efficacy

The pandemic Covid-19 era catalysts the implementation of online education which technology is required to attend. However, many teachers found it difficult to integrate technology to teach English. Therefore, Niess et al. (2013) introduced the Technology-based Instruction (Tbl) model as means to integrate technology into teaching which can be relevant to mediate this obstacle. This study aims at delving into the effect of a Tbl-based lesson plan on pre-service teachers (PSTs)' TPACK self-efficacy in a microteaching course. The pre-experimental research with pre-post measurements design will be conducted in an English Department in a famous public university in West Nusa Tenggara, Indonesia. The data gathering process will be conducted by sharing the TPACK self-efficacy questionnaire and interview. The participants will be the 23 PSTs who are joining microteaching class A, where the researcher becomes the teacher. The quantitative data will be analyzed statistically through SPSS 24 version and supported by the PSTs' responses throughout the interview. It is predicted that a Tbl-based lesson plan can direct PSTs to integrate technology for teaching English. Hence, this study is preferable to conduct to delve into the effect of instruction on the betterment of PSTs' teaching.

Room 11 | 6th Floor | Paper Presentation 2

77974

Titin Kustini

How Is the Students' Interest in Learning English Specific Purpose for Law?

In Indonesia, English as a foreign language has been taught since junior high school, but the students competence is still low, include in English Specific Purpose for Law. Although the students in law faculty are aware of the importance of mastering English to support their international career development, they still find difficulties in learning English. This study investigates their interests, background in learning English, learning strategies, expectations and targets of students in English Specific Purpose for Law subject. The study consists of quantitative and qualitative instruments. Quantitative data has been collected using an online questionnaire sent to respondents via Google

Form, whereas qualitative data consists of student semi-structured interviews. Convenience sampling among students enrolled in the second and fourth semester, Law Faculty, in the academic year 2021/2022 at Universitas Majalengka. A total of 35 students participated in this study. The finding of the study revealed that students' background in learning English varied in terms of grades and their acquisition. Almost half of the students (46.7 %) states quite like English. And this is comparable to expressing likes. The remaining percentage said they liked it very much. Respondents also stated some of the difficulties they faced in learning English, namely in terms of vocabulary. The learning model they expect in learning English Specific Purpose for Law is not a problem as long as it is fun and easy to understand.

Room 11 | 6th Floor | Paper Presentation 3

90796

Atik Umamah | Merliyani Putri Anggraini | M. Affandi Arianto |
 Ratih Novita Sari | Kurniasih | Nur Mukminatien

Paragraph vs. Essay: Do They Require the Same Self-Regulated Writing Strategies?

This study was carried out to scrutinize the employment of self-regulated writing (SRW) strategies by EFL university students. Specifically, it compared the strategies used by the students based on the complexity of the texts (paragraph and essay) and their writing achievement. The data were obtained from two sets of self-regulated learning strategy questionnaires and the students' writing scores. The data were analyzed using descriptive statistics and an independent sample t-test. Overall, the use of all SRW strategies both in paragraph and essay writings was in high frequency. Interestingly, the social environment dimension had the highest mean score showing that students need assistance from peers and available learning resources. Meanwhile, the motive dimension obtained the lowest mean in both paragraph and essay writings. Furthermore, the analysis showed no significant statistical difference in the use of SRW strategies in writing paragraphs and essays except in the method dimension. The difference in strategy use based on achievement was not significant either. To conclude, regardless of proficiency levels, students apply similar SRW strategies in writing paragraph and essay.

Room 12 | 6th Floor | Paper Presentation 1

66176

Hiroyuki Ida | Yaoko Matsuoka

Embodiment of Students' Participation in English Language Learning Beyond "Learnification"

This study explores students' participation in English language learning in a post-COVID-19 era. In classroom teaching, teachers design lessons based on the learning requirements of students (Lambert et al., 2021). However, the COVID-19 era has shown that students' learning can be assimilated into their daily lives, thereby suggesting that their learning can become social and free-floating beyond the simplistic notion of

“learnification” (Gourlay, 2017, 2021). Questions related to what Biesta terms as “the disappearance of teaching and the concomitant disappearance of the teacher” (2013: 35) may be posed. Consequently, the relationship between human (learner) and nonhuman (materials) for students’ participation in English language learning in a digital university was examined in this study (Murphy, 2020). The participants included 123 students (N = 123) from two Japanese universities who completed an online survey in December 2020 and 2021. The questionnaire with five multiple-choice questions and free descriptions was designed via learning management systems. It assessed the effectiveness, benefits, limitations, and the easiest and the most difficult aspects of using textbooks in online classes. The results revealed that students acknowledged the usefulness of textbooks in remote learning and discovered their own style of participation during the quarantine period. They felt a sense of belonging by having the same textbook as their teachers although their participation may have differed. Consequently, students created their own meaning in English language learning during remote classes, which differed from a learner-centered discourse, and in this environment, students’ flexibility was underpinned by materials.

Room 12 | 6th Floor | Paper Presentation 2

69107

Lanoke Intan Paradita | Made Hery Santosa | Rusiana | Athriyana Pattiwael
 | Anesti Budi Ermerawati | Mega Mulianing Maharani | Yuseva Ariyani |
 Christina Lhaksmita | Irfan Rifai

Starting up and Running a Book Club for Non-Native Speakers of English

Social group support matters to a reader like Molly (Enciso, 1996), who used and spoke English as her first language, yet struggled to find the motivation to read. Within her social group, Molly was fully engaged with the book-centered activities that she and her friends created, despite being labeled as a struggling reader at school. A supporting social group such as the one that Molly had, is undeniably an important factor that would affect one’s engagement in reading as long as it gives a person the voice, or room to participate actively, and the choice, or the freedom to decide what they read (Jacobs & Renandya, 2021; Daniels, 2001). The opportunities to take active roles and to decide which books to read and share take place in literature circles or book clubs, which according to some studies have immensely benefited the members (Pierce and Gilles, 2021; Hsu, 2004; Puspita & Hasyim, 2021). With that image in mind, as teachers and reading enthusiasts, each one of us established book clubs or literature circles in our contexts and times. We reflected on our own experiences in starting and running the clubs. We then discussed the failures and the success of the book clubs that we started with and for nonnative speakers of English. In the end, we offer suggestions for starting up and running a book club in Indonesian contexts.

Room 12 | 6th Floor | Paper Presentation 3

69482

Ika Harianingsih | Zailani Jusoh

Cooperative Learning in English Language Classroom: Seen From Male and Female Students' Perception

In higher education, group work is known as an effective teaching method for developing collaborative learning and has grown popular. It is especially useful for teaching English because it promotes learning and encourages students to use the language. However, although its effectiveness has been widely debated, little is known about how students directly involved in the learning process feel about group activities. Moreover, with the key changes over the last few years, group work faces new challenges transitioning to the online learning environment due to the Corona Virus Disease in 2019 (COVID19). For this reason, the primary goal of this research was to seek their view regarding online group work experiences. It also compares the perception towards online group work among students of different genders. This study employed a quantitative research design. A questionnaire with a 5-point Likert scale was distributed to students majoring in English programs involved in Foreign Languages for Specific Purposes (FLSP) courses. According to the findings, there was no statistically significant difference in perceptions between male and female students. However, the highest mean score of female responses with 3.92 showed that they enjoyed helping others in online group work. On the other hand, male students perceived online group work could effectively help them work on an assignment with a 3.64 mean score. Another finding is that all students considered the online group work suitable for them. In terms of overall perception, the majority of students perceived the value of online group learning favorably.

Room 13 | 6th Floor | Paper Presentation 1

67742

Atiqah Nurul Asri | Farida Ulfa | Faiz Ushbah Mubarak

The Implementation of Project Based Learning in the Teaching of English for Non-English Department Students

The recent development of the MBKM (Merdeka Belajar Kampus Merdeka) curriculum of higher education in Indonesia has changed the curriculum in the Information Technology (IT) Department of Politeknik Negeri Malang (Polinema) as well. Consequently, it affects the teaching and learning process of the English language, which has been conducted online during the pandemic. The available teaching syllabus and materials are then adjusted accordingly. As it is suggested by the curriculum developer in this department, Project Based Learning (PBL) is one of the relevant methods. Thus, this paper describes the implementation of the PBL model in the teaching of English for IT Department students. Since the English language in this department has been taught within IT context, the projects to be accomplished by the students are those relevant to the IT topics discussed in the revised teaching material (textbook). The results of this study will be used as a pilot model of teaching English

online utilizing the Polinema Learning Management System (LMS) and Zoom platform as the answer to the challenges of the implementation of the MBKM curriculum as well.

Room 13 | 6th Floor | Paper Presentation 2

59501

Prisca Melenia Sari | Nia Kurniawati | Dian Ekawati

Cultural Content in ELT Textbook of Indonesian Secondary School: An Intercultural Perspective Analysis

This research focuses on cultural content in a textbook entitled 'Bahasa Inggris Think Globally Act Locally' used by grade IX of secondary school in Indonesia. The purpose is to analyse what types and senses of culture are represented in the textbook. The types are categorised into source culture, target culture, and international culture, while the cultural senses are classified further as aesthetic sense, sociological sense, semantic sense, and pragmatic sense. This research uses a descriptive qualitative method under the category of content analysis. The data comprised all of the reading passages, activities, and illustrations in the textbook and were converted to frequency counts. The finding shows that the textbook discusses more of the source culture compared to the target culture and international culture, all the while it also emphasises more to the semantic sense over the other senses. The conclusion suggests that the textbook yields an imbalance between the quantity of given cultures and their representation in its content.

Room 14 | 6th Floor | Paper Presentation 1

71480

Gufron

Teaching English for Specific Purposes (ESP) Using Online Authentic Materials: Learners' Perspective in English for IT

This study aims to uncover the rigidity of learning and teaching English by introducing English for Specific Purposes (ESP) to English Learners at the university level by using authentic materials that can be obtained online from various resources. This research will be conducted in an English class where the students are majoring in ICT (Information Communication Technology). An inductive qualitative and quantitative research method will be employed by interviewing and administering questionnaires to the respondents. The data from the interview will be analyzed in three steps; quotation, coding, and thematic analysis using Atlas.ti, while questionnaire data is analyzed statistically using SPSS. The researcher will also conduct observations and literature reviews to support this research. IT students are expected to be familiar with some technical words and expressions related to ICT field. Students majoring in ICT, for example, are no longer studying General English but have begun to be exposed to materials related to subject matters.

Room 14 | 6th Floor | Paper Presentation 2

71524

Jookyoung Jung

The Effects of Input Enhancement and Frequency Manipulation on Incidental Collocation Learning from Computer-Mediated Reading

The knowledge of collocations, i.e., lexically conventionalized chunks (Cowie, 1981), is pivotal to functioning as a competent language user. For L2 learners, unfortunately, it is difficult to have frequent exposure to collocations, rendering incidental and implicit learning of collocations highly challenging. Against this background, the present study explored the impact of input enhancement and frequency manipulation on incidental learning of collocations from computer-mediated reading. Fifty-four L1 Cantonese university students read two English stories that contained twelve target adjective-pseudonoun collocations. The target collocations were either colored in red or unmodified, appearing three or six times in each story. Participants' eye-movements during reading were recorded using Tobii Pro Fusion (n = 42). Also, three participants from each group produced stimulated recall comments prompted by their own eye-movements (n = 12). After reading, immediate and delayed posttests were administered, which measured receptive and productive knowledge of the pseudonouns as well as the collocations. The results indicated that increasing frequency promoted first and total fixation durations captured on the target collocations, which further led to higher scores on the immediate form recognition test and the delayed collocation recall test. Also, coloring of the collocations resulted in increased fixation counts and duration, which was linked to higher immediate collocation recognition scores and delayed meaning recognition and collocation recall scores. Stimulated recall comments also reflected that the participants were likely to notice the target collocations during reading. The findings of this study provide meaningful pedagogical implication of text and frequency manipulation for promoting incidental collocation learning.

Room 14 | 6th Floor | Paper Presentation 3

61829

Melti Oktavianda

A Case Study of Writing Strategies by High Achieving Indonesian Bilingual Students in Tertiary Education

The theory of Language Learning Strategy has been alluded to in many past works, and yet there is a relative scarcity of research positioning bilingual students in different academic environments as its context. The present study is an exploratory attempt to examine the writing strategies employed by high-achieving Indonesian bilingual students in written assignments from two learning environments, i.e., postgraduate study in the UK and Indonesia. Since writing at a university level is widely known as a challenging and complex process, the researcher seeks to investigate similar and distinctive patterns of the strategy used by these two groups of bilingual students. The data collection was carried out in the form of semi-structured interviews in which

questions were adapted from Oxford's (1990) language learning inventory. The data then were transcribed and analyzed using directed content analysis to provide an understanding of the phenomenon under study. The analysis of students' interview responses showed that despite the different learning environments, there were common strategies identified in Cognitive, Memory, and Affective strategies. The findings also revealed that the differences in learning environments resulted in a significant difference in Metacognitive, Social, and Compensation in writing their academic essays.

Room 15 | 6th Floor | Paper Presentation 1

73991

Nur Arifah Drajadi | Agustina Tyarakanita

Community of Learning: The Shifting Belief and Practice of Indonesian EFL Teachers

This qualitative case study aims to examine what changes in teaching are experienced by teachers, and what contextual factors of a community of learning or professional learning community (PLC) facilitate teachers' change. The collected data for this study was from communication transcripts via WhatsApp and Zoom meetings and interviews. The process of change in belief and classroom practices for high school English teachers in Indonesia was investigated during and after a ten-week professional learning course. Out of 80 teachers involved in a language proficiency community of learning, nineteen were recruited purposively for this current study. All of the teachers engage with four native English instructors. The findings suggest that the change process of the teachers in the community of learning is varied and less certain. Three patterns of change were presented in the data: change in classroom practice but not in belief, change in belief but not in classroom practice, and change in classroom practice and belief. The result also reports that the teacher change is influenced by the process of practice in the community of learning, including the experience of meaning, social experience and active involvement in the community, and engagement both individually and collectively in the community. Therefore, it is argued that the community of learning is promising for enhancing teachers' professional learning.

Room 15 | 6th Floor | Paper Presentation 2

73010

Tatu Zakiyatun Nufus

The Implementation of Translanguaging in Bilingual Classroom at Pesantren in Indonesia: A Case Study

Translanguaging has emerged as a new bilingual and multilingual education term. It is considered a process that teachers use as a pedagogical strategy to assist learners in language learning understanding. This study has been done to see the implementation of translanguaging as a teaching strategy in a bilingual classroom at Pesantren in Indonesia. The study used observation and interviews to get data and the participants are the students of two English teachers in a Bilingual classroom. Due to the

observation and interview, the researcher found that the strategy of translanguaging that was implemented in bilingual classrooms positively impacts students' outcomes in understanding material in Pesantren in Indonesia, and it also assists teachers in conducting the class easily. In addition, the researcher also found some advantages and disadvantages that the teacher did in doing translanguaging in the bilingual classroom activity. Finally, this study is expected to give new insight and knowledge to teachers and all readers about translanguaging pedagogy in the bilingual classroom at Pesantren in Indonesia.

Room 15 | 6th Floor | Paper Presentation 3

73386

Ahmad Munir

English Teachers' Personal Practical Theory during Pandemic

Covid-19 pandemic has taught English teachers to survive and thrive especially in the ways of running our English lessons. In our experiences of teaching English during this pandemic, we sometimes do not realize that we have developed our own practical theory. This study investigated the tacit awareness. Furthermore, this study explores English teachers' development of personal practical theory during pandemic Covid-19. One hundred and thirteen (113) English teachers from different educational levels in Indonesia have participated voluntarily in this study. A semi structured questionnaire asking the participants' experiences of teaching English during pandemic as well as their so-called practical theory developed during pandemic was distributed to them online. The result shows that 85% admitted developing a practical theory. The most articulated personal practical theories include game-based learning, constructivism integrated with technology, mindfulness, joyful learning, collaboration-based learning, blended-learning using WAG, and meaningful learning. There also other personal practical theories articulated not succinctly by the participants. The research concludes that English teachers have potential to be theorists of their own practice. It is suggested that supports for English teachers' development of personal practical theories should be given by English teachers' association as well as department of education.

Room 16 | 6th Floor | Paper Presentation 1

73828

Mundi Rahayu

American Indigenous Literature in the Eyes of Islamic University Students

This paper aims at discussing Islamic university students' response toward an American Indigenous literary work, by applying "reader response theories" in a literary studies class. I analyzed students' response to the American Indigenous literary work. Rosenblatt (1938) noted that the quality of literature reflects human life and argued that readers' response to a text depends upon their cultural background and life experience, and their contextual reality, and others. She highlights the uniqueness of individual readers, as the consequences of their histories, belief, values, and context, which shapes their understanding of the text. The text selected in this project is a short

story written by Sherman Alexie entitled “What You Pawn I Will Redeem” (in the collection of short stories “Ten Little Indian”, 2003). The story narrates the experiences of an Indian man named Jackson who has become a homeless in a town of Seattle, and he had to take great effort to get back the regalia of his late grandmother in a shop. The selected work has American Indigenous setting, as the writer himself is an Indian Spokane and the narration in the text deals with the daily life of Indian people in American city. The students’ responses are analyzed by culturally thematic analysis and there are three topics that interest students in discussing the work. They are the issues of regalia, the ideas of homelessness, and the drinking habits of the Indian people.

Room 16 | 6th Floor | Paper Presentation 2

72585

Dewi Sartika

The Impact of Applying Murder Strategy to Boost Students’ Reading Comprehension

Reading, as a fundamental ability, plays a critical role in expanding knowledge. Students, on the other hand, may find it difficult to comprehend the content they are reading at times. As a result, they were unable to comprehend the text well. The goal of the study was to see if the MURDER technique might improve students' reading comprehension and to identify the students' issues in understanding the questions in the text. The experimental method was used with a one-group pre-test-post-test design. There were six classes in SMA Negeri 1 Pedamaran. Using a random sampling technique, class X IPA 1 consisting of 33 students were selected as the sample. A written test with multiple-choice questions was utilized to collect data. The test was tried out to non-sample students so that the test was reliable and valid. The t-test was performed to check students’ progress after giving the MURDER technique. The value of t-obtained (31.84) was discovered to be higher than t-table (2.04) based on the t-test results. Furthermore, several students had difficulties in recognizing generic structure and moral value when answering the questions. To put it another way, learners who were taught using the MURDER technique had better progress in understanding the text. The students’ score also improved after learning a narrative text using the MURDER technique. However, some students struggled with problems about generic structure and moral value.

Room 16 | 6th Floor | Paper Presentation 3

68827

Dewanti Ratna Pertiwi

Identifying Basic Aircraft Structures Using Project-Based Learning in ESP Context: Is It Effective?

English for Specific Purposes (ESP) is a branch of English instruction prepared to facilitate the students to master English in a particular study field. In aerospace field, one of the objectives of ESP is mastering basic aircraft structures as the fundamental knowledge for further development such as aircraft maintenance and management. Mastering several technical terms in aerospace is challenging since they are not

commonly used in daily life. Thus, a strategy is needed in aeronautical ESP. Project-based learning (PBL) is acknowledged as an appropriate technique for engineering students due to its similar characteristics with the career working model in engineering that is mostly done in collaboration. Nevertheless, identifying whether it really gives any impact and how much it gives impact are important. The present experimental study was, therefore, carried out with one experimental group in mechanical engineering class and one controlled group in industrial engineering class. To investigate the effects, the scores from the pre-test and post-test of employing the PBL in the experimental group and employing the conventional technique in the controlled group were investigated with the t-test of SPSS. Based on the data analysis, the scores in each group depicted the achievement increases. In comparing both groups, however, the significant value of the experimental group was higher than in the controlled group. In conclusion, PBL is more effective in increasing the students' achievement in identifying basic aircraft structures.

Room 17 | 6th Floor | Paper Presentation 1

76663

Siti Kustini

A Project-Based Multiliteracies Instruction to Improve Students' Multimodal Literacy

In 1996, a group of literacy educators, linguists, and educational researchers are known as the New London Group developed multiliteracies pedagogy in an attempt to extend the traditional definition of literacy – the ability to read and write – to encompass dynamic, culturally, and historically situated practices using and interpreting diverse written and spoken texts to fulfill particular purposes. This study presents an overview of the implementation of multiliteracies pedagogy in an ESP setting to see how pedagogy can be implemented in an ESP course and how this pedagogy facilitates learners in multimodal literacy learning. A project-based assignment in the form of digital multimodal informative text (i.e., digital poster) creation was utilized. To get a comprehensive overview of the implemented teaching program, a qualitative approach with a case study design was applied. The participants of this study were 30 semesters two students of Informatics Engineering taking English as their compulsory subject. To establish the trustworthiness of the research results multiple sources of data collection were utilized including classroom observations, semi-structured interviews, open-ended questionnaires, students' written reflections, and students' artifacts. The results of the study indicated that the students, in general, could create a wide range of multimodal texts using their multimodal knowledge. The students could likely recognize the multimodal aspects of the works they did and were likely able to produce multimodal texts cohesively. This study hopefully could provide a window for ESP teachers to better understand the implementation of multiliteracies pedagogy in the ESP classroom context.

Room 17 | 6th Floor | Paper Presentation 2

76709

Citra Puteri Utami

Facilitating Student's Reading Skill through Quizizz

Reading skills are related to a person's ability to read, understand, interpret and decode written language and texts. Exceptional reading skills are highly beneficial for responding to written communications such as emails, messages, letters, and other written messages. Reading skills can also include several key aspects that work together to develop overall literacy skills, including comprehension, fluency, vocabulary, and strategies that help readers interpret and find meaning in texts. In online learning during the pandemic, the lecturer can use a digital tool to teach reading. It is Quizizz. Quizizz is software created by India that can be used in classroom learning as a collection of questions, pre-test reviews, formative assessments, and pop quizzes. In addition, this research uses a qualitative design. The research describes the use of Quizizz for students' reading skills. It will be done in second-semester students of reading for general purposes course. This research aims to portray students' and lecturer's activities in sharing the process of reading text through Quizizz. Hopefully, the result of the research will show that facilitating students' reading skills through Quizizz will be useful for students. Finally, the students will get feedback on their reading skills through Quizizz.

Room 17 | 6th Floor | Paper Presentation 3

64275

Anistya Rachmawati | Pebby Ardin | Retno Hendryanti

Investigating the Speaking Examiners' Challenges in a Synchronous Online Test

This study examines the challenges faced by speaking examiners in assessing students' speaking performance conducted virtually. Data were collected by distributing questionnaires to speaking examiners to identify challenges they faced in administering the online speaking test. Five examiners were also interviewed to explore the challenges further and how they dealt with them. The findings of this study show that synchronous online speaking tests might affect the examiners' decision on the student scoring. The delay in giving a response that might be due to the connection stability is an example of a situation that may intervene the assessment. This would lead the examiner to double or triple check the recording to ensure whether the connection inhibited the examiner from giving objective scoring or not. The findings also indicate the importance of designing a strict regulation for conducting live online speaking tests.

Room 18 | 7th Floor | Paper Presentation 1

78907

Irfan Rifai | Endrico Witomo

Exploring a Group of English Learners' Experiences an Accessing Printed and Audio Texts

This study conducts unstructured observation and in-depth interviews to a group of fifteen children and young adult participants while they listened to self-produced audio texts and read a printed story shown on screen. The observation is focused on the students' behaviors, eye movements, verbal and nonverbal cues in order to identify their emotional and cognitive responses as they were interacting with the two types of texts. The observation shows that participants' responses in the reading process were dominated by their cognitive responses that enhanced their engagement. Their preferences over audio or printed texts, however, are influenced by the texts' complexity and the pedagogy that reading instructors integrate in the teaching and learning process.

Room 18 | 7th Floor | Paper Presentation 2

80865

Shangwen Chen | Matthew P. Wallace

Foreign Language Listening Comprehension and Listening Anxiety

Listening comprehension plays a pivotal role in second language (L2) acquisition, but the process of listening is complex. Therefore, L2 learners tend to find it more of a challenge to develop their aural skills than other skills (Kök, 2018). Their listening ability is influenced by both cognitive and affective factors. Among the latter, anxiety is the most commonly studied in second language learning, and it influences how much effort listeners make in the listening process. The purpose of this study is to investigate the relation between the level of foreign language listening anxiety (FLLA) and listening comprehension among 197 university students in China. It also explores whether there are significant differences in FLLA levels between genders as there were notable inconsistencies in such results shown in previous studies. FLLA scale was applied to measure participants' anxiety level. L2 listening competence was assessed with Oxford Online Listening Level Test. Results from correlation analysis showed that there was a moderate negative relationship between listening comprehension and listening anxiety ($r = .40$). T-test results showed that female participants experienced a significantly higher level of average FLLA than male students. This study provides a range of pedagogical recommendations for foreign language teachers, namely that they should be more aware of the negative influence of FLLA on listening comprehension, and that they should take measures to assist students in decreasing it when completing listening tasks.

Room 18 | 7th Floor | Paper Presentation 3

80149

Oktariyani

Competence of English Teachers in the Era of Technological Disruption

Industrial revolution 4.0 is an era of unlimited globalization. This era is also known as the digital era with cyber-physical systems, augmented reality, simulation, cloud computing, the internet of things, big data, system integration, autonomous operations, and Additive Manufacturing. The Industrial Revolution affected humans, namely demanding the availability of human resources with certain abilities, forming new professions, new mental attitudes, new social bonds, subjectivity, and a new social identity. In the context of this fast-paced change, humans can no longer survive in the bonds of personal identity but are required to always be ready to adapt to new situations that arise. The Industrial Revolution 4.0 has not only produced positive results for humans and humanity but also has negative impacts. The impact that is most felt is automation and robotization which can shift the role of humans in the production process. Likewise, the process of learning language and literature in schools may also be disrupted. Therefore, this paper aims to explain how the challenges of language teachers in facing the era of technological disruption and what competencies must be prepared by language teachers in dealing with the current era of technological disruption. The type of research used in this paper is library research. The method that will be used is descriptive qualitative.

Room 19 | 7th Floor | Paper Presentation 1

79779

Nandyan Ayu Nooryastuti

Incorporating Personal Approach in English Course to Enhance Students' Motivation

The need of English is increasingly widespread, particularly for students who are going to pursue higher education. To achieve their desire, these students join an English class in an informal institution. Mostly, they study in non-English department who want to improve their English skill, either general English or English for Specific Purposes. In fact, most of the students use English during the class only, and they will use bahasa once the class has finished. Shame and worries are two reasons why they avoid using English in public places. Personal approach is promoted to overcome the problems by hanging out with the students over coffee. This essay is aimed at finding out preferable ways in teaching English to enhance the students' motivation. This is an experience-based writing in IONs International Education, as one of informal educations in Yogyakarta, the place where the writer teaches. This is a case study in which the researcher does observation along with the course consisting of 40 meetings (3-4 months). Each class has up to 10 students. The observations are conducted to different level of classes. The result of this approach will be analysed to define the students' weakness of English skill that needs to improve, in advance. Moreover, the students are expected to speak more in English wherever they are.

Room 19 | 7th Floor | Paper Presentation 2

81028

Marina Chashko

Employing the Gitbook Platform in Creating Interactive Online Coursebooks for Profession Oriented ELT

The aim of the report is to share the experience of designing the coursebook “English through History Projects” and its interactive online version that are a product of the university’s interdisciplinary team project, managed by the School of Foreign Languages NRU HSE, Moscow, Russia, in 2020-2021. The profession oriented coursebook for learning English is designed for university BA students (B1+ level) whose major or interest lies in history both as an academic discipline and a professional field. The coursebook introduces project-based framework that provides a variety of tasks and activities granting students’ an opportunity to learn how to use English as a tool for solving profession oriented project-based tasks. To make the coursebook an interactive, user friendly and globally available online tool, the team of the project has employed the GitBook platform. The platform is adaptive to a variety of electronic devices and can be easily accessed by using the link. This format is both convenient and engaging for learners, as it enables them to navigate through the units and easily switch from one activity to another at their own pace; access the online material from various sources, using the hyperlinks; solve the tasks online, collect the answers and get immediate feedback with the help of the other online learning tools integrated in the coursebook, such as Wordwall.net, Learningapps.org, Google Forms, Quizlet, Tubequizard, TBD etc.

Room 19 | 7th Floor | Paper Presentation 3

62503

Nirwana

Developing an Instructional Framework for Consolidating Religious Moderation Value in EFL Classroom

The aim of this research is to develop an instructional framework for consolidating religious moderation value in the English Foreign Language Classroom. This research applied an Educational Research and Development (R & D) by ADDIE Models. It has consisted of five steps in developing the instructional framework, analysis phase, Design Phase, Development phase, implementation, and evaluation. Eighty-three students of the first semester in the English and literature department are the subject of the research. The findings of this research showed that in the analysis phase, most of the students agreed to involve religious moderation values in English foreign language classrooms, particularly in reading for authentic text courses. In the design and development phase, the researcher connected the learning objective and religious moderation indicators and situated appropriate instructional strategies and material based on the students’ needs and interests. The students preferred to use many kinds of authentic text such as movies, newspapers, internet-based material, and magazines. The frameworks suggested using collaborative group works and literacy groups to

consolidate the value of religious moderation in EFL Classrooms. In implementing the frameworks, the researcher determined the resources based on the religious moderation value, then used summative evaluation to see the efficacy of the framework.

Room 20 | 7th Floor | Paper Presentation 1

81455

Muhammad Kholili

Integrating Content and Language at Science Classroom: The Effectiveness of CLIL on Students' English Achievement

Content and language integrated learning (CLIL) is a growing field in a world-wide practice, and has been applied as an approach for teaching English across curriculum, including in Indonesia. However, the knowledge of how it significantly affects the students' English achievement in Indonesian secondary school is limited. Therefore, quasi-experimental research with post-test only design will be utilized to investigate whether there will be significant effect of implementing CLIL on students' English achievement in science classroom at one of secondary school in Indonesia or not. The research area will be chosen purposively to a school which has bilingual classes in which English is used as Medium of Instructions and never applies CLIL approach. The research participants will be selected by using cluster random sampling with lottery based on the result of homogeneity test. They will be grouped into two groups. The Experimental group will be taught in CLIL, and Control group with non-CLIL. The data will be collected from the students' English achievement test after giving the treatments. It will be analyzed by using independent sample t-test formula through SPSS computing system. The finding of this research will be expected as a reference for teaching English through the integration with content subject in Indonesian secondary school and for future research that have the same interest in CLIL approach.

Room 20 | 7th Floor | Paper Presentation 2

83159

Ana Rosida | Yusring Sanusi Baso | Noer Jihad Saleh | Ria Rosdiana Jubhari

Need Analysis in Developing an Edupreneurship Integrated Translation Course-Book Using ADDIE Model

This study aims to introduce a framework for designing a translation course-book that integrates elements of Edupreneurship by using ADDIE model. The first step is to highlight the importance of need analysis for students and lecturers which pinpoints their weaknesses, strengths, willingness, and obstacles. Therefore, the combined quantitative and qualitative research was applied to collect the data. SPSS was used to measure validity and reliability of a questionnaire from students. Additionally the qualitative approach described lecturers' responds and reasons from semi structured interviewed using Nvivo 26 Plus. 20 students and 2 translation lecturers from English Literature Study Program of Fajar University were used as the sample. Answers to ten

questionnaire questions given to the translation lecturers show that Edupreneurship-integrated translation course-book was urgently needed due to the lack of of such course-book in the classroom. Students responses indicated their weaknesses, strengths, willingness, and obstacles in the translation class. These findings would make substantial contribution for the researcher in his / her attempt to design a course-book based on students' needs.

Room 20 | 7th Floor | Paper Presentation 3

58281

Dewi Christa Kobis | Gyöngyi Fábíán

Students' Attitudes toward Translanguaging Practice in Indonesian Classrooms: A Case Study in Multilingual Environment

Translanguaging has become a recent phenomenon in the language acquisition area for its role in managing and utilizing language learners' repertoires effectively. It is also considered an impactful teaching method which is mostly suitable to be implemented in a multilingual and multicultural environment. Translanguaging scholars describe it as a great device to strengthen students' potency of learning the target language without eliminating their identity which is mostly formed by their mother tongues. This study examines students' attitudes toward translanguaging practice in Indonesian classrooms. It aims to elaborate on the prevalence of translanguaging practices in Indonesian classrooms, students' attitudes toward translanguaging practice, and their perspectives regarding teachers' reactions toward the practice. This study uses mixed-method. Questionnaires were filled in by 174 students. The participants were students from three different schools and different provinces in Indonesia. Interviews were also conducted where three students from each school participated in the section via Zoom Meeting. Classroom evaluation was also done in order to support the questionnaires and the interview result. The finding shows that translanguaging practice, which consisted of the use of students' mother tongue, existed in the classrooms. Students also showed that they have a positive attitude towards translanguaging practice. However, although teachers sometimes used students' mother tongue through translanguaging practice with the purpose of making clearer explanations in some lessons, students perceived that teachers did not encourage them to use their mother tongue during class activities. Thus, this study is beneficial in order to give some views regarding translanguaging practice's potency in mastering the target language through their mother tongues.

Room 21 | 7th Floor | Paper Presentation 1

84186

Erlik Widiyani Styati | Lulus Irawati

Translanguaging on ELT Writing Classroom during National Students' Exchange: Perceptions and Practices

This study aims at investigating translanguaging perception and practices in ELT writing classrooms during national students' exchange. This study used a survey design of quantitative research. The survey involved 24 EFL students consisting of 23 females and

1 male. Those EFL students as the participants were assigned to fill the closed and open questionnaire about their perception of language choice in writing. The questionnaires were adopted and modified from Nambisan (2014). Besides that, a writing test was also used to know the practices of translanguaging. Both questionnaires and writing tests were distributed via Google Forms. In the writing test, the participants were assigned to write an argumentative essay in which the topics were taken from ETS as the standardized test. The data were analyzed by using descriptive statistical analysis, to find a general description of the research data. The results show that the perceptions are classified into language choice, language brokering, and the use of translanguaging. The practices of translanguaging on students' writing show that the average score of the students' writing is 76 based on the indicators of the students' writing which are measured based on the aspects of written production of content, organization, grammar, mechanics, and vocabulary. It indicates that translanguaging can help the students achieve the target of writing in English. Translanguaging also assists students in learning English, making meaning, and being more active in class during classroom activities. Students can talk about topics more freely, which helps them express themselves in their writing.

Room 21 | 7th Floor | Paper Presentation 2

85682

S. Jayanthi

Students Experience on 'Online Learning Method' during Pandemic - A Birds View

Covid 19 completely changed the teaching and learning methods in the field of education. Learners had to equip themselves with modern tools, as science would pave way for educative models, streamlined in the future. But the space and time to learn the new technology and the need for it had been a great struggle for the students. Students felt that group discussion, getting acquainted with one another, team spirit, coordination, awareness, and role of sharing one's task were some of the limitations. They responded by stating that the beginning of the pandemic had made them feel that their education and life had come to a standstill. A survey was done on online learning with the second-year science stream students. The study found that students on online learning were more inclined to purchase a smartphone than to learn through an online class. They had distractions during online classes as house members treated their presence as something normal and their open display of affection, anger, and frustration disturbed the students. Taking notes as the sound was feeble and quick discussion were some of the difficulties faced by the learners. Electrical disruptions and slow Wi-Fi network were the other major problems. The majority of the students felt that traditional teaching and learning with books are more preferred to online learning. The thought of interaction and interest lead to constructiveness. The constructive technology in teaching and the misuse of technology should be curtailed. The teaching therefore should pay way by balancing technology and traditional learning to bring a productive outcome for the learners.

Room 21 | 7th Floor | Paper Presentation 3

89875

Musdalifah | Muhammad Ilham Ali | Nurjannah

Increasing Students' English Vocabulary by Listening English-Song at Seventh Grade of MTs Darul Falah

Teachers implement different strategies in improving the students' vocabulary. One of the strategies is using English songs. The current study aimed to determine whether song media could have a significant difference in increasing students' English vocabulary at the 7th Grade of MTs Darul Falah Islamic Boarding School Enrekang and to find out whether the use of song media was more effective than the use of conventional media. The 30 students of the experimental group were taught using English songs and the other 30 students of the control group were taught using conventional media. The pre-test shows that the value of $t_0 = 1.517 < t_t = 2.001$ which means that both classes are worthy of study because they do not have a significant difference in the students' English vocabulary after being tested using the t-test. After the treatment, the post-test shows that $t_0 = 3.201 > t_t = 2.001$, with a significance level $\alpha = 0.05$ and $df = n_1 + n_2 - 2 = 58$, then t_0 is higher than t_t which indicates that there is a significant difference on the students' English vocabulary mastery between experimental class and control classes.

Room 22 | 7th Floor | Paper Presentation 1

87384

Syamsiarna Nappu

The Effect of Genre-Based Approach on Students' Writing Skills

This study aimed to determine the Genre-Based Approach (GBA) effect on students' writing skills, especially in the content, organization, and language use. This study used a pre-experimental research design with a pre-test and a post-test. The study population comprises 25 ninth-grade students of SMP Muhammadiyah 1 Makassar, purposively chosen. The variables were teaching writing skills through GBA as the independent variable and students' writing skills in recount text as the dependent variable. The findings showed that the students' mean score of content (recount text) was 56 (the pre-test) and 80 (the post-test), the mean score of the organization was 53 (pre-test) and 64 (post-test), the mean score of language use was 41 (pre-test) and 73 (post-test). Then, there was a significant enhancement in the students writing after being taught GBA. It was proved by the statistical analysis of the level of significant 0.05 with the degree of freedom ($df=24$). It is revealed that the t-table value is 2.06, which indicates that the t-test value of content is more significant than the t-table ($13.66 > 2.06$), the t-test value of the organization is more significant than the t-table ($3.77 > 2.06$), and the t-test value of language use is more significant than t-table ($10.42 > 2.06$). It indicates that GBA affects students' writing skills in writing content, organization, and language use of recount text.

Room 22 | 7th Floor | Paper Presentation 2

90055

Ignasia Yuyun | Didi Suherdi

Personalized Learning Components and Strategies in Higher Education: A Systematic Review

Disruptive technology has influenced education worldwide, particularly during the Covid-19 pandemic. Notably, a compelling rise and massive changes in the e-learning industry have shifted education due to technological advancement. Also, in Industrial Revolution 4.0 (digitalization), the virtual learning environment has mushroomed as everything goes digital through MOOCs, gamification, mobile learning, social learning, wearable learning, and personalized learning. This way, teachers will implement a personalized approach to teaching and training based on each individual's unique competencies and learning preferences. This article systematically and critically synthesizes empirical research from 40 studies published between 2011 and 2021 to depict the complex nexus of personalized learning in higher education. The studies' descriptive statistics reviewed included the research designs, participant characteristics, and settings. Then, the qualitative content analysis results reveal the emerging themes. The inclusive criteria were grounded on (1) peer-reviewed studies, (2) studies concerned with personalized learning in higher education contexts, and (3) studies published within the last ten years. These articles were searched electronically in widely used web-based databases, Google Scholar, Proquest, ERIC, and journal publisher websites (e.g., tandfonline.com, link.springer.com, www.elsevier.com, www.sciencedirect.com). Across the corpus of 40 studies, findings revealed that the most preferred study design for personalized learning research in higher education was case studies in non-EFL departments. Besides, this systematic review revealed four prevalent findings in defining personalized learning, underpinning theories, and identifying personalized learning components and strategies. This study provides insights into what has been done thus far and showcases implications for research and practice, particularly the research gap.

Room 22 | 7th Floor | Paper Presentation 3

90206

Sundari

Investigating English Target and Learning Needs: A Study of Accounting Major Students at Polytechnic Sanggau

The study aimed to investigate the English target and learning needs of accounting major students at Polytechnic of Sanggau. At the target university, the students need to learn ESP. The researcher is concerned with the students in the third semester of accounting primary in the 2021-2022 academic year. This research uses a descriptive-analytical approach to find the research goal. The questionnaire was used to collect the data. The research findings revealed that students need to learn English primarily by using authentic English learning material as supplementary materials. The students were at the beginner level. The students preferred to learn English pragmatically in

learning activities (for 4 skills). They wanted to have various learning topics in learning English using authentic material such as the topics related to daily life and local cultural awareness.

Room 23 | 7th Floor | Paper Presentation 1

90542

Rina Husnaini Febriyanti | Herlina Usman | Ninuk Lustyantie

Evaluating Academic Writing Coursebook for Indonesian EFL Undergraduate Students: A Need Analysis Approach

Evaluating teaching materials, particularly a coursebook, requires much attention as integrally in need analysis to enhance learning and teaching quality. Concerning Academic Writing (AW) in a higher education context, this matter needs consideration conscientiously since its artifact demands the outcome of student writing skills. The rapid technology growth, the uncertainty of the pandemic Covid 19 end, and the instability of offline and online class settings lead to reconstructing an AW coursebook. The current research aimed to evaluate the internal academic writing book from faculty and student perspectives. This paper was conducted in a qualitative descriptive case study at a private university in Jakarta, Indonesia. The data collection methods included the questionnaires and interviews that were administered to reveal further or continuing research in developing the AW teaching material to adequate faculty and student needs from manual to platforming into a Learning Management System. The participants included five faculty members and 103 undergraduate students. The data analysis focused on objective, content, organization, and design, and methodology. The evaluation investigation of the internally published coursebook yielded that the objective is mediocre, the content needs rectification, the organization and design require updating, and the methodology necessitates more consideration. Therefore, the study implies that the academic writing coursebook requires improvement, adaptation, or supplementation with other relevant instructional materials to the current situation and faculty and student needs.

Room 23 | 7th Floor | Paper Presentation 2

83625

Nurfaizah Sahib | Nurdin Noni | Haryanto Atmowardoyo

Students' Perception on Blended Learning on Writing Course: A Case Study of Indonesian Higher Education

Blended learning is a vital model in teaching writing course for Indonesian higher education. This is because of blended learning is effective model in teaching writing course in pandemic era or new normal era. This study focused on the students' perception in learning writing course using blended learning. The main objective of writing course in using blended learning is to assist students obtain the writing skill related to academic writing. This study aims to know the students' perceptions using blended learning in learning writing course for Indonesian higher education. The

participants of this study were the students of English Language education Program, Bosowa University. This study employed a qualitative design. Observation, documentation, and interview were the instruments of this study. In addition, field notes and audio-video visuals were used. The finding reveals that blended learning has a good impact in learning writing course such as the students are motivated in learning writing using blended learning. Detailed findings will be presented, and their implication discussed.

Room 23 | 7th Floor | Paper Presentation 3

66148

Refi Aksep Sativa | Isti Siti Saleha Gandana

Teacher Identity Constructions of Indonesian ELT Graduate Students

This study is a qualitative approach aiming to investigate how teacher identity of two graduate students studying at the ELT program is constructed and how different the two ELT graduate students form their teacher identity. TESOL teacher identity was utilized as a theoretical framework to conceive teacher identity construction as a process emerging in the journey of becoming an English teacher. This present study has adopted a narrative-based approach to investigate research inquiries. Data were obtained through my narratives and intensive interviews with another ELT graduate students. The study conducted an in depth analysis of the experiences we encountered as English learners and English teachers and our beliefs and motivations of pursuing higher education for our teaching career. The findings suggest multi-layered perspectives of ELT graduate students. The elements include personal, social, interpersonal, and professional identity transformation. It is concluded that our teacher identity was constructed through our experience as English learners, English teachers, and ELT practitioners. I hope that witnessing our learning and teaching experiences will open possibilities for graduate students or ELT teachers to grow professionally. Moreover, the findings from this study hopefully trigger future research in the area of teacher identity.

Room 24 | 7th Floor | Paper Presentation 1

91481

Cahya Komara

A Reflective Study of Learning Management System (*Moodle*) Used for Teaching EFL Students' English Grammar

This study presents a reflection of Learning Management System (*Moodle*) used for teaching EFL students' English grammar at one private university in Jakarta. It aims to reveal the quality of LMS Moodle creation by asking the EFL students (as users) about the technical aspects of the LMS Moodle such as its features and appearance, its system quality, its usability, its satisfaction, and its potential impact of English grammar competence. Besides, this study attempts to evaluate the LMS Moodle content creation in relation to the strength of the materials, and the variety of assignments/tests developed in the LMS Moodle from the experts' judgement point of view (as an

evaluator). So, methodologically, this research applied quantitative approaches by giving closed-ended instrument to 70 students about the Learning Management System (Moodle) they used during online class. Then, the Learning Management System (Moodle) that has been created for teaching and learning English grammar was objectively assessed by 2 experts based on the prepared rubrics. The findings showed that students in majority viewed positively towards the LMS Moodle that they had used in learning English grammar. Also, the results of 2 experts revealed that from total 27 scoring indicators in the rubric, the LMS Moodle was given by 200 average score of 270 maximum score. It means, the LMS Moodle creation for teaching EFL students' English grammar was considered to be satisfactory or in moderate category.

Room 24 | 7th Floor | Paper Presentation 2

92847

Yasamiyan Alolaywi

Learning English from Movies: An Exploratory Study

The effectiveness of watching movies as a strategy to learn English is currently being investigated. It investigates the perception of college students on the effectiveness of this strategy in enhancing English language proficiency. 74 students (25 men and 49 women) from the English Language and Translation Department at Qassim University in Saudi Arabia are involved in the study. Individual interviews with a few chosen students and questionnaires were used to gather the data for this study. The results of this study demonstrated that many students frequently watch movies for a variety of reasons, the most significant is amusement. The students acknowledged that watching movies greatly expands their vocabulary and improves their writing and listening abilities. They also agreed that exposure to native speakers of a target language improves fluency and competency. In addition to studying foreign languages like Spanish, the students learn other skills by watching movies, such as culture, way of life, and methods of thinking. Some suggestions are made in light of these findings, such as confirming the viability of media integration in a foreign language classroom. While some parts of the connection between viewing movies and learning English are covered in this study, there are still unanswered questions that require additional investigation. For example, how may movie subtitles help language learners?

Room 24 | 7th Floor | Paper Presentation 3

93961

Dewi Widyastuti

Students' Identities as EFL Creative Writing Resources in Indonesia

Studies on EFL learning have shown that students' identities drive the students' desire to learn the target language. Therefore, expressing identities should be encouraged through classroom instructions. Research reports also show that creative writing has the potential to develop students' identities. Within the EFL context, students' identities may be used as resources in the creative writing outputs, such as in short stories. However, despite Indonesia's growing interest in creative writing practices, little is

known about students' identities as creative writing resources. Therefore, focusing on short story writing, this study investigated: (1) how students utilized their identities as creative writing resources; and (2) how their identities were expressed in their short stories. The study involved seventeen students taking the compulsory creative writing in the English Letters Department, Universitas Karya Persada (pseudonym), Yogyakarta, Indonesia. One-on-one, semi-structured interviews and samples of students' writing were utilized to collect the data. The research revealed that the resources for students' short stories were from the students' selves, observations, and other creative works, such as movies, novels, and video games. These resources were reflected in characters and plots in students' short stories. From the reflections, students felt empowered through creative writing exercises because they became more aware of their identities and could express their identities in their short stories. Creative writing also provided space as an emotion outlet. Most importantly, they were more encouraged to learn English to express themselves better in their creative writing. Thus, creative writing had positive contributions to EFL learning.

Room 25 | 7th Floor | Paper Presentation 1

93992

Lia Nurmalia | Baiatun Nisa | Cicih Nuraeni | Prapti Wigati Purwaningrum |
Unpris Yastanti

Singlish Phenomenon-Code Switching Viewpoint

Code switching during English interaction happens due to some reasons. One of world issue in code switching is Singlish or SgE phenomenon. This research is aimed to contribute some findings in discourse particles that are commonly used in SgE interaction through code switching viewpoint. The data were taken from Crazy Rich Asians Novel, written by Singaporean, Kevin Kwan. The theories used in this research are from Lan (2017) which is used to analyze discourse particles in SgE and theory from Appel and Muysken (2006) to analyze type and function of code switching. Descriptive qualitative method is applied in this research. The results show that (1) there are 7 discourse particles found in this research: Alamak, Lah, Aiyah, Aiyoh, Hiyah, Ah, Mah. The most frequently used particles are lah (29%) and alamak (29%). (2) Based on the types of code switching, from 42 data, it was found that 24 data (58%) are categorized intra-sentential types, meanwhile tag switching and inter-sentential type are found in 9 data (21%) for each. (3) The function of code switching in SgE interaction of using particle are expressive and phatic functions. It can be concluded that code switching used in Singlish interaction is to express feeling, for example shock and dismay and to show solidarity among the speakers.

Room 25 | 7th Floor | Paper Presentation 2

94591

Eric Sulindra | Tuti Hartani | Ester Widawati Tedjo | Susana Teopilus

English Oral and Written Receptive Skills of Vocational Indonesian Lecturers

The rapid advancement of technology has made it possible for developing knowledge and skills with almost no limit of time and space. This can generally be realized better

when someone is proficient in English since English is the most used language globally. In their professional development, vocational lecturers also need to possess sufficient English proficiency in all four language skills, both productive and receptive. As reading and listening are receptive skills, they are believed to share the same features in learning and acquisition. These two language skills rely heavily upon predictive process (Sprache, 2016), and they are also processed at the same part of human brain, the thalamus (Mankinen et al., 2015). This research, part of a larger study on mapping the English proficiency of the vocational Indonesian lecturers, is a descriptive study that focuses on investigating the strengths and weaknesses of the participants' receptive skills in English. It particularly aims at finding the relationship between the two receptive skills in terms of four subskills: finding main ideas, answering stated-detail questions, answering implied-detail questions, and identifying the meaning of expressions used in an oral or written discourse. In addition, the study will examine which subskills are the strengths of the high achievers and which ones are the strengths of the low achievers. The research results are expected to give insights into the teaching and learning of English as a foreign language, especially in dealing with listening and reading comprehension.

Room 25 | 7th Floor | Paper Presentation 3

95353

Mary

Language, Culture and Society in English Language Classrooms

Language, culture and society provides an international platform for cutting-edge research that advances thinking and understanding of the complex intersections of language, culture and society, with the aim of pushing traditional disciplinary boundaries through theoretical and methodological innovation. The relationship between language and culture in teaching university level students is of interest to scholars in the field of language teaching (Wardhaugh, 1998). This study tended to show how the possession of a considerable social and cultural knowledge can help learners to achieve the right interpretation of any utterance, form more socially and culturally fitted statements and avoid misunderstandings and breakdowns in communication. To focus on native language and culture, "cultural fluency" needs to be emphasized. The purpose of this study was addressed for university students' perception of English language learning and English language teachers' views on the importance of cultural background knowledge in language teaching on a comparison between university students in Myanmar and India and between university teachers in Myanmar and India. The statistics employed to analyze the quantitative data were percentage, mean, and standard deviation. A mixed method was employed using quantitative questionnaire and qualitative interviews. It was found that cultural fluency which means familiarity with culture and society was important for language learners' understanding and production of the target language. This study would help language learners to build communication skills and self-confidence essential for societal, travel and occupational situations.



PARALLEL SESSION 6



Room 1 | 5th Floor | Paper Presentation 1

58494

Jehan Cruz | Lynsey Mori

Action Research Case Study: Teacher Collaboration for Professional Development

Collaboration and relationship building skills are some of the key competencies that can aid professional development. Critical reflection can help navigate emotions, increase empathy and motivation to induce positive effects on both teacher and student achievement. Education is not a science, and every classroom has the potential to produce vastly different results. The key principles of reflecting in-on-for action enabled critical reflection to take place before, during and after classes. This paper will describe the action research initiative taken by two University teachers in Japan for professional development in the context of ESL and EFL. Findings suggest that teacher collaboration is vital for better student achievement, promoting teacher and student engagement and empowering practitioner autonomy. Implications of this study shows that institutions need to support the promotion of teacher collaboration to provide a base of pedagogical knowledge and framework for professional development.

Room 1 | 5th Floor | Paper Presentation 2

75137

Rita Handayani | Yumna Rasyid | Ninuk Lustyantie

Merging Process Approach and Feedback to Develop Students' Ability in Writing an Effective Paragraph

Many studies have been conducted to demonstrate the efficacy of either the process approach or feedback on students' writing achievement. Earlier studies primarily used feedback to improve students' grammatical and writing accuracy. However, research that focuses on providing feedback to improve the content of students' writing is under-studied. This study aims to bridge that gap. The process approach was used in this study, with feedback focusing on the content and organization of students' writing. Purposive sampling was used to select 35 second-semester students from the English study program at Sultan Ageng Tirtayasa University. Data were gathered through the use of questionnaires, observations, and writing tests. To determine the validity and reliability of the data, a detailed assessment rubric criterion and an assessment of writing results given by two raters were used. The results of this study show that combining process approaches with feedback has a significant impact on improving students' skills in writing effective English paragraphs. The most significant improvements are on the aspects of topic development, topic sentence writing, and ideas organization. This suggests that combining a process approach with feedback is beneficial in improving students' skill in writing effective paragraphs.

Room 1 | 5th Floor | Paper Presentation 3

45748

Andriyani Marentek

Effectiveness, Challenges, and Opportunities of Online Language Learning in the Post-Pandemic Era: A Case Study among Language Lecturers of an Indonesian State University

The pandemic situation has unequivocally brought changes in educational systems in Indonesia, particularly in higher education institutions. It particularly has impacted lecturers and students alike in their teaching and learning processes (e.g., Bastiantono, et al., 2020; Cahyadi, 2020; Djidu, et al., 2021). This study aims at finding out the effectiveness, challenges, and opportunities facing language lecturers in the online learning mode amidst the post-pandemic situation. Mixed methods (Cresswell, 2014), involving quantitative and qualitative research approaches, are employed in this study. The data collection is done by means of surveys among around 50 language lecturers actively teaching online in a state university in North Sulawesi. Qualitatively, interviews are conducted among 10 language lecturers afterwards. The research findings are expected to inform the stakeholders in the university and add more insights into the online language pedagogy so that strategic actions can be taken accordingly.

Room 2 | 5th Floor | Paper Presentation 1

21072

Kardi Nuhardi | Henny Dwi Iswati | Septa Aryanika

Engaging Undergraduate Students Academic Reading via Task-Oriented Reading in EFL Context: Insight from Indonesian Teacher Education

Reading has a crucial role in assisting students' content knowledge and comprehension in the higher education landscape. Numerous research have been undertaken to explore students' reading practice in the EFL context during the past decade; yet, relatively little empirical evidence explores how undergraduate students engage in academic reading via task-oriented reading as an instructional approach in the meaning-making process. Against this backdrop, this phenomenological case study reports the adoption of task-oriented reading – in educational reading practice situated in Indonesian teacher education. Out of thirty undergraduate students, sixteen students took part in this study on voluntary basis. The research data were derived from focus group discussion, interviews and classroom observation, and analyzed using content analysis. The findings revealed that task-oriented reading engaged students in academic reading, particularly in identifying the research issue, analyzing the previous research, finding the research gap, and studying the research design of a journal article. Pedagogically, these findings offer teacher educators task-oriented reading as an instructional approach in academic reading practice in the EFL teacher education context.

Room 2 | 5th Floor | Paper Presentation 2

17411

Siti Rohani | Sugeng Hariyanto

Project Based Learning in a Subtitling Class

The effectiveness of project-based learning is evident, especially when the goal of the learning is to enable students to master practical competences as implemented in vocational schools. This case study aimed at evaluating the implementation of project-based learning in a subtitling class in a vocational high school. The learning in the class was designed to engage students in pedagogic and professional activities and tasks and work together towards an end product. Several core components of project-based learning were attempted to be followed: authentically student-centered learning, active participation of students in performing long term projects, students' own decisions to determine the learning target and the assessment of the end product, and less control by the teacher as they performed the key role as facilitators. The project-based learning was implemented within one semester with 22 students doing several projects on subtitling they selected on their own. Methods of data collection included observation, questionnaires, and interviews. At the end of semester, students completed four group projects, all in sophisticated grades ranging from B+ to A. Reviews by students showed that the learning materials were found interesting, challenging, and easy to understand. The practices or projects completed by the students were also reported challenging but interesting. Students also claimed that they liked the projects they were doing since they could determine their own learning target, confirming students' favor of autonomous learning. Finally, students believed that project-based learning really geared them to be more independent in learning and offered real experiences of subtitling.

Room 2 | 5th Floor | Paper Presentation 3

17790

Mutiara Bilqis | David Imamyartha | Rizki Febri

Efforts in Alleviating Freshmen Writing Anxiety: A Teacher's Reflection

Foreign Language Anxiety has been (by many) blamed for the inhibition of one's language acquisition. While FLA is mostly linked with speaking performance, in writing, problems with anxiety do persist, and ways to moderate it are still underresearched. This research aims at exploring the efforts the teacher had made to alleviate freshmen's writing anxiety in a paragraph writing course. Two classes, in which different strategies are applied, were studied. The data were gathered from the teacher's diary entries during 8 weeks of teaching. This data were then complemented with students' reflections on their experience during those 8 weeks. Content analysis was utilized to analyze the data. The data from students' reflections were then compared. The results suggest that positive feedback helps relieve students' writing anxiety and gives students clear direction of what is expected in class and how to achieve that. Meanwhile, certain efforts done by teacher to create a more comfortable atmosphere,

for example by being lenient mistakes, are said to be helpful, but the teachers' attempts to include humor does not always work.

Room 3 | 5th Floor | Paper Presentation 1

18459

Kusumarasyati

EFL Pre-Service Teacher's Reasons for Supporting Teacher-Centered Instruction: A Preliminary Study

It is generally agreed that learner-centered instruction empowers learners to develop their knowledge and skills more than teacher-centered instruction. However, anecdotal evidence has indicated that some EFL pre-service teachers preferred teacher-centered instruction when they were learning content courses in a university. This should cause great concern because they will work as English teachers in the future and should teach their own students by using learner-centered approach. The present study attempts to gain in-depth understanding about the underlying reasons for their support of teacher-centered instructions. Approached qualitatively, the study was interpretive research which involved 27 EFL pre-service teachers as the participants. They completed an unstructured questionnaire to elicit the reasons why they preferred teacher-centered instruction in the content courses they were taking, followed by focus group discussions to gain deeper insight about this issue. The results showed that they supported teacher-centered approach for three reasons. First, they embraced the traditional view of learning, coming to the classroom with the mindset that they received knowledge from the teacher educators. Another reason was their difficulties in understanding the materials—especially the abstracts concepts—prompting them to rely on the teacher educators to explain these concepts. Lastly, they thought the teacher educator's explanation was easy to understand and helped them to master the concepts with little effort. Based on these findings, some implications for educating EFL pre-service teachers and suggestions for further research were presented.

Room 3 | 5th Floor | Paper Presentation 2

51883

Silvi Listia Dewi | Misnar | Erfiati

The Power of Public Speaking in Building Personal Brand

The strategy of building self-image with the aim of marketing oneself to others through work experience and other skills to build success is the term personal branding. In the digital era like today, a brand for oneself is very much needed because through personal branding people will believe and judge what we are like. Self-branding shows that someone is unique and special from others. In other words, a person is aware who she/he is and what her/ his passion is. To build a personal brand, it actually takes seriousness and consistency with the aim of our self-image is sharper and thicker in the eyes of people so that the message or representation of ourselves can be conveyed on an ongoing basis. In this regard, the purpose and what we hope to present must

describe our true passion. After we know who we are or when a personal brand has been formed, the next step is how do we promote ourselves to others. Public speaking is an effective way to promote and convey our value to others. It requires good skills and must be honed continuously. So that what they want to convey to their audience could be realized properly and elegantly. The purpose of this article is to provide information to the public that the importance of building personal branding is real to be implemented in real terms so that credibility in a career will increase and develop both in the business world and in the world of education.

Room 3 | 5th Floor | Paper Presentation 3

20344

Dwi Fita Heriyawati | Febti Ismiatun | Fitri Awaliyatush Sholihah

Students' Reported Accounts on "Spageti" Online Platform for Reading Comprehension

Previous research on online platform embedded in English as a Foreign Language setting, especially in the aspect of reading comprehension, for the recent years. The accessibility of learning platform is deemed to be the influencing factor for the success of language learning. This study aims at investigating the students' reported accounts on reading comprehension during online learning. A descriptive quantitative approach is employed by adapting the form of questionnaire from Yogurtcu (2013), Tseng (2015), and Torres (2017) and recruiting 24 EFL students in a private university, East Java, Indonesia. The results are then calculated and analyzed descriptively based on the students' perceptions on 1) the accessibility of "SPAGETI" online platform, 2) the instructions provided in the platform, 3) the appropriateness of the existing practices, and 4) the effect for their reading comprehension. The implications of the study are provided both for teachers and students which are linked to the relevant literature. .

Room 4 | 5th Floor | Paper Presentation 1

10525

Evi Puspitasari

Engaging Reading Instruction in a CLIL Context: What Indonesian EFL Students Say about It

CLIL (Content and Language Integrated Learning) is a two-focused instruction exposing students to content knowledge in English as their second language (L2). This qualitative research investigated students' perception of English as a Foreign Language (EFL) reading and characteristics of reading instruction that could contribute to EFL reading motivation and engagement. To achieve the objective, 38 reflective essays about experience in joining the classroom with EFL reading assignments were collected from students of an Indonesian teaching training program who enrolled in a specific class that exposed them to pedagogical theories of EFL as a primary data source. After that, the obtained data were analyzed and interpreted to answer the research questions. The results presented characteristics of EFL reading instruction that could make the

students engaged in EFL reading and cultivate their interest in reading English texts. The implication and limitations of the problem are also discussed in this research report.

Room 4 | 5th Floor | Paper Presentation 2

23932

Nurul Atma | Anugrah P. A. Muhammad | Aminah M. N. Silawati

Potential Factors Affecting Students’ Participation in English Speaking Classroom; Implications for Instructional Practice

This study tries to reveal the potential factors affecting students’ participation in an English speaking classroom since their participation is often seen as one of the indicators for a successful teaching and learning process. The study also wants to see whether gender plays a part in this case. For that, the data were collected from 32 students (16 males and 16 females) to fill in a 39-item questionnaire. The analysis shows that the students are reluctant to participate in the class because they feel that they (1) lack preparation, (2) are unsure with the correctness of their utterance, (3) have insufficient time to process the questions, (4) are in a big class, (5) underestimate their ability, and (6) depend on their classmates for answers. The result also suggests that there is a statistically significant difference between male and female students especially in the way they perceive factors related to speaking before the class and making mistakes. This study also proposes some possible solutions for instructional practices.

Room 4 | 5th Floor | Paper Presentation 3

24155

Nuning Wahyu Astuti

Effects of Group Dynamics on Foreign Language Anxiety and Speaking Performance

Foreign language anxiety (FLA) has been a perennial concern in language learning, as foreign language (FL) learners often communicate unconvincingly because of feelings of anxiety, stress, or nervousness. This study explored the effects of group dynamics on speaking practice and FLA management of 54 undergraduate participants in an EFL class in Indonesia. The data were collected using semi-structured interviews with 6 students and classified with FLCAS (Foreign Language Classroom Anxiety Scale) Their oral proficiency was assessed via online group discussion using IELTS speaking evaluation rubric. The results confirmed that the participants experienced FLA pre- and post- intervention. However, the results also revealed the positive relationship between the group dynamics and learners’ willingness to communicate during speaking class.

Room 5 | 5th Floor | Paper Presentation 1

31986

Afrianto Daud | Puji Astuti

'Out of the Box' Strategies to Improve High School Students' English Proficiency in an English Camp

English learning in Indonesia still faces many challenges, one of them is the low effectiveness of formal learning in secondary schools or even in universities. This study investigates how an extracurricular program (English Camp) conducted by Madrasah Aliyah Negeri (MAN) 1 Kuntang Singingi Riau managed to significantly improve their students' ability to communicate in English. This qualitative research was conducted by applying a case study design. The data was collected through a semi-structured interview with an English Camp initiator at MAN 1 Kuansing and a recording of a webinar recorded on YouTube. Data analysis was carried out inductively with thematic analysis methods to find themes and answers to research questions. This study found that the English Camp applied some 'out of the box' strategies which are inspired by a 'contextual approach' as the main approach to learning. It is called 'out of the box', because the school decided to go beyond the normal curriculum practiced in such a state Islamic high school. In practice, among the flagship programs of the English Camp are bringing English native speakers into the classroom, impromptu speech performance, excursions, and public speaking exams with university lecturers. The results of this study indicate that the strategies implemented by MAN 1 Kuansing have proven to be effective in living the English learning community, therefore other schools need to learn from this school in making similar breakthroughs outside the routine program to help students develop their English skills.

Room 5 | 5th Floor | Paper Presentation 2

26294

Yunani Atmanegara | Jenny Elvina Manurung

Applying Questions and Answer Relationship (QAR) Strategy to Build Critical Reading Skills for Authentic Text

This study examines the application of Question and Answer Relationship (QAR) strategy, given during the teaching learning process, to increase critical reading achievement for authentic texts among fourth semester students of Tridinanti University Palembang. The 4-phase of Classroom Action Research (CAR) - planning, implementation, observation, and reflection, was used in as many as three cycles of teaching and learning processes (each cycle had four meetings). The study employed interviews and observation to get the information about the students' ability in reading and learning situations in the classroom. The observation used Likert-scale type with four responses of agreement. The critical reading test was formulated in multiple-choice items to assess critical reading skill for authentic text. Collected data were analyzed in descriptive statistics. The finding shows that the students' achievement of critical reading for authentic text has increased by each cycle: the average scores are

43.5 in pre-test, 54.6 in cycle I, 70 in cycle II, and 86.8 in the last cycle III. The data from the observation further suggest that the students' activities during teaching learning processes using QAR have increased well with the scores of 70 in cycle I, 79.5 in cycle II, and 88.3 in cycle III. The interview results show that QAR's question categories (Right There, Think and Search, Author and Me, On My Own) could help students handle the problems in reading and learning activities, hence further improving the students' critical reading skills for authentic text.

Room 5 | 5th Floor | Paper Presentation 3

26861

Heni Ari Nur Rohmawati | Hanandyo Dardjito

Blended Learning for TEFL in Higher Education: Teacher's Perceptions

The study aims to examine teachers' perceptions of the concept, benefits, and challenges in the implementation of blended learning for Teaching English as a Foreign Language (TEFL) classes in a university setting. This research was a qualitative case study involving three (3) EFL teachers in a private university in Yogyakarta, Indonesia. The data were collected through interviews with the teachers and observations of their EFL classes in both face-to-face and online modes. The results indicate that the teachers perceived the concepts of EFL blended learning as a combination of face-to-face classes and online learning with information and communication technology (ICT) becoming the supporting tool. In terms of the design of EFL blended learning, the teachers highlighted the importance of incorporating online learning into face-to-face mode to control and facilitate students' online activities. The perceived benefits for students were the time flexibility, richer EFL learning resources, and availability of online learning under teacher's monitoring. In addition, the teachers agreed that they gained an advantage associated with reduced workload and better opportunities to tailor materials, effectively present language items, and encourage student participation. This study found that the challenges were on students' low motivation, ICT disruption, teachers' struggling with their limited knowledge and skills, and inadequate institutional support. The findings imply that teachers' perceptions of blended learning in TEFL drive the effectiveness of its implementation. Further research involving EFL students, more teachers, and the management of higher education institutions is recommended to obtain more comprehensive results.

Room 6 | 5th Floor | Paper Presentation 1

27033

Mi-Lim Ryoo

Peer Feedback and Response to the Feedback by EFL Students at Different Skill Levels

Peer feedback, considered to develop students' writing skills, has been recognized as an essential part of EFL and ESL writing classes. With its growing application in writing classrooms, it is required for English teachers to have a better understanding of its

nature and ways to implement it effectively. Aiming to broaden the understanding of peer feedback in the EFL writing context, the present study closely examines what and how Korean EFL students at different proficiency levels perform and respond to peer feedback. The participants of the study were 20 low- and 20 high-level university students submitting feedback on their peers' essays and their responses. Drawing on quantitative and qualitative analysis approaches, the data was analyzed through a 3-step process. Firstly, the feedback was divided into four categories based on the givers' intentions (i.e., praise, criticism, suggestions, and correction). Secondly, they were further analyzed in two aspects: global aspects (e.g., content and organization) and local aspects (e.g., word choice, grammar, and punctuation). Third, the students' revisions based on peer feedback were scrutinized to determine which ones were incorporated and which ones were not, in the subsequent essays. Findings indicated that the low-level students received more comments than did the high-level. With feedback types, in particular, the givers predominantly provided direct corrections of the mistakes in the essays. When the praise rate was compared to criticism, the former was higher in both groups. Students in both groups made fewer comments on the global aspects of the essays than on the local aspects. Tense, conjunction, word choice, and sentence structure were the comment items on which both levels received the most. Additionally, the rejection rate of global aspect comments was higher than that of local aspect ones in both groups. Overall, low-level students incorporated more comments into their subsequent revisions than did high-level students. The findings suggest that a peer feedback activity should be designed and implemented considering the students' English skill level.

Room 6 | 5th Floor | Paper Presentation 2

48175

Aziza Restu Febrianto | Allvian Ika Fiki Susanto

EFL Students' Reflections on Their Language Learning Shifts: Before, during, and after Covid-19

Many scholars in ELT have researched and discussed various issues in online language learning during the COVID-19 pandemic in terms of students' voices and perceptions. However, as investigated by the researchers, only one study applies a Narrative Inquiry approach in researching students' stories as reflections relating to their learning shifts during the pandemic. Therefore, this study attempts to fill the gap by exploring the in-depth stories of EFL students from three different universities in Indonesia about their learning shift experiences before and during the pandemic, and their perceptions about learning trends in the future. Nine students were voluntarily involved in the study. They were asked to share their experiences and opinions through an open-ended questionnaire, followed by recorded semi-structured interviews. The collected responses were then analyzed using the techniques and tools from Narrative Inquiry analysis. The results reveal that almost all students generally believed that the most appropriate method for teaching and learning English is Blended Learning (BL): they loved to be taught with the assistance of online materials and applications but missed

more meaningful interactions found in conventional face-to-face classes due to the issues they experienced in fully online learning. They also believed that BL will always be a popular trend in ELT regardless of the exact proportions in the composition of both online and offline learning in class. This study finally gives clues and directions for educators in ELT to find out appropriate teaching methods and approaches needed in the future, all of which certainly require serious preparations.

Room 6 | 5th Floor | Paper Presentation 3

29302

Nur Aeni | Syukur Saud

Integrating Project-Based Learning in English for Tourism Based Tourist Village

The study examined the integrating project based learning in English for Tourism' Class. This is a mixed-methods study that collected data from 80 participants using both quantitative and qualitative methods. The research was carried out in an EFL classroom at a English Education Department of Universitas Negeri Makassar. The information was gathered from students in the second year of the English Education department who were enrolled in the 'English for Tourism' course. The data derived from distributing questionnaire, observation, and conducting interview from the students who enrolled the English for Tourism Subject. The findings revealed that the PjBL was an engaging and helpful learning and teaching method that can help students become more motivated to learn, and that it should be extensively used in language learning and teaching. It is suggested that the universities and other educational institutions need to apply this approach in teaching and learning process more broadly and systematically, give more chances for the students to upgrade and enhance their ability in critical thinking and more creative.

Room 7 | 5th Floor | Paper Presentation 1

34321

Irpan Apandi Batubara | Didi Suherdi | Wawan Gunawan

Situating Students' Impromptu Participation in a Group Project: A Content Analysis on Student Video Blogs

Activating every group member's participation in project-based learning (PjBL) is one of the challenges in implementing the PjBL approach. This study aims to analyze group members' impromptu participation in a group project. Each group was given a project to create a 5 to 15-minute video blog (vlog) in Business English and Communication class. Content analysis was conducted to analyze students' vlogs that documented their group meetings before the project and the presentation. The findings reveal that the group member's impromptu participation was situated with the control of members' eye contact, natural visual attitudes, and authenticity of students' vlogs. Moreover, most group members participate actively and spontaneously without relying on notes and scripts in their vlog projects.

Room 7 | 5th Floor | Paper Presentation 2

36046

Rafi'Ah Nur | Siti Hajar Larekeng | Eka Rosita | Ammang Latifa

Strategies Applied by English Teachers in Conducting Online Learning in Indonesia

Virtual classes began to be chosen by the Indonesian government as the solution to prevent the spreading of Covid-19 pandemic in the school environment, which forced the students and teachers to adapt to the situation as soon as possible to stabilize the teaching-learning activities. As a result, the virtual classes affected the process and the result of the learning activities. This case also happens at the teaching English language and literature course (ELL) in Public Senior High School (SMAN) 7 Wajo Sulawesi Selatan Indonesia. A mixed-method was utilized in this investigation, along with a sequential explanatory design. Students in Class XII of SMAN 7 Wajo who attended English language and literature classes both offline and virtual were used as data sources. Respondents were from a variety of social classes. Researchers employed surveys, interviews, and documentation as data sources in this study, with data analysis through Quan-qual that followed Creswell's explanatory design. The data from the questionnaire were examined using quantitative data measurement while the data from the interview were studied using qualitative data analysis. After collecting the results of the analysis, the researcher evaluated the real data to answer the query difficulties. The results showed that students' virtual classes influenced their achievements.

Room 7 | 5th Floor | Paper Presentation 3

97025

Fahmi Hidayat | Raisa Fadilla | Emma Rosana Febriyanti | Dini Noor Arini

Introducing English to Young Learners through Children Storybooks about Wetlands

The vision of Lambung Mangkurat University (ULM) is to become a leading and competitive university and centre of excellence in wetland environment by 2027. Therefore, all teaching, research and community service activities must be related to wetlands. In this regard, young learners who are the future generation of South Kalimantan specifically, also need to be familiar with wetlands. Accordingly, introducing wetlands through English is necessary and indispensable for young learners. Since young learners entering kindergarten are in the golden age of their language development, introducing English through children's books is one way to ensure this. An interesting way to verify a learner's understanding of English is through storytelling. This research aims to provide a realistic and reasonable picture of how English is introduced to kindergarten children. The methodology used in this study is a descriptive qualitative approach in which researchers study phenomena in their natural state. Data were obtained through semi-structured interviews and observations. The results exhibited that the learners showed interest in English and were able to recognize some wetland-related vocabulary. In addition, the teaching and learning process

carried out by the teacher follows the standard learning of the child's age, namely planning, implementation and assessment. It was concluded that introducing English through storytelling allows children to learn better and more effectively.

Room 8 | 5th Floor | Paper Presentation 1

63422

Truong Thi Nhu Nguoc

Revisiting Views of Grammar and Grammar Learning Strategy Use: A Multiple Case Study in Vietnam

It was undoubted that studies on grammar instruction have long been discussed. However, there remains a dearth of research on how English as a Foreign Language (EFL) high school students learn grammar. Revisiting this line of grammar research, the researchers explored how EFL students experienced grammar learning at high schools in Vietnam. The researchers conducted a qualitative multiple case study and used semi-structured individual interviews as the main instrument for data collection in this study. Six high school Vietnamese students were interviewed regarding their views on the role of grammar and their use of grammar learning strategies. Grounded on pedagogies of grammar instruction, the study showed that most participants still learned English grammar through the traditional approach, i.e., FoFs instruction. Findings from the inductive content analysis indicated that all participants acknowledged the essential role of grammar in learning English, and demonstrated a strategic approach to grammar learning, with environmental and behavioral management and cognitive strategies being the most popular strategies. The findings can help English teachers adjust their teaching approach and techniques to maximize students' grammar achievement and enhance their effective grammar learning strategies for long-term benefits. The study contributes to research on Asian EFL students' attitudes towards grammar learning and their use of grammar learning strategies.

Room 8 | 5th Floor | Paper Presentation 2

36741

Samsul Arifin

The Speaking Anxiety Level of Newbies Debaters in an Online EFL Classroom

The ability to produce a well-organized, logical, and evidential speech is essential in the twenty-first century since convincing other speakers during oral information changes are advancing ones' success. One of the speaking practices to support mastering these persuasive skills is an English class debate. However, the result of pre-observation indicates that EFL graduates show several signs and symptoms of speaking anxiety that influence the effectiveness of their English-speaking performances. Thus, this study focuses on investigating the level of speaking anxiety experienced by university students during online EFL debating classes. The research intends in a survey involving 44 third-year university students. An instrument of Horwits' foreign language

classroom anxiety questionnaire was distributed to gain the data; therefore, the result was statistically analyzed using IBM SPSS. The result shows that more than three-fourths of the sample suffers moderate to high speaking anxiety. It results from fewer practices of building factual and exemplification utterances to persuade other speakers in English besides individual negative perceptions in their debating skills. It recommends studying the causal factors and strategic action to overcome the collegians' speaking anxiety.

Room 8 | 5th Floor | Paper Presentation 3

38909

Kiwan Sung

Critical Views on Teaching Methods Courses in an EFL Context

During the unprecedented plight of the pandemic over the last two years, online teaching has reshaped the classroom landscape and has been viewed as a viable option for future teaching by invoking new innovative features, especially, in conjunction with fast technological development. However, though teaching methods courses are offered as one of important foundational work in ELT, it is quite unsure to what extent they help practitioners engage in best practices. Pennycook (1989) argued long ago that many methods are not acutally new and actually serve as tools to distribute 'interested knowledge' to benefit particular groups. Kumaravadivelu (2003) suggests that practitioners should move 'beyond method' and presents three key parameters along with specific macrostrategies and classroom vignettes. Despite such efforts, there are still many issues on teaching methods courses such as confusion over the terms, the lack of contextuality in offering methodological courses, and the weak linkage between SLA and existing methods, and, more seriously, the extent of usefulness of such methods in actual teaching. Accordingly, based on the three methods courses offered for both undergraduate and graduate preservice Korean English teachers, this paper examines their views in tems of common assumptions and perceived benefits through critical lens based on their course artefacts such as weekly papers, discussion activities, and course surveys. Lastly, some key suggestions are also made to offer teaching methods courses in a more contextualized and practical way to meet chaning needs in the post-pandemic era.

Room 9 | 6th Floor | Paper Presentation 1

87890

Sri Hariati Mustari | Nur Husnil Khatimah | Muhammad Ilham Ali

Using Animated Short Story for Joyful and Effective Classroom Writing with the Second Grade Students of SMA Ulul Albab Makassar

The research aimed at finding out whether or not using animated short stories was effective to improve the students' achievement, whether or not it created students' joyfulness in the writing classroom, and whether or not students' joyfulness correlated

with students' writing achievement. The research was under the quantitative paradigm with a quasi-experimental design. Class VIII/1 and Class VIII/2 were chosen as the samples of this research obtained through the cluster sampling technique from the population that consisted of 56 students. The data on the students' writing ability were collected by using writing tests and questionnaires. The data collected were then analyzed through descriptive and inferential statistics through SPSS 20.0 program. The research result showed that using animated short stories was more effective than the unanimated story in improving the students' writing achievement. The t-test result reveals the significance value is lower than the alpha significance.

Room 9 | 6th Floor | Paper Presentation 2

41721

Zhang Yihan | Li Meilin | Zhu Xiaolin | Matthew P. Wallace | Don Yao

Examining the Effects of Listening Instructions with the Variation of Speech Rate on L2 Listening Comprehension

In a bid to expand the research on the effects of listening instructions on L2 listening comprehension, the current study examined how three kinds of listening instructions (i.e., repetition of input, vocabulary preview, and the combined instructions) with different speech rates influenced listeners' listening test performance. Data were collected from 110 Chinese senior high school ESL students and the listening section of the National College Entrance Examination; English was used as the main instrument. Besides, an experimental research design was adopted to investigate students' listening performance among different groups. The results showed that the repetition of input obviously enhanced students' listening performance, while vocabulary preview hindered students' listening performance, and the influence of the combined instructions was minimal. Regarding speech rate, it was found that students performed worse when they were exposed to slow-speed listening materials. These results indicate that while training L2 listening, teachers and students are suggested to utilize more repetition of input instruction to practice students' listening comprehension ability, but the instructions of vocabulary preview and combined support should be used with caveats.

Room 9 | 6th Floor | Paper Presentation 3

77188

Murni Mahmud | Muftihaturrahmah Burhamzah

Designing a Digital Learning for Integrated English Skills through Facebook and Instagram

This research aims to develop a digital learning material in English Language teaching by using Social Media application (Facebook and Instagram). This is an R & D research which applied the framework of Gagne, et al. (2005), known as ADDIE (Analyse, Design, Develop, Implement, and Evaluate). The main focus of this paper is to show the process

of designing a digital learning module in teaching Integrated English Skills (IIC) by employing the post of social media, namely Facebook and Instagram. As a form of social media application, Facebook and Insatgram are assumed to be interesting resource of materials to be used in teaching Integrated English Skills. Teaching English through Facebook and Insatgram will become rich, interesting, and creative model in English Language Teaching. In this research, posts from facebook and Insatgram are used effectively and efficiently as learning materials in teaching the four skills in English, namely, writing, speaking, reading, and listening. This paper will show some examples of materials from facebook and Insatgarm which are built integratively as a leaning source in teaching Integrated English Skills in a form of digital learning. This research is conducted in English Literature Program, Universitas Negeri Makassar, taking one class of students, Integrated English Skills, as the respondents. The result of this research will become precious input for English Language Teaching practitioners in order to create effective and efficient, but interesting and creative resources of learning materials.

Room 10 | 6th Floor | Paper Presentation 1

46273

Sumie Akutsu

The Use of University Students' English Essays and Reflection Comments to Provide More Effective Feedback

This presentation outlines a university course utilizing students' English essays and reflection comments to help students develop their writing skills in English. It will show some preliminary results of the data collected and analyzed to discuss certain patterns that students preferred in terms of sentence structure and vocabulary. Based on the reflection comments submitted with the essay writing assignments in which the students were asked to describe what was the most difficult area for them, some of the students seemed to be aware of their dependency on using certain expressions or sentence structures but had not yet found a means to overcome this problem. In order to help students become more aware of their tendencies and to find ways to improve their writing skills, feedback based on the data analysis was used to provide valuable insights for the students to apply to their future essay writing. In this presentation, the use of students' essay writing and reflection comments is discussed with the purpose of identifying common sources of difficulty and errors among learners of English to provide more effective feedback.

Room 10 | 6th Floor | Paper Presentation 2

47373

Mirjam Anugerahwati

PJBL and Case-Method as All-Encompassing Methods of Teaching Learning English

Nowadays, with the advancement of technology, teaching-learning activities are more and more geared toward student-centered modes. Learners are expected to be more

actively engaged in the teaching-learning processes, and to find information from various resources, while the teachers are expected to play the facilitator's role. The teaching methods deemed suitable for the situation are the Case-method and the Team-based Project, or Project-based learning. Both methods focus on group work, where learners work collaboratively to meet the course's objectives. This paper describes the Case-method and Team-based Project implemented in the course English for Specific Purposes offered in The Department of English, Universitas Negeri Malang, to the 6th-semester undergraduates. This practice shows that both methods can be implemented in one course, thus allowing students to experience both. Furthermore, it proves that both methods can build students' character during group work. In the end, this practice describes that the two methods are advantageous, not only for the improvement of the contents and language but also for the development of the students' noble characters.

Room 10 | 6th Floor | Paper Presentation 3

48181

Hamamah | Alifa Camilia Fadilah | Kiantoro Andiek Setiawan

Designing Audio/Video Commentary and Cover Sheet for Personalized Feedback Practice in Academic Writing Classroom

Effective feedback, an essential element for the improvement of learners in higher education, can lead to a long-term success in writing academic papers in their second or third language. Unfortunately, giving and receiving feedback in an academic writing class are arduous tasks for both teachers and learners. Oftentimes, students feel underwhelmed of the feedback they were given and for teachers, giving feedback for a class of more than 15 people can be time-consuming and exhausting. As a result, the quality of feedback is most of the time lacking in focus and less personal. In response to this shortcoming, this research and development study takes into account both teachers' and learners' perspectives to encourage a successful two-way improvement. We will start by collecting and analyzing the needs of academic writing teachers and EFL students of a prominent university in Malang on feedback practice using a Google Form survey. Their difficulties and suggestions of how feedback practice should work will be the underlying principles of our proposed design of personalized feedback where it combines both cover sheet to accommodate learners' needs as well as recorded audio/video commentary to stimulate social dimensions that is non-existent in direct feedback. This design can also satisfy the current education environment where online learning is encouraged than face-to-face meetings. The outcome of this research will be a template of audio/video commentary and cover sheet which are able to guide teachers when giving feedback to students.

Room 11 | 6th Floor | Paper Presentation 1

48590

Fauziah | Novita Diana

Digital Storytelling: Multimodal Resources for Supporting Students’ L2 Motivation and Identities

This study examines students’ identities and voices using digital storytelling as multimodal resources. The study used qualitative case study method which draws on interviews, questionnaires, observations, and artifacts to analyze three focal cases on how digital storytelling facilitated the first-year English major students’ reflection and learning. The data were analyzed by using Systemic Functional Linguistics framework to know how students used texts, videos, images, animations, sound, and other resources to present and remix messages about the topic discussed and about themselves in meaning-making process. One student enacted a language learner role as she presented her enthusiast in learning English. She showed how her passion really meaningful for her life. The other engaged with local culture that symbolize caring with sharing in “Maulid” celebration in which he shared a religious culture from his home country, Aceh. Another student showed her green lifestyle interest. She described her passion for sustainable living and made environmentally responsible choices. She encouraged people to save our mother nature in simple ways. The finding suggests that integrating digital storytelling projects into the classroom can engage students with a wide range of linguistic repertoire and expressive resources while also improving students' motivation, creativity, and identity.

Room 11 | 6th Floor | Paper Presentation 2

86862

Siti Mafulah | Yazid Basthomi

“I Am Scared of My Teacher”: Students’ Emotional Responses toward Teacher Feedback

Students’ emotional responses towards teacher feedback may influence the result of revision of the writing draft composed by the students. Thus, this study explores students’ emotional responses, including how they feel toward teacher feedback and what factors influence how students revise their writing. Three students were involved in this study. Think-aloud protocols and in-depth interview were conducted to obtain students’ emotional responses . The result showed that low proficiency level students’ emotional responses toward teacher feedback include acceptance of feedback, rejection of feedback, disappointment, frustration, and depression. This study revealed that students’ emotional responses affected the success of the writing process. Furthermore, some factors that influence the way how the students revise their writing include misunderstanding of the feedback given by the teacher, fear of making errors or making repeated errors, and fear of the teacher’s way of giving feedback. The findings suggest that teachers need to have understanding of students’ feelings and emotions while receiving feedback. In addition, teacher should carefully choose a

strategy in giving feedback to enhance students' emotional engagement so that students can easily understand the feedback given.

Room 11 | 6th Floor | Paper Presentation 3

50130

Kalsum | Faridah Abdul Rauf

Need Analysis of English Teaching Material toward Students' Learning Style of EFL Class

This study aims to investigate students' needs for learning English based on their learning styles. This study focuses on student learning styles in learning English. The students sometimes got confused with the English material because their learning style does not match the presentation of the teacher. This study also will help the teacher to understand their students' learning styles. To obtain the study objectives, the study implemented quantitative research with survey research methods. The study was conducted on second-grade students of MA in three Islamic Boarding Schools in the city of Parepare. The instrument in this study is a questionnaire, namely the Perceptual Learning Style Preferences Questionnaire. Based on the analysis, it was found that students had more kinesthetic, auditory, visual, and group learning styles. Therefore, the teacher should make teaching materials based on the students' learning style.

Room 12 | 6th Floor | Paper Presentation 1

51991

Wuryani Hartanto

An Investigation on Students' Perception of Virtual Student Exchange Programs

This study dealt with the perception of the local students (outbound) and International students (inbound) on the virtual students exchange programs held by The Faculty of Language and Arts, henceforth called FLA, Soegijapranata Catholic University. The program is called ICT or International Credit Transfer in which FLA students who took equivalent courses at the international universities collaborating with Unika and vice versa could have the courses with their grades converted into their transcripts. Due to the pandemic era, these programs were held virtually and after four semesters of implementation, a thorough evaluation was needed as to give some feedback to the faculty particularly on the running of the virtual teaching learning processes and the students' perception on them. Following Brown (1986), Evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a program and assess its effectiveness and efficiency as well as the participants' perception within the context of the particular institutions involved. Hence, this research was also expected to contribute to the improvement of the overall programs and adjustment to the needs of the students from both groups. The research findings showed favourable perception from the respondents with some suggestions for improvement in the upcoming programs.

Room 12 | 6th Floor | Paper Presentation 2

52107

Rohaniatul Makniyah

Developing Interactive Module to Teach English Online at MAN 1 Kota Tangerang

This study examined the implementation of an interactive module for teaching English online during the learning-from-home period. It aims at finding an alternative to fulfil students' needs, thus facilitating students to learn English online in the absence of their teacher before them for most of their learning period, if not none. Forty learners of grade XI of MAN 1 Kota Tangerang participated in the classroom action research. The data were collected by giving questionnaires, activities and assignments in Google Classroom based on modules and interview transcription. The study discovered that the modules helped learners engage in learning activities despite the absence of teachers. The explanation, videos and assignments in the modules helped the learners understand lessons well. Thus the implementation of the interactive modules can be applied as an alternative solution to teaching English online to fulfil students' needs.

Room 12 | 6th Floor | Paper Presentation 3

52719

Andini Septama Sari Lipta

Reciprocal Questioning (Request) in Improving Students Reading Comprehension

Reading has been very challenging for students especially when its position is as a foreign language. During the researchers' observations, it was found out that students' reading scores at SMP Muhammadiyah Pagaralam were below the standard passing score. The students expressed that it was hard for them to comprehend a reading due to their lack of vocabulary and the complexity of the text. This study aimed at finding out whether or not there was a significant difference in reading comprehension on a narrative text between the tenth grade students of SMA Muhammadiyah Pagaralam who were taught by using REQUEST strategy and those who were not. This study used a reciprocal questioning method to solve that problem. The method of this study was quantitative with a quasi-experiment design. Two out of six classes were used for experimental and control classes. Pre-test and post-test were used as the instruments to collect the data which were distributed to the students in both experiment and control classes. The sample was chosen purposively non-random. Paired sample t-test and independent t-test were made used to analyze the data through SPSS. The result of this study indicated that there was a significant difference in students' reading comprehension.

Room 13 | 6th Floor | Paper Presentation 1

55006

Ushba Rasool | Muhammad Zammad Aslam | Dr. Jiancheng Qian

The Effects of Written Corrective Feedback Students' Writing Proficiency: Students' Perception Regarding WCF Strategies

Researchers have attempted to explore the effects of written corrective feedback (WCF) on learners' language learning performance for a long time. How to provide feedback, when to provide WCF, and how much to provide have been the concerns of linguists. Much research has been conducted involving adult learners, while little has been done to consider senior high school students in this regard. This study is aimed to explore the effects of direct WCF, indirect WCF, and metalinguistic explanation on the writing performance of senior high school students in Pakistan. Students were divided into four groups (A, B, C, and D); each group was provided with one type of feedback, except group D as a control group. Group D was not given any feedback. All four groups wrote a story based on a given picture and the teacher provided feedback. After that, the results were compared to identify effective feedback type. The procedure consisted of a pretest, three treatments, a post-test, and a delayed post-test conducted during six weeks' time tenure. After the writing tests, a survey was conducted to explore students' perceptions about WCF and WCF strategies. The study found that learners expected feedback from their teachers and they prefer to obtain direct feedback and metalinguistic explanation. This research was planned to help learners in their early-stage through WCF while learning a second language and form a robust linguistic base that will help them construct grammatically correct sentences and compositions.

Room 13 | 6th Floor | Paper Presentation 2

56989

May Theint Thu

Awareness of 21st Century Skills and English Language Classroom

The Partnership for 21st Century Skills Framework was developed to help practitioners integrate skills into the teaching of core academic subjects. The Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge, and expertise students must master to succeed in work and life: it is a blend of content knowledge specific skills, expertise, and literacies. Universities in general and EFL classrooms should provide students with practices and processes focused on acquiring and developing, among other things, creativity, critical thinking, collaboration, self-direction, and cross-cultural skills. In this regard, the Partnership for 21st Century Skills (2007) argues for the explicit integration of learning and innovation skills, information, media and digital literacy skills, and life and career skills. Consequently, this research seeks to inform and motivate Myanmar EFL teachers to incorporate meaningful and intellectually stimulating alternatives that allow students not just to learn English, but more importantly to understand complex perspectives, use multiple media and

technologies, and work creatively with others. The findings reveal that the participants agree that the 21st century demands the explicit integration of learning and innovation skills, information, media, and digital literacy skills, as well as life and career skills. They suggest that students need to learn to develop a whole new range of English language literacies, which involve emerging forms of communication, reading, and writing using online technologies.

Room 13 | 6th Floor | Paper Presentation 3

59419

Thaariq Dhiaurrahman Kancana | Nia Kurniawati | Dahlya Indra Nurwanti

Short Movie Project as a Project-Based Learning Activity to Foster Indonesian EFL Learners' Problem-Solving Ability

Problem-solving skills are considered one of the most important skills to be acquired in the 21st century. It can be developed through various learning processes, including project-based learning. Hence, the purpose of this study is to find out the problems the students faced in a short movie project and how to solve them, and to figure out how the project promotes problem-solving in English language use. A qualitative design with a narrative inquiry method is used in this study to obtain participants' stories in experiencing the production of a short movie in a state university in Bandung, Indonesia. The data is taken from three students of the English Education department through observation and interviews supported with photographs to validate the data. The study reveals that students face various problems depending on their role: the difficulty of pronunciation for the actor, converting ideas into writing for the scriptwriter, and editing the clips for the editor of the short movie project. It is found that the students utilize their problem-solving ability after facing and solving the problems in the short movie project as they try to face and solve problems in their way. The study also shows that the short movie project promotes problem-solving in English language learning as they overcome language problems during the project. The result of this study shows that students can handle different problems in the role they take part in. Furthermore, we suggest schools support the application of project-based learning to explore students' problem-solving skills.

Room 14 | 6th Floor | Paper Presentation 1

61019

Punithavathy Rajaindaran | Amelia Abdullah

Bibliometric Review of Complexity, Accuracy and Fluency (CAF) in Teaching English as a Second Language

As learning English language is prominent in this interconnected and globalised world, being proficient in that language has become the most fundamental investments in developing countries. In teaching English as second language (ESL), Complexity, Accuracy and Fluency (CAF) are established as a reliable framework in measuring

proficiency level among learners. Therefore, this article presents a comprehensive bibliometric analysis of articles on CAF triad in ESL, which were published in journals indexed in Scopus database from the year of 2017 to 2022. A total of 81 articles were examined using VOSviewer visualization software 1.6.16 and Excel. Most of the authors of these studies, supplemented their proposition on the importance of considering CAF triad in helping ESL learners to be proficient in the language. The findings also revealed that most number of articles were written in 2021 (f:22). From this study, the most cited article is “The Linguistic Development of Students of English as a Second Language” (f:69) written by H.J. Yoon and C.Polio in the year of 2017. According to the results, Iran has the most article published on CAF (f:26) followed by China (f:14). Subsequently, there are four school of thoughts found connected from this analysis; 1) collaborative writing 2) writing performance 3) task repetition 4) task complexity. The review results are hoped to conclude and provide a baseline to future researchers to develop a more diverse and relevant knowledge base for the future directions of CAF in teaching English Language.

Room 14 | 6th Floor | Paper Presentation 2

61453

Dewi Novita

Utilizing Metacognitive Strategies with Culturally Familiar Text in Improving Reading Comprehension of EFL Pre-Service Teachers

Since English has been increasingly becoming global, more researchers in English teaching have seen the importance of combining methods of teaching English with cultural materials that are familiar and connected to the learners. In the teaching of reading comprehension, researchers in Iran, Middle East, and some parts of Asia have been using Metacognitive Strategies with culturally familiar text to develop learners’ reading skills and comprehension. However, not many were conducted in Indonesia. Building on a preliminary study into the effectiveness of teaching Metacognitive Strategies with culturally familiar text in West Kalimantan, Indonesia, a mixed methods study was conducted to examine the impact of Metacognitive Strategy and culturally familiar text on university pre-service teachers’ reading comprehension, reading skills, and interest on the text. Sixty-two lower-intermediate pre-service teachers were involved in the study as participants where they read fifteen nativized or denativized texts that contained culturally familiar or unfamiliar proper nouns. Pre- and post-tests were used to examine the effectiveness of the experiment. The results revealed that students who had a combination of Metacognitive Strategies and culturally familiar text on their reading comprehension have outperformed the students who had no Metacognitive Strategies and unfamiliar culture text. Their reading skills have also improved significantly. Finally, it is reported that the students have good interest and engagement with the text that contain familiar culture.

Room 14 | 6th Floor | Paper Presentation 3

562487

Maria Hidayati | Nova Ariani

Exploring Students' Attitude on the Use of SCRIBO as a Social Learning Application

Currently, studies investigating students' attitude toward the use of social media applications in learning the language in higher education institutions have burgeoned. Mostly, these studies employed questionnaires using popular attitude scales, or researchers' own designed question items which may produce varied outcomes dependent on the researchers' purpose. This present study aimed to explore English as a Foreign Language (EFL) learners' attitude toward the use of SCRIBO, an online writing platform as a means of students' social learning. This study utilised an adapted and validated attitude questionnaire from Aryadoust & Shasavar (2016) to gather students' responses and feedback. Distributing an online questionnaire (26 items) to 34 students in a writing class, we examined students' attitude based on their affective, behaviour, perseverance and confidence dimensions after using SCRIBO for their writing assignments. Rasch measurement was used to validate the data, and descriptive statistics was used to analyse the results. Evidence obtained from the students' responses in answering the attitude questionnaire showed a 0.53 of Cronbach's α reliability index. The students' responses on the use of SCRIBO indicates that 95% consider that SCRIBO helps them during the process of writing in terms of how it provides feedback for their grammar, clarity, and vocabulary. Further, this study proposes some recommendations on the use of social learning application, particularly on SCRIBO.

Room 15 | 6th Floor | Paper Presentation 1

63809

Farisha Andi Baso

Cultural Problem-Based Learning Method in English Paragraph Writing from the Lecturer's Perception

The objective of this research was to find out the Lecturers perception of Cultural Problem-Based Learning method in teaching English Paragraph Writing. The researcher applied descriptive qualitative research. The subject of this research was the lecturers of English Department at the Faculty of Teacher Training and Education of Muhammadiyah University of Makassar. To complete the data, the researcher used a questionnaire as the instrument of this research. There were four parts in lecturers' perception questionnaire toward the appropriate content, the appropriate language, the appropriate students exercise, appropriate of design and layout of the instructional materials for English Paragraph Writing. The result of this research found that the lecturers' perception of Cultural Problem-Based Learning Method in teaching English Paragraph Writing was positive.

Room 15 | 6th Floor | Paper Presentation 2

66215

Eka Indah Nuraini

EFL Learners' Perception of Lecturer's Strategies in Teaching English Grammar Using Google Classroom

The covid-19 outbreak has caused a lot of changes in the field of education. As a result, teaching and learning activities have mostly been shifted to online classes using online learning applications. One of the online learning applications is Google Classroom. This research aims to explore students' perceptions of lecturer's strategies in teaching English grammar using Google Classroom during the Covid-19 pandemic. It employed a descriptive qualitative method with 24 students of the second semester who took complex English grammar as the subjects of the research. The data were obtained through the questionnaire in the form of Google Form and in-depth online interviews. The collected data eventually were analyzed through condensation, data display, and conclusion. The results reveal that most students preferred the deductive approach. Moreover, they showed a positive and well-motivated attitude during online English grammar using Google classroom. Furthermore, most of the students revealed that attached English grammar materials in various forms on Google classroom helped them improve their understanding of English grammar contents as well as support the improvement of other skills (listening, reading, speaking, and writing). Overall, lecturer's strategies employed in teaching English Grammar using Google Classroom suited the current situation of the covid-19 pandemic.

Room 16 | 6th Floor | Paper Presentation 1

67190

Ni Putu Era Marsakawati

Students' Attitude towards the Implementation of Text-Based Learning in English for Fashion Course

Scholars have investigated the implementation of text-based English learning by the teachers. However, the study about the implementation's impact on English for Specific Purposes students (referred to as ESP students) are still limited. The researcher did a survey to report ESP students' perspectives toward the use of text-based English learning in the context of the English for Fashion course in order to address this empirical gap. Specifically, written discourse analysis was used as part of a qualitative strategy to accomplish the objective of the study. The data was gathered from fifteen written reflections that ESP students who were enrolled in the English for Fashion course. Following Martin and White's theory of appraisal, the acquired data were examined (2005). The findings demonstrate that students' perceptions toward the implementation of text based English learning were positive. This finding led the study to recommend that ESP lecturers adopt text-based English learning in their classroom settings since it might help ESP students communicate effectively in the workplace in the future.

Room 16 | 6th Floor | Paper Presentation 2

70882

Deng Yuchen

A Design of High School English Listening and Speaking Teaching Activities Based on Thematic Meaning

The English Curriculum Standards for General Senior High Schools (2017) claims that themes provide the range of subject matter or context for language learning, and students' exploration of the meaning of themes should be the most important content of language learning. The teaching activity design of English listening and speaking class should also be theme-oriented to help students explore and express the theme meaning in the process of listening input and oral output. However, in the current teaching of English listening and speaking in senior high schools, teachers' interpretation of listening texts is limited to the superficial level such as vocabulary and grammar, and lack of exploration of the meaning of the theme, which is not conducive to the cultivation of students' core competence. At the same time, the transition of listening and speaking activities is not natural enough, resulting in students' inability to transfer and use language knowledge in the new context. Based on this, this paper uses the literature method and case analysis method to explain the design principles of the teaching activities of high school English listening and speaking oriented by thematic meaning and discusses how to carry out this teaching with each part of a high school English listening and speaking class. It is of practical significance for moral education to carry out theme-oriented classroom teaching in high school English listening and speaking teaching.

Room 16 | 6th Floor | Paper Presentation 3

72814

Anita Kurniawati Hadiyanto

Integrating the Use of Blogs in an Extensive Reading Program

Follow-up reading activities in an Extensive Reading (ER) program can appear in many forms. One of them is a reading journal. Since the pandemic started, we have used blogs as a platform for our students to write their reading journals. Blogs have been chosen as it matches the characteristics of ER approach. While ER approach aims at introducing the pleasure of reading, blogs introduce the joy of writing. With blogs, students can express their thoughts freely and creatively. This presentation session will share how blogs were used in our ER class and how our students responded to the use of blogs. This session is expected to contribute more insights on how to use social media technology, particularly the use of blogs, in an ER program in an EFL context.

Room 17 | 6th Floor | Paper Presentation 1

73084

Yustina Priska Kisnanto

Teaching Listening Online at the Tertiary Level in an EFL Context

Students often find listening classes boring (Kruk & Zawodniak, 2018) and difficult (Gilakjani & Sabour, 2016). As for teachers, teaching listening skills is a complex process (Walker, 2014). Therefore, when required to conduct listening classes online, they would find the teaching process even more challenging. However, there has not been much research investigating teaching listening online. The present study aims to investigate the implementation of teaching listening skills online at the tertiary level in an EFL context. To answer the research problem, this study uses a descriptive qualitative method by using a focus group discussion to collect the data. The participants of this study are four English teachers having the experience of teaching several listening classes online (i.e. extensive listening, intensive listening, and academic listening) in an English Language Education program in a private university in Indonesia. This study finds that ensuring the students are engaged in the lesson is the most challenging part of all online listening classes. The teachers' strategies to deal with the problem include using authentic materials, a well-prepared pre-listening activity, providing clear instructions, a balance of synchronous-asynchronous meetings, providing an instant messaging platform for communications, and having frequent coordination meetings with the teaching team. This study is expected to provide more insights into the exploration of L2 listening, particularly in teaching listening online within EFL contexts. This study can also suggest practical implications for teaching and learning listening online, including the digital tools used for more successful learning.

Room 17 | 6th Floor | Paper Presentation 2

97519

Ayu Pratiwi | Nina Inayati

Pharmacy Students' Perception of the Use of Canvas Learning Management System in ESP Course

In the current online teaching and learning contexts, it is essential to use a Learning Management System (LMS), one of the most popular of which is Canvas. This study aims to address the lack of research on the use of Canvas in online English for Specific Purposes (ESP) course for Pharmacy students, with a specific focus on investigating their perception as well as Canvas' perceived strengths and weaknesses. This survey study involved the students of Pharmacy Department academic year 2020/2021 in a renowned private university in Malang, East Java, Indonesia. The findings suggest that the student respondents showed generally positive perception on the use of Canvas LMS in learning ESP. In addition, the current study also found that Canvas' perceived strengths, among others, are that it is user-friendly, has interesting features, facilitates presentation of clear and easy-to-follow materials, has guideline and feedback, is flexible in terms of access, has well directed learning process, and allows good material

delivery. While for the perceived weaknesses, this study found that Canvas lacks in student-teacher direct (synchronous) communication features, and has relatively frequent disturbing technical errors. Based on the findings, it is suggested that to maximize online learning of ESP via Canvas, teachers can use video explanation or other forms of more direct synchronous explanation to add clarity of each ESP lesson. Furthermore, technical support team for Canvas should be created to facilitate smooth delivery of online ESP course.

Room 17 | 6th Floor | Paper Presentation 3

76460

Nunun Indrasari | M. Sayid Wijaya

Engaging Autonomous Listening and Reading Activities in Online EFL Environment

This research navigates the EFL learners' attitude towards autonomous listening and reading activities in an online learning environment. 121 second-year students of an English Education Department took part in this research. The data were obtained using a questionnaire adopted from ABC Models of attitude. The close-ended questionnaire was distributed online to the students who have participated in online listening and reading classes in which autonomous learning was instructed and guided by the teacher-educators. The result revealed that in elements of affective, behavior, and cognitive, the students have a positive attitude towards autonomous listening and reading activities in online learning. This result concerns the exposure of online sources materials, willingness and readiness to autonomous learning, and the environmental support in independent learning.

Room 18 | 7th Floor | Paper Presentation 1

77906

Su Mon Aung

A Balance between the Primacy of Speech and the Written Mode in English Language Teaching

This paper aims to shed some light on the debate with regard to the primacy of speech in various language teaching methods. Spoken language has been the deterministic form in most teaching methodologies, yet some methods consider the written mode as a significant part of language learning. Therefore, there should be a balance between the two aspects when a syllabus is designed for language learners. Spoken and written forms have often been examined together in the field of language learning. There are two reasons that have led the researcher to study both forms at the same time. Firstly, the definition of the learning process requires both systems. Learning as the mastery of the spoken language as well as the written form includes reading and writing. Therefore, both forms of the language are urgently needed to achieve the learning outcomes which eventually lead to linking them together. Secondly, although the spoken language generally precedes the written language by many years, the two

modes have been examined historically and developmentally. The development of the written form of the language would inevitably lead to the development of the spoken form. This paper questions whether second language learners learn best through spoken or written language. It explores how speaking and writing have been taught in the tertiary level English language classrooms of Myanmar through questionnaire and interview survey. The paper concludes that both spoken and written aspects of English language are important in language learning, and they both complement each other. Second language learners need to learn both aspects in order to master the language. The degree of exposure to spoken or written language is yet determined by the learners' purpose for learning the language.

Room 18 | 7th Floor | Paper Presentation 2

80772

Dea Silvani

Reflective Journal an an Online ESP Class: A Case Study in Indonesia

Dealing with online learning requires the employment of an appropriate method to help students gain a better understanding of the subject matter and make the learning process more effective and meaningful. In this regard, this case study aims to investigate students' perceptions of writing reflective journals in an online ESP class. Involving six students as the participants, the data of this study were collected by conducting a semi-structured interview which was then analyzed by using thematic analysis. The results of the study indicated that the students perceived the beneficial role of writing reflective journals in online ESP classes. They believed that writing reflective journals assisted them to understand themselves and their learning more, especially in an online learning context. It helped them to recall and to check their understanding of the materials given, as well as to reflect on their learning experiences while joining the online learning activities. Moreover, it enabled them to identify their strengths and weaknesses, so they could formulate the appropriate solutions to solve the problems and difficulties they faced in learning. Therefore, writing a reflective journal can make online learning more effective and meaningful for the students, since it can promote their self-awareness, critical thinking, and problem-solving skills.

Room 18 | 7th Floor | Paper Presentation 3

81069

Dina Rachmawati | Rahman Hakim

Photovoice Method in Promoting Indonesian University EFL Students' Environmental Awareness in Extensive Listening Course

This study addressed for the findings on the use of the photovoice method in the Extensive Listening (EL) course to promote EFL university students' environmental awareness. Framed by Day and Bamford's Extensive Reading (ER) principles, Wang and Burris's photovoice ideologies (1999), and the concept of environmental competence

model of Greiger et al (2018). This study was intended to locate how the photovoice method in EL course promoted English as a Foreign (EFL) students' environmental awareness, and how the students' response to the use of photovoice method in EL practices. A hundred of EFL undergraduate students were recruited as co-researchers. The photovoice method was integrated into the EL course in the second half of the semester after the students listened to the English green issues podcast which they chose based on their preference. Photovoice method phases were divided into an introduction to the photovoice method and the project, taking pictures, photo discussion and reflection, photo selection and narration, and photo exhibition. Data analysis revealed that the integration of the photovoice method in EL activities promoted students' 21-century skills and improved students' environmental issues, perception of environmental issues, and environmental optimism. Second, the students found that the photovoice method was enjoyable to integrate into the EL activities for it droved integrated language skills practices and it related to their listening input to the environmental issues close to their surroundings. In conclusion, the photovoice method is not only creating enticing learning activities but also promoting integrated language skills teaching and students' awareness of green issues.

Room 19 | 7th Floor | Paper Presentation 1

81875

Eun Hee Kim

Schema-Based Sequential Teaching Design and Practice: A Way to Accommodate Beginner ESP Learners

As career opportunities in the global job market increase, college English courses for specific purposes are in great demand in the EFL context. To cope with students' growing needs, this study aims to provide effective collaborative teaching design and practice to enhance college students' language and job application skills through a schema-based ESP instruction in an EFL setting. A 5-week ESP session was embedded into a semester-long career preparation course, so students could use job applying skills they previously acquired in the Korean session, such as writing resumes, to perform similar tasks in English. After the course, a survey was conducted to examine students' perception of the effectiveness of the course design and the ESP sessions. Findings show that students ($n=29$) perceived the knowledge and skills they acquired in Korean significantly helped them perform tasks in the ESP session. Beginner learners found it especially effective. This indicates that schema-based sequential teaching design and practice facilitated students to utilize prior knowledge, or schemas they acquired in L1, to adapt to the ESP content more easily. This suggests that, while ESP is generally considered for more advanced learners, it can also accommodate beginner learners when it is designed through sequential teaching with the help of L1. To serve students' ESP needs through sequential teaching, institutional support is essential to encourage collaboration among courses and instructors. More studies and participants will complement the limitations of this study.

Room 19 | 7th Floor | Paper Presentation 2

45251

Nasrin Pervin | Nishat Zarin Haque

How the Higher Education Policy Emerged from Human Capital Orthodoxy to Boost Economic Success in Bangladesh

After a long struggle in higher education reforms in the country, Bangladesh presently has a comprehensive Higher Education Policy 2010. It seeks to support students to achieve their goals in higher education with a focus on quality and excellence. The higher education act is designed following the provisions of the present-day global need of higher education and influenced by the human capital orthodoxy of the contemporary needs of both the society and individuals. As the human capital model is the basis of neo-classical analysis of labour markets, education and knowledge based economic growth, the higher education policy in Bangladesh yields to address the policy implication to fulfill these needs of the contemporary society and individuals. This paper, therefore, addresses from a philosophical point of view on how the theme of Higher Education Policy is derived from human capital theory, and what factors contributed to initiate the policy making process following the evidence derived from the literature on educational policy and initiation functions.

Room 19 | 7th Floor | Paper Presentation 3

41505

Ni Ni Hlaing

Establishing Democratic Education Environment in English Language Classrooms at Higher Education Institutions of Myanmar

Democracy education and establishing a democratic environment in English language classrooms at higher education institutions are significant. Creating a democratic classroom environment means involving students, on a regular basis and in developmentally appropriate ways, in shared decision making that increases their responsibility for helping to make the classroom a good place to be and learn. This study uses a qualitative approach to analyze the students' perception of the implementation of democratic classroom conducted by their language teachers. Thus, this research explored the implementation of democratic aspects in democratic education, the contribution of democratic education in the language classrooms and the chief means of teaching strategies to create a democratic classroom environment in Myanmar context. English specialization undergraduate students (n=223) and English language teachers working at selected universities (n=36) participated in this research. The instruments were the questionnaire and interview. Descriptive analysis was carried out to identify the objectives related to the democratic education. The results show that among the three main characteristics of democratic classroom, freedom and dialogue opportunities are partially implemented by the language teachers, while the rest one, equality, has not been implemented well. One of the factors that hinder the optimum implementation of the democratic classroom was the average contribution of aspects of democratic education in the language classroom. Moreover, the chief means of teaching strategies used by the language teachers have

been just average to successfully implement the characteristics of the democratic classroom. This study finally indicates that teaching democratic behaviors, attitudes, and democratic management applications in language classrooms of Myanmar are inadequate presented.

Room 20 | 7th Floor | Paper Presentation 1

89284

Husnawadi | Yek Amin Azis

Bridging in- and beyond the EFL Classroom Learning Activities through Digital Storytelling-Based Task

The failure of CLT in EFL context is often associated with the inadequacy of exposure to the communicative use of the target language as English is only limited to one or two learning hours a week. This signifies that the language learning also takes place beyond the classroom. L2 experts have pointed out that what the students do inside and outside of the classrooms highly determine their proficiency levels. In other words, bridging the in-and-outside learning activities beyond the EFL classrooms is of critical importance. However, studies on what and how to bridge the language learning activities taking place in these two pedagogical milieus in the realm of EFL remain scanty because studies on Learning beyond the classroom (LBC) have hitherto centered on less or informal learning environment. This paper offers Digital Storytelling (DST)-based task as a pedagogical method for EFL teachers to create a porous learning environment, affording them to bridge the in-and-beyond the classroom learning activities. To this end, this paper highlights the affordances of DST and TBLT in the realm of EFL; shows tangible learning activities of DST-based Task from the case of an English for Tourism course in Indonesia; and discusses its affordances in bridging the in-and-beyond the EFL classroom learning activities by drawing on the students' vignettes and photovoice. This paper provides theoretical justification and practical procedures for EFL teachers to expand their in-classroom pedagogical practices beyond the classroom through the classroom Digital Storytelling (DST)-based task.

Room 20 | 7th Floor | Paper Presentation 2

91185

Uli Agustina Gultom | Firima Zona Tanjungis

A Systematic Literature Review on English Language Teaching in the Indonesian Tertiary Education Settings Amidst Pandemic Era

The transformation of traditional education into hybrid and full online education in the pandemic era has affected the art of teaching and learning for all stakeholders, including teachers and students in the Indonesian tertiary education settings. Not only has the teaching-learning environment been different, but the technology use is also carefully determined due to the available access. This article aims to review the research studies on online English Language Teaching, mainly in the four language skills and language components, conducted between January 1, 2020, and January 31, 2022. To

address the current research objective, the database search was focused on the articles indexed by Science and Technology Index (SINTA) ranging between level 1-2. There were 909 articles in total and the data set included 25 articles. The results show that the topical foci of the works were on the use of applications and methods towards writing (40%), speaking (24%), grammar (12%), reading (8%), listening (8%), critical thinking (4%) and combined skills (4%) respectively. This paper presents not only the identification, analysis, and critiques upon the main streams in the published works, but also emphasizes the overview of each work. As a major finding of the review, the current Systematic Literature Review (SLR) suggests the need for more orientation on empirical studies in the areas of language skill i.e. listening as this language skill got the least portion among all language skills taught in the Indonesian tertiary education settings.

Room 20 | 7th Floor | Paper Presentation 3

91309

Ainul Addinma

Promoting Critical Thinking: A Possible Factor to Boost Learners' Autonomy in the EFL Classroom

This paper explains the role of learners' critical thinking in boosting their autonomy in EFL classrooms. Fifteen undergraduate students from the English Department of Universitas Negeri Padang taking a Critical Reading course for a semester told their stories about their experiences and how critical thinking affected their autonomy and critically participated in exploring the reading text. The study's findings contain a collection of students' written experiences and opinions about their responsibilities in learning, confidence in operating their autonomy, and learner's motivation could establish as well as help them explore the reading text. Students who reach this thinking stage are believed to be creative and autonomous. The good thing is that they can fully participate in classroom activities and find themselves active in finding additional information about the reading text which is not included in the text.

Room 21 | 7th Floor | Paper Presentation 1

61063

Anita Triastuti | Suwarsih Madya | Dyah Setyowati Ciptaningrum

Collaborative Genre-Based Instructional Design and Practice in an Indonesian Secondary School: Fostering Teacher Agency

This study contributes to the limited research on teacher agency situated within the enactment of genre-based teaching to accommodate complex demands of an EFL curriculum. Grounded on the modified cycle of GBT in the Indonesian EFL context and the concept of teacher agency through the lens of activity theory, a participatory action research (PAR) in this study examined how genre-based instruction informed by principled eclecticism was collaboratively designed and enacted and how an

Indonesian EFL teacher was fostered to enact her agency in GBT implementation at an Indonesian senior secondary school. Data collected by means of semi-structured interviews, vignettes, lesson plans, and videos of collaborative sessions and teaching practices. The data analysis revealed that the careful collaborative design of GBT practices guided by the modified GBT cycle was able to systematically guide the teacher to apply a series of scaffolded developmental teaching and learning activities; equipping the students with knowledge about texts and skills for independently constructing texts, while practising the explicit integration of the mandated contents of the curriculum. Teacher agentic actions were represented in the teacher's efforts and decisions in carefully planning and enacting her GBT instruction (planner and decision maker), in providing designed-in and interactional scaffolding and feedback (scaffolder, role model, and resource), in assessing the students' learning affordance (assessor), and in reflecting her previous instructions (reflective agent). However, being a meaning maker was not well nurtured so as to prevent the teacher to better prepare her students to explore the text properties and independently construct their own texts.

Room 21 | 7th Floor | Paper Presentation 2

81014

Matthew P. Wallace | Yinjia Wan

Reading-while-Listening and Reading-Only in a Second Language at Different Language Proficiencies: An Eye-Tracking Study

Reading-while-listening (R/L) has a facilitation effect on second language (L2) reading comprehension after longitudinal R/L trainings from empirical studies. However, most empirical evidence provides limited insight into how the auditory input affects readers' language processing. When R/L was examined using eye movement metrics, a hindrance effect has been reported for L1 readers, and its facilitation effect on comprehension disappears for advanced-level L2 readers (Conklin et al., 2020). To study R/L's effect on less adept L2 learners, this study compared the comprehension accuracy and eye movements of intermediate and elementary-level L2 readers of English between reading-only (R/O) and R/L modes. 22 university students in Macao completed a vocabulary test and reading comprehension tasks. Participants were assigned to either an intermediate-level group ($n = 11$) or an elementary-level group ($n = 11$) based on vocabulary test performance. Both groups completed the tasks while their eye movements were captured by a Tobii eye tracker. Results showed there was no significant difference between R/L and R/O in comprehension for the participant groups. Mixed model analyses of variance revealed significant main effects of reading mode (R/L or R/O) in total fixation durations and total visit durations, suggesting R/L facilitated processing of the text in both levels of participants. Significant interactions between the reading mode and participants' language level showed that the facilitation was significantly greater for elementary-level L2 readers. Hence, we preliminarily established the accuracy of a continuum model that summarizes the differing effect of auditory input on readers across language proficiency levels.

Room 21 | 7th Floor | Paper Presentation 3

42494

Widya Rizky Pratiwi

How Do Indonesian Learners Perceive Their Progress after Having Intensive Classes in an English Village?

Participating in an English village is somewhat different from learning English at schools, in which, while studying, students can directly practice their speaking skills in authentic communication. This study examines Indonesian learners' perceived impact on their cognitive and non-cognitive progress after intensive classes in an English village. It was conducted in *Kampung Inggris Pare*, the largest Indonesian English Village. Fourteen participants were involved in this qualitative ethnographic study with participant observation, interviews, and photographs. The data were then analyzed using an interactive analysis model to collect, reduce, present the data, and draw conclusions. The study found that all students benefited after intensive classes in an English village of *Kampung Inggris Pare*, both the cognitive and non-cognitive aspects. They mostly felt highly upgraded (HUg) vocabulary, followed by fluency and pronunciation. In the non-cognitive domain, all students perceived their meta-cognitive learning-regulating ability was highly trained (HTr). This study proposes that the English village can be one solution to overcome several English learning problems in schools. Students can benefit from having intensive classes in an English Village and an immersion environment.

Room 22 | 7th Floor | Paper Presentation 1

89218

Ima N. Kusmayanti | Retno Hendryanti | Litasari W. Suwarsono

Exploring Speaking Anxiety of EFL Students in English Medium Classes

This study investigates the speaking anxiety's levels of EFL students enrolled in English-Medium Instruction (EMI) classes in a private university. Factors causing their speaking anxiety and potential strategies to reduce the speaking anxiety were also examined. Seventy-six EFL students from ten undergraduate study programs were the respondents of this study. Data were collected by using a speaking anxiety instrument in the form of a survey. Findings revealed that the majority of students experienced low levels of speaking anxiety. The quantitative data demonstrated that students perceived comprehension apprehension as the paramount anxiety provoking factor. To reduce their comprehension apprehension, students need their lecturers to not over-react to their speaking mistakes and degrade them when they make speaking mistakes. These imply that these findings can be used as a consideration for preparatory programs for students and lecturers in EMI classes.

Room 22 | 7th Floor | Paper Presentation 2

31487

Sary Silvhianny

Integrating Climate Literacy in EFL Teacher Education through Multimodal Conncted Learning

The current climate change-related calamities have intensified the need for interdisciplinary responses to our planet’s growing environmental crisis. This article heeds the call for the field of TESOL to integrate climate literacy education into the curriculum. Drawing on the conceptual framework of ecojustice literacy (Damico, 2021; Stibbe, 2015), multimodality (Kress, 2010) connected learning (Mirra, 2019), the author considers climate literacy socioculturally toward the creation of ecojustice awareness. This instrumental case study of EFL teacher education writing course employed ethnographic and mediated discourse analytic methods to examine the effects of integrated climate literacy and connected multimodal learning among preservice EFL teachers’ disposition towards climate change. Findings suggest the curricular engagement facilitated the development of the preservice EFL teachers’ critical awareness of climate change issues and ecojustice literacy. It also highlights the intersection of multimodality, connected learning, and digital literacy in EFL teacher education, which suggests this study has the potential broader transferability beyond the climate literacy education integration.

Room 22 | 7th Floor | Paper Presentation 3

25252

lin Hermianto

Implementing English Learning in Accordance with Kurikulum Merdeka and International Language Standard

Kurikulum Merdeka focuses on essential materials and the development of student competence in its phase. School teams also have the authority to develop and manage the curriculum and learn according to the characteristics of the education unit and students' needs. Then, how is English teaching and learning facilitated through *Kurikulumm Merdeka*? Is there a correlation with the International language standard? And which learning materials can provide wider opportunities for students to actively explore actual issues?

Room 23 | 7th Floor | Paper Presentation 1

49715

Zuliati Rohmah | A. Dzo’ul Milal

Multilingualism in Linguistic Landscape of Gontor Education Complex

There have been ample of studies focusing on *Pondok Gontor*. Among the studies spotlighted its leadership aspects, education system, philosophy as well as its contribution to the development of the nation. Many of the studies also highlighted the linguistic aspects observable in the area where multilingualism were obvious.

However, none has concentrated on languages apparent on signs—both public and private—existing in the education complex. Therefore, the current study focuses its attention on the multilingualism aspects observable in the linguistic landscape of *Pondok Gontor*. The descriptive research collected data from signs noticeable in public places in the educational complex; thus, only signs apparent from outside of buildings were collected. The research involves both quantitative and qualitative data analysis. The quantitative aspects of the descriptive study include kinds of languages observable in the complex as well as their quantity so that the most and the least dominant languages in each area will be known. The qualitative aspects of the signs like the word choice, choice of color, font type, font size, accompanying image, position, and combination of those aspects will be discussed to uncover the other sides of multilingualism aspects in the linguistic landscape of *Pondok Gontor*.

Room 23 | 7th Floor | Paper Presentation 2

410139

Nasmilah

Mapping the Experiences of Mothers Supporting Their Primary School Children’s Online Learning During COVID-19: The Case of the South Sulawesi Region

Understanding the impacts of COVID-19 and the disruptions caused by the shift to online and remote learning is an important and ongoing task, particularly for those communities where geographical, economic, and social factors may have accentuated the challenges. This study explored the experiences and struggles of mothers living in a rural area of Indonesia as they sought to support their primary school children’s education through online platforms. The aim of the study was to gain insights into the kinds of problems mothers faced during the transition from offline to online learning during this pandemic, how they dealt with those problems, and what kind of support resources they were able to draw on at different stages of the pandemic. Utilizing qualitative research inquiry, we interviewed 30 mothers and 10 teachers in three different primary schools in the subdistrict of Parigi, District of Gowa, South Sulawesi Province. Preliminary findings suggest that among the sudden changes in many areas of their life, the most prominent one was the need for mothers to rapidly adapt to using unfamiliar technology so that their children could study from home. Becoming adept with these technologies was for many mothers made more difficult due to a limited access to resources, unfamiliarity with the learning requirements and procedures, their own limited prior education, and the ongoing struggles to keep their children engaged and focused on the learning while still attending to the pre-existing demands of their family and community responsibilities. These mothers also revealed that the support provided by government bodies was often not sufficient to meet their needs, which further stressed their reliance on family members to help reduce the burden of having to assist their children in online learning. These challenges all suggest that ongoing or future efforts to deliver online or hybrid learning will require significant preparation, resources and ongoing support.

Room 23 | 7th Floor | Paper Presentation 3

50259

Harumi Manik Ayu Yamin

Collaborative Online Intercultural Learning: Promoting Language and Cultural Exposures in EFL

In many English as a Foreign Language (EFL) classes, it is common that more emphasis is placed on learning materials from textbooks than practicing authentic communication with interlocutors from various cultural backgrounds. This is generally due to limited time, differently perceived priorities, and lack of access as well as resources to connect learners with communities outside their classes. As the goal of language learning is to prepare learners to be able to communicate in a world beyond their classroom, this condition leads to a discrepancy in what they learn and what they will face outside their class. This paper examined a collaborative online intercultural learning program that connected Indonesian university students and Australian university students. The program aimed to provide opportunities to practice communicating in English with students from different countries and cultures, learn different perspectives, and increase their cultural awareness and understanding. In this three-week program, both lecturers and students discovered that they gained meaningful language and cultural exposures that were valuable for their teaching and learning experiences. Data collected from student reflections, classroom observation, and an end-of-program survey also revealed that the majority of students perceived the program positively. In addition, lessons learned from conducting the program showed that it was possible to provide students with online intercultural communication opportunities with thorough technical preparation, specific instructions, and careful consideration for all parties involved.

Room 24 | 7th Floor | Paper Presentation 1

16618

Sudarman Sudarman | Ibrahim Ibrahim | Elsa Widya Hapsari

Assessing Pre-service English Teachers' Vocabulary Size Using Web-Based Vocabulary Levels Test

This study will employ descriptive-quantitative research design aiming to investigate pre-service English teachers' vocabulary size and level. Subjects of this study will be students majoring in English education across grades in some universities in Indonesia that are selected randomly. In order to reach larger participants during the pandemic, an online version of Vocabulary Levels Test (VLT) will be developed by means of Google Form to be utilized for data collection. The online VLT will be distributed through WhatsApp Group and Facebook Groups to reach participants in all over Indonesia. Participants' scores on VLT will be accumulated automatically by online system using the same calculation on paper-based VLT. The results of this study will provide beneficial information for teachers and students on how to effectively develop their vocabulary development programs that will hopefully contribute to their proficiency

levels. In addition, this study will also provide guidance for teachers on how to measure their students' vocabulary size efficiently in online class during Covid-19 Pandemic.

Room 24 | 6th Floor | Paper Presentation 2

73888

Nunung Suryati

EFL Pre-Service Teachers' Voices on Mentoring Experiences: Satisfaction and Dissatisfaction on the Process and the Contents of Mentoring

Several studies have shown that mentor teachers play an essential role in assisting pre-service English teachers in developing their professional experiences in school-based practicum. Despite numerous studies on mentoring, the voices of EFL pre-service teachers remain underrepresented in the Indonesian context. This study investigates EFL pre-service teachers' experiences, satisfaction, and dissatisfaction with their mentoring process to aid EFL pre-service teachers' professional learning in their school-based practicums. During their teaching practicum, seventy pre-service teachers who taught English in Indonesian junior and senior high schools and ten mentor teachers participated in this mixed-method study. A questionnaire and an interview were used to collect data. The questionnaire used a Likert scale with four options ranging from satisfactory to dissatisfactory to investigate the mentoring process, styles, and content. The researchers also interviewed the mentor teachers to learn more about their perspectives and practices on mentoring and the challenges of being a mentor. The questionnaire data were analyzed statistically, and the interview data were analyzed based on the themes that appeared in the data. The findings show that pre-service teachers found the mentoring process satisfactory overall but found a few mentoring contents to be unsatisfactory. According to mentor teachers, pre-service teachers need to learn and experience more fundamental aspects of teaching. Implications for teacher education to improve mentoring quality and the relationship between pre-service teachers and mentor teachers are discussed.

Room 24 | 6th Floor | Paper Presentation 3

35321

Durotun Nasihah | Sonny Elfiyanto

Argumentative Writing Construction of EFL Writing Class through Pragma-Dialectic Approach

Critical thinking as a necessary talent for university students is not being developed to its full potential these days. Teachers of English as a Foreign Language (EFL) are working hard to incorporate critical thinking into their teaching approaches due to the pressing need to strengthen students' critical thinking skills. This study investigates how Indonesian EFL students construct argumentative essays through critical discussion using the Van Eemeren and Grootendorst's (1970) pragma-dialectical and Searle's (1969) pragmatic approaches. The data come from third-semester argumentative essays authored by Indonesian university students in the English department. There are

thirty students in the writing class which discuss different topics. Students worked in pairs to discuss a controversial topic and were separated into protagonist and antagonist groups. Five controversial topics provided, then the most voted topic was the main data. The analysis claims that students used four steps of argumentation: confrontation, opening, argumentation, and conclusion. Tentatively, this research found that some students merge confrontation and opening stage in defending the standpoint. Students use speech act to show their aims in giving argumentation in each stage. From a pragmatical and dialectical standpoint, implementing the pragma-dialectical theory improves the comprehension process of argumentation texts. This approach trains the students to have good critical thinking in resolving the different opinion.

Room 25 | 7th Floor | Paper Presentation 1

22476

Nur Hayati

Reflective Practice in English Language Teacher Education in Indonesia: Teacher Educators' Integration and Engagement

This study aims to provide a holistic empirical analysis of teacher educators' integration of and engagement in reflective practice (RP), as situated in the Indonesian context of TESOL teacher education. Drawing on a sociocultural perspective, it examines the individual and contextual factors shaping the teacher educators' integration of and engagement in RP, including especially the contradictions they experience in their RP activities, which lead to changes and development in their understanding and enactment of RP. It is a case study involving six Indonesian TESOL teacher educators selected purposefully based on their varied backgrounds. Data collection instruments included three in-depth interviews with each participant and document retrieval. The data were analysed by drawing on the third generation of activity theory, in which the teacher educators' integration of and engagement in RP were analysed as a joint activity system. This presentation will discuss the study's initial findings based on the case study of Lisa (pseudonym), a teacher educator who worked in a religiously-affiliated university in Indonesia. The findings indicate a close relationship between Lisa's integration of and engagement in RP, in that both were directed to enhance students' learning with great concern on *learner reflection* (i.e., reflecting on the students' cognitive and affective states). The institution where Lisa worked appeared to be very supportive towards the enactment of reflective pedagogy and Lisa also had the same concern and beliefs. However, there are rooms for improvement to make Lisa's own engagement in RP more productive, particularly in resolving contradictions within the "Mediating Artefacts" and between the "Rules" in the joint activity system.

Room 25 | 7th Floor | Paper Presentation 2

75419

Ari Purnawan

Implementing the Principles of Assessment for Learning in an Online Learning Context: A Reflective Note from an EFL Classroom

The issue of assessment for learning (AfL) has long been introduced and discussed in classes of EFL teacher training colleges as a new perspective of how language teachers should view and use assessment. In spite of a number of educators questioning the legitimacy of accepting AfL as assessment, the trend of using it at least as a supplementary method for assessment continues to grow. This paper aims to discuss the implementation of AfL as a method for supporting students' learning and, of course, as an assessment procedure in the context of online learning. The undergraduate course of English Language Learning Assessment offered at the English education department of Universitas Negeri Yogyakarta was used as the data source. Two classes were observed and thoroughly investigated. The aspects revealed in this paper are the students' perspectives of the AfL including the problems they faced during the process and their expected model of assessment, the difficulties found during the implementation and their solutions, and the notes that can be used as a guidelines of other teachers interested in implementing AfL or combining it with the conventional assessment of learning method.

Room 25 | 7th Floor | Paper Presentation 3

18706

Soe Darli Wai

Learning Style Differences of Myanmar EFL Teachers with an Emphasis on Confucian Cultures

This study includes a brief discussion of Confucianism, a discussion of East Asian learning styles, review of some theories of measuring cultures, and some prescriptions concerning practice. Confucianism has had a major influence on education for more than two thousand years, so an understanding of the influence of Confucianism is essential for successful teaching. Thus, this paper discusses unique characteristics of learning styles and cultural values specific to Myanmar EFL teachers, with an emphasis on Confucian cultures. Prescriptions that can facilitate success for lecturers in the tertiary classroom in Myanmar are provided. According to the findings, most teachers have not taken surveys of their learning styles and adjust the class, or provide more options based on the diversity of styles. But They are happy with the foundation of Confucius philosophy (Average Mean= 2.56). Most teachers use several diverse forms of assessment (oral exams, written exams, projects, group work, group quizzes, performances, presentations, creative writing, poster sessions, etc.) According to the data, there are many learning styles across Myanmar culture but most teachers are likely to use East Asian Learning Styles (Average Mean= 2.12). Participants said that they did not experience background knowledge tests (pretests) of their students and

adjust material or provide alternative learning sequences. However, they use medium as techniques for adjusting a variety of student learning styles in lass (Average Mean= 2.93). They often present verbal material in more than one way and use many examples. However, only some of them make use of technology to vary modes of learning, and for asynchronous learning. Finally, they recommend or require diverse out-of-class learning opportunities.



PARALLEL SESSION 7



Room 1 | 5th Floor | Paper Presentation 1

15979

Tiyas Saputri | Aslam Khan Bin Samahs Khan | Nafiah

The ASD Student’s Perception toward the Implementation of Blended Learning Method during Thesis Consultation

This study focuses on the perception of an Autism Spectrum Disorder (ASD) student about blended learning (combination between online and offline) and its benefits during thesis consultation with his supervisor. This study uses a descriptive-qualitative research method to obtain information related to the student's perception of the blended learning method during his thesis consultation. The subject of this study was a final year ASD student who was taking undergraduate thesis. Data about the student's perception of the blended learning method during thesis consultation were obtained from the interview results. The results of this study showed a positive response from the ASD student. The ASD student was interested in using blended learning method with the Google Classroom and Zoom applications for online learning and offline (if necessary for his understanding). This method was felt to be very useful for the ASD student. This can be seen from the answers of the ASD student interview after the lecturer used blended learning method during the thesis consultation process. The ASD student collected assignments easily, recorded activities well and motivate him to explore related content with his undergraduate thesis.

Room 1 | 5th Floor | Paper Presentation 2

52515

Mitsue Allen-Tamai

Developing an Innovative English Reading Program for Young EFL Learners at an Early Stage

the rapid pace of globalization has spurred a strong social demand for teaching English to young learners throughout the world, and has finally affected the foreign language policy in Japan. The upper graders at Japanese public elementary schools have been able to take twice-a-week English classes from 2020, but this dramatic change has caused several problems. Among them, the challenge of creating an effective literacy program is the most serious issue because it affects the continuity of English education at the secondary level. The presenter has developed an innovative English literacy program for upper graders at public elementary schools in Japan. She will present the program and studies showing its effectiveness. Based on the abundant L1 research findings on early literacy development, the program focuses on explicit instruction of alphabetical knowledge, phonological awareness and ‘New Phonics’ which emphasizes the teaching of onset and rime. In order to develop spoken language, which plays a major role in literacy development, the program used story-based instruction. The effectiveness of the reading program was examined by comparing the students who participated in the program for two years (n= 457) and those who did not (n=412). All the participants were measured in their letter knowledge, phonological awareness,

word knowledge and reading ability. Those who experienced the program showed superiority in these skills compared to their counterparts. A more detailed statistical analysis will be reported in the presentation.

Room 1 | 5th Floor | Paper Presentation 3

43287

Dewi Puspitasari | Karolis Anaktototy

EFL Teacher Beliefs in Teaching English for Students with Special Needs

Teacher beliefs in teaching English for students with special needs become an essential issue to be discussed because it is related to the planning and action that the teacher has in the teaching and learning process. Students with special needs are those who have difficulties in particular areas as a result of their impairment that influences their learning ability. This study is aimed at describing an English teacher's beliefs in teaching special need student (hearing impairment/SMPLB/B) covering the material, strategy, classroom management, assessment, challenges and teacher's expectations in teaching English for students with special needs. The research method used was a case study under a qualitative research approach. The participant was an English teacher at the SLB Negeri Kota Ambon. The data were gained from the activities of participant observation; review of the document and in-depth interview. The results show that students with special needs require different treatments in teaching and learning process in terms of the materials, teaching strategy, classroom management and assessment. Besides, the teacher also has several challenges in teaching those students such as the slow responses of students in learning, the lack of appropriate materials compatible with students' disability and the lack of a well-established approach. In addition to the students' limitation and teacher's challenges, the teacher merely expects that the students are able to be useful in their lives so that they can spread positive energy to their environment.

Room 2 | 5th Floor | Paper Presentation 1

35189

Burhanudin Syaifulloh | Elke Stracke

EFL Lecturers' Concerns Regarding the Implementation of the Higher Education Curriculum (HEC) in Indonesia

This study examines lecturers' concerns about the implementation of the Higher Education Curriculum (HEC) in the- undergraduate English study programs in Indonesia. We used the Stages of Concern (SoC) model, one of the diagnostic dimensions of the Concerns-Based Adoption Model or CBAM (Hall & Hord, 2014), as the theoretical framework for this study. The model consists of seven stages of concern, which help identify lecturers' attitudes and beliefs while implementing a new curriculum. We adapted the original version of the Stages of Concern Questionnaire (SoCQ) and added an open-ended question. The questionnaire was shared online and the respondents were English lecturers (N = 368) from six regions in Indonesia. This

study aims to investigate their concerns regarding the implementation of the HEC. We also examined how their concerns might differ based on their demographic characteristics. The findings indicate that lecturers mostly demonstrate a ‘non-user profile’. This finding shows that lecturers had little concern about or involvement with the HEC in the SoC model. Furthermore, the lecturers’ concerns were significantly different based on their gender, age, teaching experience, and year of implementation and involvement. However, the lecturers’ concerns were not significantly different based on their qualification, geographical location, and types of institution. The results from the open-ended question signify that lecturers were mainly concerned about the pedagogical issues, student outcomes, and lack of information, resources, and support. The study extends the use of the SoC model into the Indonesian Higher Education context and provides useful insights into lecturers’ ways of implementing the new curriculum into their English teaching practice.

Room 2 | 5th Floor | Paper Presentation 2

98885

Laila Rochmawati | Lusiana Dewi Kusumayati

“Can I Increase My English?” The Test-Taking Title Instructional Strategy on Aviation Community Performance

This study aimed at assessing the impact of training in the teaching-learning cycle during the training on improving the English language skills of the trainees. The training group was divided into two: the control group with a total of 43 people using strategies other than test taking and the experimental group with a total of 43 people using the test taking learning strategy. The training participants come from the general public in the city of Jogjakarta ranging from lecturers, teachers, students and high school students. The training participants were also homogenized with their language proficiency level by conducting the Test of English for International Communication (TOEIC). Quantitative data were analyzed by using an independent t-test, whereas qualitative data from the interview were analyzed descriptively to enrich the study results. This study shows that integrating the test taking learning strategy in the training process really affects the learning outcomes of the trainees.

Room 2 | 5th Floor | Paper Presentation 3

69153

Dias Tiara Putri Utomo

Vocabulary Learning Strategies Employed by Indonesian Virtual Exchange Students

This study investigated types of vocabulary learning strategies (VLS) employed by Indonesian college students. The study specifically aimed to find out (a) the most and the least frequently used VLS, and (b) the most useful VLS. A total of 105 nursing students who attended a virtual exchange program during the first semester of the 2021/2022 academic year participated in this study. The data were collected from a vocabulary learning strategy questionnaire which consisted of 25 items. To answer the

research questions, the collected data were analyzed by using SPSS statistics 25.0, including the descriptive statistics. The overall findings revealed that in terms of five categories, cognitive strategies were reported to be the most frequently used strategies and social strategies were the least ones. In terms of individual strategies, the most frequently used vocabulary learning strategies were 'using bilingual dictionaries either print or electronic', 'guessing word meaning through the context', and 'learning new vocabulary items through vocabulary videos'. The least frequently ones were 'asking the word's synonym to the teacher' and 'communicating with native speakers'. Furthermore, the participants assumed that 'using bilingual dictionaries either print or electronic' and 'taking notes of new words' as the most useful strategies. Considering the results, both students and lecturers must be more aware of the effective learning strategies to earn better achievements.

Room 3 | 5th Floor | Paper Presentation 1

40663

Dian Savitri

How Application Ease the Assessment Process in EFL

Large classes (more than 20 students in the classrooms) dominated the learning processes carried out in Indonesia. This situation has sometimes made it difficult for teachers to conduct assessments because it takes a lot of time to assess and evaluate each student. The Current assessment processes are quite diverse; teachers do not only do paper-based tests, but they also use web-based tests. In other words, teachers use some assistance from web-based application to assess their students' proficiency. This study aims to see how well the Pintar Apps, a web-based assessment application, helps teachers in assessing their students' learning outcomes. The method used in this study is a qualitative method with the instruments in the form of class observations and interviews. The study shows that the application helps teachers to assess their students in a faster and more accurate way. The teacher does not need to check the results of student answers one by one because they are automatically checked by the system. Pintar Apps are very helpful for teachers in managing assessment activities in their classes. Furthermore, Pintar Apps helps teachers administer the grades of students who have used this application and is able to give a list of grades for all the students' activities when they are using the application.

Room 3 | 5th Floor | Paper Presentation 2

48897

Khairani Dian Anisa | Sri Marmanto | Slamet Supriyadi

Language Assessment Literacy: Graduate Students' Voices and Its Implication on the Language Assessment Course

Research on language assessment literacy (LAL) heavily focuses on teachers', policymakers', test developers', and university administrators' LAL. However, the exploration of students' LAL is scarce. To address this gap, this study aimed to investigate EFL graduate students' LAL perspectives. In this exploratory case study, 20

EFL graduate students having completed a language assessment course in Indonesia were selected to participate through purposive sampling. This study adopted Kremmel and Harding (2020) questionnaire to gain the data. It followed Taylor (2013) eight dimensions of LAL namely (1) knowledge of theory (KT); (2) principles and concepts (PC); (3) language pedagogy (LangP); (4) impact and social values (ISV); (5) local practices (LocP); (6) personal beliefs/attitudes (PBA); (7) scores and decision-making (SDM); and (8) technical skills (TS). After responding to the questionnaire, 5 EFL graduate students participated in the semi-structured interview voluntarily. The data were analyzed using Interpretative Phenomenological Analysis (IPA) to provide a thorough description of students' LAL. The results suggested that EFL graduate students had a moderate understanding of those eight dimensions. However, students tended to perceive themselves as slightly knowledgeable in some dimensions (LangP, ISV, TS, LocP, and SDM) since they needed more practice to have a better understanding of these dimensions. Therefore, in designing the language assessment course, lecturers are encouraged to provide more practice so that students will have better LAL. The findings provide the significant discovery for including students' views to have a more thorough understanding of LAL as well as recommendations for lecturers in designing language assessment courses.

Room 3 | 5th Floor | Paper Presentation 3

11100

Entusiastik

EFL Teachers Cognition: What Shapes Their Beliefs and Practices

Teacher cognition is a complex notion and encompasses a wide range of aspects related to teacher professional development as part of teacher learning process and how this may form their professional identity and classroom practices. This paper explores how teacher's cognition is reflected from teachers' beliefs, attitudes, and reflective practice as observed and narrated by three EFL teachers teaching in a non-formal setting. These three teachers were selected by using several criteria: years of teaching, teaching experience, and records of teaching performance. Although teacher cognition is believed to be unobservable, previous research suggested that the use of teacher reflection has been useful. Hence, this study draws from observation, interviews and two reflective texts -one written at the end of an academic year, and another one right after a regular teaching practice. The study suggests that several factors such as prior training and education, self-efficacy, and supportive workplace are amongst the most significant factors which influence teacher cognition.

Room 4 | 5th Floor | Paper Presentation 1

57063

Ima Fitriyah | Utami Widiati | Niamika El Khoiri

Learners' Use and Understanding of Teacher, Peer, and Automated Machine Feedback: A Comparative Study in English Writing Classes in Higher Education

Comparative research on students' use and understanding of feedback from peers or teachers in English writing classes has been widely investigated. However, along with

the development of technology that supports the provision of feedback, the number of research comparing the three types of feedback, teacher, peer and automatic feedback machines and how they contribute to writing achievement is still very low. This research focuses on how well students understand each form of feedback from the teacher and how they use it to improve their writing. All kinds of feedback that are used but not well-understood can help improve the quality of the immediate text but do not necessarily contribute to the development of long-term writing skills. Therefore, this study seeks to distinguish the use of feedback and their understanding of teacher feedback, peer feedback and automated machine feedback with a focus on 1) type of feedback students use more frequently in making revisions: teacher feedback, peer or automated machines, 2) type of feedback which is better understood by students, and 3) what factors, if any, influence the learner's decision-making process: teacher feedback, peer feedback, or automatic machine feedback. To answer the three problems, this study will use three data collection methods: (a) analysis of the written content of the use of feedback (b) stimulated response interview about students' understanding of feedback, and (c) interviews about the factors that influence participants' responses. The selected students are those who have taken the academic writing class.

Room 4 | 5th Floor | Paper Presentation 2

58154

Pipit Rahayu | Yenni Rozimela | Juffrizal

The Practically of PIPA (Persuasive Informative Presentation Assessment) Model Application by Using Webqual

PIPA (Persuasive Informative Presentation Assessment) Model is a public speaking assessment model used for Persuasive and Informative Speech designed with a sandwich feedback method through Web-Based Technology. The practicality of the PIPA Model is defined as the extent to which a model is practical in terms of the resources necessary to produce and administer it for its intended context and use. The components of the practicality of the PIPA Model were arranged based on web equal 4.0 by Barnes & vidgen. Web Qual is a method for assessing the quality of Web sites. They consisted of usability, information quality, and service interaction quality. The questionnaire was distributed to 29 English students and 3 English public speaking lecturers of a private university in Riau province. The result of the data analysis showed that the language use, feedback method, rubric, and process in assessing public speaking were practical. Furthermore, documenting of public speaking assessment results, communication features between the students and the lecturers, and accessibility of assessment were categorized as very practical. It was concluded that the PIPA (Persuasive Informative Presentation Assessment) Model application based on Web Qual 4.0 was very practical. It is suggested that this assessment model be used for public speaking assessments in Higher Education.

Room 4 | 5th Floor | Paper Presentation 3

11122

Yanqi Luo | Yunier Perez Sarduy

Enabling Student Feedback Uptake: Review of Research

With the increasing emphasis on the notion of feedback being a process instead of information, the concept of 'feedback literacy' has drawn a great amount of scholarly attention. Based on this notion, students are no longer passive recipients of the feedback information, instead, they are positioned as active participants in the feedback process. The premise of such construct is that students are trained to be feedback literate in order to ensure effective feedback uptake. However, in reality, students are not equipped with such skills and awareness. This paper aims to review the existing literature on the subject of student feedback literacy, including conceptual discussions and empirical investigations in various contexts, for the purpose of spurring teaching practitioners to explore learning-oriented and learner-centered innovative feedback practices for the cultivation of student feedback literacy.

Room 5 | 5th Floor | Paper Presentation 1

69174

Louisa Sarah Kamanasa

Teachers' Beliefs about Classroom-Based Assessment: Challenges and Possible Solutions for EFL Teachers in Maluku Barat Daya

This study seeks to investigate the beliefs of three teachers at one of public senior high schools in Maluku Barat Daya concerning classroom-based assessment (CBA) by using descriptive qualitative approach to find out the teachers' beliefs and the sources of their beliefs. This study also investigates the problems the teachers encountered in implementing CBA and the solutions used by the teachers to overcome those problems. This study is a qualitative study and was conducted in three data collection stages: classroom observation, in-depth interview, and review of documents. The data was validated by triangulation of sources and analyzed by using the flow model of Cresswell (2012). Results of the study reveal that the teachers' beliefs about classroom-based assessment is important and significant for their students' individual assessment, especially in enhancing the students' ability in learning the target language. The source of the teachers' beliefs come from the English Teacher Association, individual experiences, as well as the books, lesson plan, and syllabus. However, students' attitude and low English proficiency became the issues in implementing CBA. The teachers overcome such problems by re-teaching the materials, doing the icebreaker, and enhancing the awareness of the students' low English proficiency. This study concludes that teachers' beliefs go hand-in-hand with the what have happened in the classroom.

Room 5 | 5th Floor | Paper Presentation 2

73028

Md. Elias Uddin

The Quality of MCQs in High-Stakes University Admission Test in Bangladesh

This present paper is designed to give a specific report on the quality of Multiple-Choice Questions (MCQ) used in the English section of the examination papers in the high-stakes university admission tests in Bangladesh. It aimed to investigate the prevalence of item violations as well as the cognitive level of around 400 MCQs used in the highly competitive university admission tests in the country. The taxonomy of 31 MCQ item writing guidelines was validated by Haladyna et al. (2002) to identify the item violations in this study. For evaluating the cognitive level of the MCQ items, Bloom’s taxonomy of cognitive behavior was used in the study. Finally, it suggested putting forward some suggestions for the MCQ item writers, moderators, and test-providing authorities involved in the Bangladeshi university admission tests in particular and in any other assessment contexts where MCQs are used in general.

Room 5 | 5th Floor | Paper Presentation 3

73310

Shelly Xueting Ye | Matthew P. Wallace | Christine Jiaqi Dong |
 Lily Xiaoran Shi | Bron Yuntian Yang

Comparing L2 Learners’ Performance on Listening Production Task between L1 and L2 Responses

Multiple-choice questions and matching are commonly used in L2 listening tests. Test takers’ performances on these tasks are likely to be affected by test-wise strategies that are irrelevant to the listening construct. This variance could be reduced by adopting a listening production task that requires learners to write down the listening content. However, test developers are hesitant to employ this task for listening assessment because of a possible problem associated with the confounding effect of test takers’ L2 listening and writing ability on their written products. This issue affects the accurate measurement of listening abilities and score interpretation. Inspired by the idea of translanguaged assessment that was claimed to benefit listening comprehension by removing language barriers and providing access to the entire language repertoire, the current study seeks to overcome the problem by using L1 response in listening assessment, meanwhile attempting to close the research gap concerning the impact of response language on L2 listening performance. To achieve this, a listening production task requiring test-takers to recall what they hear was developed. Listeners’ performances between L1 and L2 responses were compared among higher- and lower-proficiency learners. The result indicated that there was no significant difference between L1 and L2 responses, implying that listeners’ performance on the listening recall task was not affected by their L2 writing ability. This task is thereby recommended to be adopted in the future development of listening assessment.

Room 6 | 5th Floor | Paper Presentation 1

84360

Antony Kunnan

The Future of Language Assessment

Due to the COVID-19 pandemic starting in early 2020, there have been changes in the field of language assessment that are related to high-stakes international assessments in English. Some of these assessments have changed indefinitely or permanently. They include the cancellation of test centers for test administration and in-person oral interviews and the abandonment of paper and pencil tests. These assessments have been replaced by the use of online delivery of tests, computers for responses in writing and speaking, and automated processes for item generation, item scoring, and reporting. These changes will also become part of classroom assessments over the next few years depending on resources available in schools and homes in different parts of the world. In this talk, I will review the changes that have occurred and then discuss some of the positive aspects of the changes, which include language-related matters such as newer definitions of foreign and second language proficiency, independent and integrated language skills, as well as task-based and scenario-based assessments. In addition, technology-related matters such as the introduction of online delivery and computer-adaptive tests, automated task and item generation, automated scoring of writing and speaking performances, and automated score reporting will also be discussed. These changes have provided test takers with greater access to such tests, i.e. cost reduction paid by test-takers, shorter tests, and faster turnaround of scores. Some examples taken from the Duolingo English Test will be used to illustrate these innovations. Negative aspects of these changes, such as the consequences of these changes, will be mentioned. These will include the increased familiarity of test-takers with computer use, the need for institutional and individual digital resources, and the possibility of digital inequality in society.

Room 6 | 5th Floor | Paper Presentation 2

22268

Haryati Ibrahim | Hazri Jamil

Challenges in Cascading Common European Framework of Reference for Languages (CEFR) Courses for English Language Master Trainers in Malaysia and Suggestions to Overcome Them

This paper presents a systematic review of related studies on obstacles in cascading Common European Framework (CEFR) courses for English Language Master Trainers in Malaysia and suggestions to hands-on on them. This systematic review intends to cater with two research questions; i.e. what are the challenges faced by the CEFR Master Trainers in Malaysia in cascading the CEFR syllabus and assessment courses and what the solutions are to overcome those challenges. Four studies were reviewed and they revealed that the problems the Master Trainers encountered were the dilution in content knowledge transfer, time constraint and teachers' mastery of the knowledge. The findings also enlightened on some suggestions to overcome the challenges, both

from the Master Trainers and teachers' point of view. The Master Trainers must be aware of the effective approaches in cascading the content knowledge. Meanwhile, the teachers should be given ample opportunity to display their own comprehension towards the content of the knowledge transferred in school.

Room 13 | 6th Floor | Paper Presentation 1

69909

Eunsook Kwon | Shinhye Kim

A Study on Korean EFL College Students' Peer Review in Their Writing with Digital Tools

This study has investigated Korean EFL college students' peer review in their writing with digital tools and also analyzed their perceptions regarding peer review writing with digital tools during the writing process. The Participants in this study were twenty-six sophomore undergraduate students (16 females and ten males) from an elementary education class in a university in South Korea. The open-ended questions of peer-review with the digital tools, including 16 items and helpfulness and the reason for digital tools, were asked for peer review experience, digital tools, the change of writing performance, group formation, and peer review, and the experience of the writing process. The findings demonstrate that among the seven digital tools in the writing process, the students frequently used Padlet (1), Grammarly (2), Google Docs & Microsoft Words (2), Mural (3), Zoom(4), Lextutor (5), and Copykiller (6) in order. The digital tools were divided into three categories: before writing (Mural), while writing (Zoom, Grammarly, Lextutor, Google Docs & Microsoft Words), and after writing (Copykiller, Padlet). The students used digital tools in each writing step. The teacher's college students used Padlet, Grammarly, Google Docs & Microsoft Word the most and Copykiller the least. The students mostly used Padlet because they may want to compare and check others' writings while sharing them on Padlet. Therefore, they realized that employing peer review with digital tools would help them improve their writing skills and social relationships with other peers. Also, they had a great writing process and improved their writing skills and need to practice them to become better writers and learners.

Room 7 | 5th Floor | Paper Presentation 1

98468

Rafista Deviyanti

Assessment of Young EFL Learners in Indonesian Elementary Schools

Assessment and language teaching are two intertwined activities that significantly impact one another. Thus, they should be integrated regularly and systematically into teaching and learning. This study focuses on investigating English teachers' experiences and attitudes toward the English language assessment of primary learners in Indonesia. The study used an explanatory sequential mixed method design. Brumen, Cagran & Rixon's (2009) questionnaire was adapted to collect the quantitative data and gather it online. Thirty-five primary school English teachers willingly filled out the online

questionnaire, and 5 of them agreed to be interviewed in a one-on-one online Zoom meeting to collect the qualitative data. The quantitative data obtained were analyzed using descriptive statistics. The quantitative data show that most teachers assessed their students using summative rather than formative assessments. They used numerical more often than comments. Albeit the teachers felt that assessments are essential and responsible for implementing the suitable assessment for the students, the interview found that the teachers lacked the knowledge and literacy to assess the English language of young learners.

Room 7 | 5th Floor | Paper Presentation 2

46202

Ai Fujiwara

Language, Nation, and Ethnicity in Japanese Foreign Language Education

I have previously surveyed Japanese university students on their cross-cultural understanding and attitudes toward the word "foreigners." In that research, the students were asked what the criteria would be regarding a person as a foreigner, for instance, physical characteristics, languages, costumes, and names. The item which got the highest point was "languages." The result showed languages would be the most important clue for judging a foreigner. Seven years have passed since the last survey regarding intercultural understanding. Now I am teaching linguistics and have realized that students do not adequately understand the relations between countries, people, and languages. It has been so many years since international understanding was first introduced into foreign language education in Japan. However, some students still think "one language is used in one nation," such as French in France, Chinese in China, and Spanish in Spain. In this paper, the students in my linguistic class answered a question, "tell me a question about languages or a linguistic phenomenon that you would like to know." Based on students' comments and questions, I analyzed why the way of thinking "one language is spoken in one nation" arose among Japanese students. And the problem that some students had no chance to learn the relations between languages and nations at school has been revealed.

Room 7 | 5th Floor | Paper Presentation 3

58056

Faiz Ushbah Mubarak | Atiqah Nurul Asri | Farida Ulfa

A Comparative Analysis of English Learning Frequency on Students' Speaking Ability in Accounting and Information Technology Department

During the pandemic, teachers are expected to be creative in the online class through Zoom and the Learning Management System (LMS). The material which was originally matched in an offline class requires the teacher to remodel it, so it can be applied effectively to meet the learning objectives. In the English class, students' abilities are demonstrated by showing their performance in applying active (Speaking and Writing) and passive (Reading and Listening) language skills. One way to experience authentic learning or similar to real-life experience, for example, is to transform the current

teaching method to digital form. It can be implemented through a variety of challenging mini-projects in the form of recorded company meetings, recorded computer crime role plays, and news casting. News casting is one of the materials that can be applied in an online learning. Specifically in State Polytechnic of Malang, fourth semester students of the D4 Finance Study Program of Accounting Department got two meetings for an English Course. Meanwhile, students of the Information Technology Department, they have fewer meetings with only one meeting per week. Based on the two comparisons above, it leads to a new assumptions. Considering that students of the Accounting Department have more opportunities to practice their speaking skills in English, it is assumed that their abilities are better than students of the Information Technology Department. This assumption then underlies the curiosity to prove the hypothesis testing in this study.

Room 8 | 5th Floor | Paper Presentation 1

63162

Sin-Yi Chang

English Medium Instruction Policy in Higher Education: Rethinking the Language-Content Relationship

in this presentation I examine how current understandings of English medium instruction (EMI) can be refined to inform language policy-making and practice in higher education. Starting from a set of EMI definitions (Dafouz & Smit, 2016, 2020; Macaro, 2018; Pecorari & Malmström, 2018) and the language-content spectrum that was first put forward by Met (1998), I highlight how EMI has been approached in existing literature and how it may converge or diverge with other bilingual labels. Using an institutional case study as an example – with data collected from policy and curricular documents, classroom observations (34 hours), as well as semi-structured interviews with lecturers from different disciplinary communities (17 hours), I argue that the conceptualization of the language-content duality could be expanded to better reflect the different manifestations of EMI in reality, and to provide space for tracing terminological movements in the process of policy implementation. To do so, a dynamic language-content model is introduced, drawing attention to different *depths* of integration based on what is controlled (e.g., language and/or content) and how much control is taken (e.g., in curriculum-planning, teaching, and/or assessment). The model can be viewed as a second generation of the language-content continuum, complementing existing definitions of EMI while opening up wider possibilities for dealing with the interplay between language and content in university settings. The paper closes with implications for EMI policy-making and practice.

Room 8 | 5th Floor | Paper Presentation 2

80944

Evynurul L. Zen | Sri Rachmajanti | Ira M. Fran Lumbanbatu | Elvira R. MR

Language Ideology and Attitudes toward English among Multilingual Families in Indonesia

Focusing on the complex multilingual setting of Indonesia, the present study investigates the representation of Spolsky's (2004) three aspects of language: ideology,

management, and practice. Specifically, we look thoroughly at parental language ideology and attitude and how they are reflected in actual language practice and planning, focusing on English as a foreign language. Our analysis draws from a large-scale online survey of 1,344 multilingual parents from different parts of Indonesia, with the survey being distributed to over 28 provinces, including NAD, North Sumatra (North & West), Lampung, Bangka Belitung, Jambi, Bengkulu, Jakarta, West Java, Central Java, East Java, Yogyakarta, Maluku, Kalimantan (North, South, West, East, and Central), Riau, Sulawesi (North, South, and Southeast), Bali, Nusa Tenggara (West and East), West Papua, and Papua. Our findings indicated that English remains the additional language to learn and not to be used at home for parent-child communication practices. Consistencies were also seen between parents' ideologies and planning in which their positive attitudes towards the mastery and use of English are translated into their desire to support the development of English proficiency of their children. Moreover, the results of the semantic differential pairing in our survey demonstrated that English is perceived to be a language that indexes modernity, usefulness, and formality. Our findings can be used to predict the future trajectory of English in our society and, more particularly, our education system.

Room 8 | 5th Floor | Paper Presentation 3

11069

Mustakim Sagita | Eva Sulastri Sagita

The Effectiveness of Computer-Assisted Language Learning in Increasing Students' Paper Based TOEFL Score

The purpose of this study was to see how computer-assisted language learning (CALL) could influence undergraduate students' paper-based TOEFL exam scores. The study was designed as a quasi-experimental study with two variables: computer-assisted language learning and traditional language training. A total of 34 students from Jabal Ghafur University's EFL department took part in the study. A table of random numbers was used to assign the individuals to the experimental and control groups, each of which consisted of seventeen participants. The experimental group was taught in a language laboratory utilizing computer-assisted instruction, while the control group was taught in a traditional classroom setting using a conventional training methods. A pre-test was provided to both groups during the first week, and a post-test was given at the conclusion of the study. Participants in the experimental group were also interviewed about their experience with CALL. The pre- and post-test gain scores were assessed statistically, and the interviews were content analyzed. The results reveal no significant difference in overall scores between the control and experimental groups. However, there were statistically significant disparities in students' gain of reading and listening scores. The interviews reveal that the experimental group's participants valued computer-assisted language learning.

Room 9 | 6th Floor | Paper Presentation 1

13627

Riski Lestiono

From Rationale to Finale; Redesigning ‘English Speaking for Informal Interaction’ Instructional Activities and Material Development

Technology-supported language learning has immensely penetrated current EFL instructional practices. Such a phenomenon requires a warm reception among EFL practitioners. Some adaptations and modifications on existing instructional designs and materials are deemed urgency. Preliminary observation on English Speaking for Informal Interaction (a compulsory course for English-majoring students) textbook revealed that this textbook required further updates and modification regarding its instructional activities and materials. The designated unit merely displayed basic instructional activities to achieve the learning outcomes, without essentially focusing on collaborative learning and creative thinking, nor wide-ranging use of technology. Accordingly, this current study aimed at redesigning some aspects of the textbook. Qualitative content analysis was employed to arrive at the objective of this study, performed in multiple stages, namely: (1) identifying and collecting data from the textbook, (2) determining coding categories that represent some instructional activities and materials to redesign, (3) coding the redesigned contents of the textbook, (4) validity checking, and (5) refurbishing, finalizing, and presenting the results. The redesigned lesson plans and materials integrated the utilization of Artificial Intelligence (AI)-based chatbot (DialogFlow), Mobile-Assisted Language Learning (MALL) applications (Cake App and Puppet Pals App), Mindmap App, QR Code Generator, flip book (fliphtml5), social media (Instagram TV (IGTV)), and other relevant websites. The use of technologies for learning expectedly promotes autonomous and independent EFL learners. From the rationale to finale, this paper rounds off the redesigned scenarios by proposing alternative and democratic assessments through writing a reflection paper and peer assessment.

Room 9 | 6th Floor | Paper Presentation 2

17169

Arif Suryo Priyatmojo | Abdurrachman Faridi | Charanjit Kaur Swaran | Issy Yuliasri

Web 2.0 in the English Language Learning in Higher Education to Promote Global Education

The objective of this paper is to describe how Web 2.0 promotes Global Education in higher education. Global Education emphasizes three pathways – empathy, engagement and social justice. Empathy refers to how the language learners have feeling of empathy towards others as the citizen of global world. Then, engagement is described as how someone can communicate and collaborate with other people to solve the world’s problems in the global context. Meanwhile, social justice is how the education can reach the whole members of the global world. This conceptual article is an exploratory qualitative study. The students of the English Department are purposely chosen as the subjects of the study. It is expected that the description of the study can

extend our knowledge and understanding with the concept of Web 2.0 in the virtual era where technology has become the main part of language learning in promoting global education.

Room 9 | 6th Floor | Paper Presentation 3

18316

Le Thanh Ha

Teaching and Learning Lexical Collocations with Concordancing and Scaffolding

The study aimed to examine the effect of concordancing and scaffolding in developing learners' knowledge of lexical collocations. Four tests were administered to two groups of Vietnamese learners of English to assess their ability in three aspects: (1) to identify (mis) collocations, (2) to provide answers with suggested options, and (3) to provide their correction. Regarding the students' ability to identify (mis) collocations and to provide answers with suggested options, the study revealed that concordancing significantly improved their scores while scaffolding had no considerable impact. Concerning the students' ability to correct, both concordancing and scaffolding significantly affect their performance. The study, therefore, discusses the importance of introducing concordancing to promote learners' independence in learning collocations. Scaffolding is equally important, especially when a concordancer is first introduced to students. Concordancing should be considered a long-term task for learners in their development of collocation knowledge, while scaffolding is temporary. Both concordancing and scaffolding can therefore be regarded as co-supporters in helping learners eventually take charge of learning collocations by themselves.

Room 10 | 6th Floor | Paper Presentation 1

19252

Malikhatul Lailiyah | Karlina Karadila Yustisia

Collaborative Concept Mapping: A Case Study of a Meaningful Learning in EFL Classroom

Working together to solve problems is gaining popularity in today's educational system. Therefore, assisting students in experiencing group knowledge collaboration should be the primary focus of a teacher's attention. There is an ever-increasing demand for the promotion and comprehension of various forms of collaborative learning, particularly as the use of online education continues to gain ground. One tool that could encourage and facilitate student collaboration is called collaborative concept mapping. Students work together to develop one or more concept maps through collaborative concept mapping. This method contrasts with individual concept mapping, in which students generate and visualize their ideas independently. Learners' interactions with one another are essential to the generation of new ideas in the context of collaborative learning. This research used a case study methodology and focused on investigating the effect of collaborative concept mapping on how students' reading comprehension in English as a Foreign Language classes. The case study findings

indicate that collaborative learning processes embedded in concept mapping learning platforms support and facilitate reading comprehension achievement, which ultimately results in successful foreign language learning for students in higher education. Building individual and group knowledge have been made more accessible because of the interaction that occurs during collaborative concept mapping. Individual concept mapping does not involve any interaction. As a consequence of this, utilizing this strategy could potentially be of benefit to both individual and group learning. In addition, the students' positive attitudes toward group collaboration were evident, as demonstrated by collaborative concept mapping.

Room 10 | 6th Floor | Paper Presentation 2

26183

Delsa Miranty | Dina Rachmawati

Factors Influencing EFL Students' Decision to Use Podcasts in Listening Classes

The present study aims to investigate the factors influencing English major students' decisions and the length of time they spent listening to podcasts in the listening classes of a public university in Indonesia. In this study, 113 students were asked to use podcasts to know their influencing factors and the length of time that they spent on the podcast in listening classes. Students were asked to listen to the materials from the podcasts provided by the teacher in the listening classes for about four months. Data were gained from a close-ended questionnaire sent through Google Form about the influencing factors and length of time spent on using podcasts in listening classes. The percentage of the mean and standard deviation of the data from the closed-ended questionnaire were calculated statistically using SPSS version 20. The length of time spent on the podcast was analyzed descriptively. The findings indicate that the usefulness factor has the highest mean factor influencing EFL students' decision to use a podcast in their listening classes, the enjoyment and relative advantages are the two factors that significantly differ from the other four factors, and the length of time used for podcasts of less than 15 minutes play an essential role in using podcasts in the listening classes. In addition, this study recommends that teachers utilize podcasts in teaching listening, considering their usefulness as a technology-based learning tool and in assisting students in their academic success.

Room 10 | 6th Floor | Paper Presentation 3

29254

Syarifuddin Dollah | Fauzia Sehuddin | Geminastiti Sakkir

Parents' and Students' Perception on *Ruangguru* as a Digital Platform in Learning English

The potential of digital technologies is changing the traditional systems into more modern systems, resulting in a new product, system, and platform than can be more useful for everyone. For example, in education, E-Learning can increase the quality of teaching or learning media to be more innovative and interactive. One of the most

recently established and popular E-learning media is Ruangguru. Ruangguru as a digital platform in industry 4.0 gained positive responses from the students and their parents. This study examines parents' and students' perceptions of Ruangguru as a digital platform in English learning. This study was conducted using a survey research, including quantitative and qualitative data. Data were collected using questionnaires and interviews. Findings from this study indicate that the majority of the students and parents showed a positive response to Ruangguru as a digital platform. It was proven by the result of the students' rating mean score, which was 42.73. It was supported from the percentage of the questionnaire which showed that most students chose **strongly agree** with the advantages of this application, which lie in the interesting platform, good features, good tutors, and relevant materials with Indonesian curriculum.

Room 11 | 6th Floor | Paper Presentation 1

26408

Kammer Tuahman Sipayung

Students' Perception on Asynchronous Learning during the COVID-19 Pandemic at English Department of Nommensen Medan

Asynchronous learning is a teaching model that offers flexibility and very useful for distant learning. During the Covid-19 pandemic, in which face-to-face learning was at some point impossible, asynchronous learning became a popular mode. Faculty of Teacher Training and Education (FKIP) of University HKBP Nommensen used Google Classroom as the learning management system (LMS) to facilitate the asynchronous learning. In addition, occasionally synchronous learning was facilitated using a video conferencing platform, in this case Zoom. This study describes students' perception of asynchronous learning. Applying the qualitative research design, the data of this research were gathered through questionnaire using Google Form and interview using Zoom. The participants of this study were 321 students at the said faculty. The results shows that seventy five percent (75%) have a positive perception on asynchronous learning model and the rest (twenty five percent, 25%) have a negative perception on online learning model. This finding concludes with a suggestion that lecturers need to improve their digital (technological) literacy for the sake of better facilitating students' learning process.

Room 11 | 6th Floor | Paper Presentation 2

32513

Nicole Tavares

How a Video-Based Online Platform Enhances Pre-Service English Teachers' Quality and Depth of Reflections

Situated within the context of English language teacher education, this paper discusses the affordances of an online video-based learning management system VideoVox developed by a university in Hong Kong to promote learning dialogues. With its unique

functions of annotating time-stamped videos using personalisable tags, the platform creates an avenue for focused, rich and meaningful asynchronous discussion of critical episodes of teaching and learning. The study involves pre-service student-teachers taking undergraduate and postgraduate English language teaching methodology courses at the university. These student-teachers participated in staged collaborative lesson-planning, peer review and joint-reflection activities via VideoVox in relation to a micro-teaching and associated lesson-study assessment task. Adopting a qualitative approach, data are collected from the student-teachers' online interactions, artifacts of their original, revised and finalised lesson plans and teaching materials, semi-structured interviews, and the teacher-educator's observational diary. All these are analysed using thematic coding with inter-rater reliability checks. The paper examines how the functionalities of VideoVox may be capitalised upon in promoting different forms of collaboration, peer-feedback and reflections. Findings of the study indicate that VideoVox plays a significant role in enhancing the quality and depth of the student-teachers' reflections, their criticality, as well as the use of video as evidence in their lesson study. Student-teachers also report gains in their feedback-giving approach and acknowledge its importance in their future teaching career. On this basis, pedagogical implications for broadening the use of such video-based platforms for teacher professional development will be explored.

Room 11 | 6th Floor | Paper Presentation 3

34676

Wakhid Nashruddin | Nizar Ibnu

A Need Analysis for E-Learning Development: Issues in the Implementation of Technology-Enhanced Language Learning (TELL)

Covid-19 pandemic leaves educators around the globe no choice other than shifting from in-class learning mode only to include online learning mode. This is apparently a promising situation, as online learning become a new custom to many countries education system, bringing solutions to difficulty of students' mobility during and post pandemic. However, the adaptation to a new learning mode always encounters many challenges, in varied aspects, including challenges faced at university level in Indonesia. English language learning, with its speciality, is affected, too. This research, therefore, was intended to explore the issues concerning the implementation of Technology-Enhanced Language Learning (TELL) in an English Education Department in Indonesia. A qualitative approach was employed utilizing surveys and a focus group discussion involving the English Education lecturers and students. The results of the research, based on the surveys, showed that the obstacles in good online learning experienced were mostly technical in nature which resulted in poor interactions that occurred in the classroom. Despite of that, in the focus group discussion, participants believed that online learning was still needed post-pandemic through the blended-learning method for richer learning experiences, especially by utilizing the Learning Management System (LMS) that was already available at the university. In terms of the technology, regarding to this new shift, the participants expect the learning media to be user-friendly, in accordance with the working system of the human brain and body, and can facilitate

learning needs. Besides, special training on utilizing the media was also reportedly needed.

Room 12 | 6th Floor | Paper Presentation 1

34886

Maria Asumpta Deny | Kusumaningrum

Enhancing Students' Speaking Ability through *Instagram* Vlog

In the 21st century, the implementation of technology-based learning is frequently used and more popular than the conventional ways in English language learning. The contribution of using technology towards English learners' performance and competence is needed to investigate. One of the well-known technologies currently used is Instagram Vlog. This research examined whether the Instagram Vlog contributed to the improvement of learners' speaking ability. The research aims to know how students' perception on their speaking improvement through the use of Instagram Vlog and to determine the impact of Instagram Vlog. There were 32 students involved in this research. To know the students' perception of Instagram Vlog usage in English class, the questionnaire was demonstrated. Meanwhile, pretest and posttest were administered to find out the impact of Instagram Vlog. The result of the students' pretest and posttest were calculated using SPSS and a paired sample t-test was performed. Regarding the questionnaire to know the students' perception, they believe that Instagram Vlog enhances their English-speaking ability. The result on the students' improvement after Instagram Vlog implementation indicated that the implementation of the Instagram Vlog in *Bahasa Inggris I* subject contributed to the students' speaking performance. It is suggested that teachers apply some technologies in the classroom and ask students to make use of them outside the classroom. One of them is the Instagram Vlog, which is offered as an alternate method of supporting English teaching and learning.

Room 12 | 6th Floor | Paper Presentation 2

70109

Aridysion Hariyanto Kale | Johanes Leonardi Taloko

Against All Odds: Exploring an Indonesian Teacher' Emotional Geographies in Online Professional Development

This narrative study explores the emotional experience of a successful Indonesian in-service EFL teacher pursuing his professionalism career by joining a national online PPG when the global COVID-19 pandemic hit this country and deadly tropical cyclone Seroja devastated some parts of southern Indonesia and East Timor. Garnered from the results of several virtual interviews with the participant, the data were analysed with the Hargreaves's emotional geography framework (2001) focusing on five different emotional dimensions: physical, sociocultural, moral, professional, and political. The findings showed that during the catastrophes, the participant experienced different emotions shaped by physical, sociocultural, moral, professional, and political factors while negotiating and coping with such emotions.

Room 12 | 6th Floor | Paper Presentation 3

39878

Ayako Hiasa

Framework for Using Machine Translation in Novice L2 Writing

Although we are far from reaching a conclusion about the use of Machine Translation (MT) like *Google Translate* in L2 teaching (Ducar, 2018; Gally, 2018), a review of empirical studies tells us that MT has some features that are potentially beneficial for L2 development (Lee, 2020; Tsai, 2019). The previous research shows that MT has strength in helping students choose proper vocabulary items for their writing (Garcia & Pena, 2011). On the other hand, MT showed some weaknesses in syntactical accuracy and translating macro-level features of the original writing (Bahri and Mahadi, 2016). Moreover, language learners showed mixed feelings about using the use of MT in L2 writing (Tsai, 2019; White & Heidrich, 2013). The researchers have not yet reached a conclusion as to whether and how we should use MT in the language classroom. Still, they acknowledge it has a certain benefit in it that traditional learning tools (dictionary, grammar book) cannot offer. The question now we have is how best we can utilize it (Mundt, 2014). In this presentation, I will introduce a framework for using MT in novice L2 writing classrooms and a lesson plan to encourage readers to apply the framework in their teaching contexts. Addressing the intersection of the two key new issues of English education in Asia, novice EFL L2 writing and the use of machine translations in the L2 classrooms, and offering a practical pedagogical practice would make a significant contribution to the advancement of English education in EFL settings.

Room 13 | 6th Floor | Paper Presentation 1

76141

Made Hery Santosa

Teachers' Technology Integration in ELT Online Learning Context: A Look from Triple E Framework

Twenty-first century learning and pandemic have transformed ELT instruction to be more hybrid and flexible with opportunities and challenges, including technology integration into the online learning context. This study aimed to investigate the perception and implementation of pre- and in-service teachers on technology integration in ELT online learning viewed from Triple E framework. Using purposive sampling, the study employed sequential mixed-methods to 9 pre- and 14 in-service teachers who participated in best practice publications. There were three instruments used, namely Triple E perception rubric, Triple E implementation rubric, and an interview guide. Using Gregory Formula, content validity results from the two raters were valid (.99) and Cronbach Alpha was in a good fit ($\alpha=.96$). Data from the rubrics were analyzed using Triple E scoring system and data from the interview were analyzed using interactive model. The result shows that majority of pre- and in-service teachers perceived there is an exceptional connection between the technology tools they employed and learning goals. Seen from their best practice publications, teachers were relatively consistent in their teaching performances with one pre- and one in-service

teachers' perceptions were lower in some Triple E components. From the interviews, it was found that although there is a consistency between their perception and implementation of technology integration in the ELT online learning, some teachers felt that technology does not always assist students' learning due to issues, like connectivity, technicalities, and teachers' pedagogical skill. More professional developments on pedagogical and digital literacy skills with better connection supports are suggested.

Room 13 | 6th Floor | Paper Presentation 2

46416

Diah Royani Meisani

Coping With the Challenges of Teaching English Online: Lessons from the Newbies

The COVID-19 school closure has forced teachers to move the classes in virtual settings. For teachers who have never experienced teaching courses online, this technology-mediated teaching presents several challenges that could prevent them from delivering the teaching material effectively. This study employed an open-ended questionnaire to explore the main barriers faced by three English teachers who new to remote teaching and the steps they did to transform face-to-face (F2F) classes into functioning e-learning courses. The paper showed the teachers' perspectives that might be useful for other novices in preparing for virtual classes. Findings showed three major points related to participants' attempts to overcome the limitations of technological competency, the instructional strategies they used to develop the content for online classes through multimedia integration, and their reflection towards teaching English online. Finally, the findings shed light on how to prepare and implement effective online teaching that meets the needs of beginning online teachers.

Room 13 | 6th Floor | Paper Presentation 3

52063

Agus Rofi'i

Hybrid Synchronous and Asynchronous English Language Teaching in Speaking Class: Teachers' Psychosocial Stance

Hybrid synchronous and Asynchronous English language teaching is required to be implemented by the teachers in senior high or vocational schools particularly in speaking class. The objective of the study was to explain the teachers' psychological stance in conducting hybrid synchronous and asynchronous English language teaching. This study employed descriptive case study where the English Teachers were involved in semi-structured interview and close-response questionnaires. The findings revealed that psychological and several social factors crucially influenced the teachers' online speaking. It also revealed that the teachers were required to design understandable input, performative tasks, and relevant feedback during the speaking class. In brief, hybrid synchronous and asynchronous English language teaching embraced the improvement of teachers' speaking competence as well as the students' involvement in speaking class.

Room 14 | 6th Floor | Paper Presentation 1

56134

Clara Herlina Karjo | Wiwik Andreani

Affordances of E-Learning in Higher Education Institutions in Indonesia

E-learning has become indispensable since the Covid-19 outbreak in March 2020. The sudden change of learning model might not have been anticipated by many educational institutions, causing a few confusions on how to conduct e-learning properly, especially in providing an e-learning management system (LMS). This study aims to examine the affordances of higher education institutions (universities) in Indonesia in conducting the e-learning during the pandemic. We conducted an online survey towards 100 university lecturers from several universities in Indonesia to ask about the implementation of e-learning in their respective institutions. The questions include the e-LMS used, the preferred learning model, and the challenges for implementation. The results revealed that 79% of the participants used a specially built LMS in their universities, while the rest still used commercially build LMS like Moodle. Then, 82% of the participants prefer blended learning model which combined face to face and e-learning models, and 46% of them wanted to have a fifty-fifty division between face to face and e-learning. As for the challenges, no interaction with students was deemed as the most disturbing challenge for the lectures. The results imply that e-learning will continue to be implemented in Indonesia, regardless of the condition of the pandemic. Thus, universities should provide an e-LMS that can cater all the e-learning needs, while lecturers should also equip themselves with pedagogical as well as technological skills to face the e-learning challenges.

Room 14 | 6th Floor | Paper Presentation 2

57736

Takuro Fujita | Natsuko Shintani

Learners' Use of Machine Translation during a Collaborative Writing Task: A Case Study

Second language (L2) learners' use of machine translation (MT), such as Google Translation, has increasingly attracted attention for its potential effects on L2 acquisition. Little, if any, research has examined the process of L2 writing when learners are allowed to use MT. The study explored how low-intermediate EFL learners utilize MT during a collaborative writing task. Two pairs of learners collaboratively wrote a report of a scientific experiment in English based on a set of 4 pictures describing the experiment. The participants were allowed to consult MT tools during the tasks. After completing the task, they compared their own products with a model report. The learners then individually completed a questionnaire asking about their retrospective experience of the task. Audio and video recordings of their interaction and the written products were analyzed in terms of the types of interaction and occurrence of language related episodes (LREs). The results showed that the two pairs utilized MT very differently. One pair, which was relatively lower in proficiency, relied heavily on the MT,

using various strategies to maximize the MT functions. They produced a relatively high-quality report but both learners were not confident about their abilities. The other pair made only minimal use of the MT when they could not find appropriate English words or phrases by themselves. They produced LREs more frequently and variously than the other pair and reported that the task was enjoyable and useful for them. However, the quality of their report was limited compared to the other pair.

Room 14 | 6th Floor | Paper Presentation 3

99804

Dodi Siraj Muamar Zain

Attitudes and Beliefs of EFL Pre-Service Teachers towards Mobile Learning

The increasing number of studies investigating the effectiveness of mobile learning indicates the rising interest among teaching experts and practitioners in this approach. However, the direction of this approach is determined by the attitudes and beliefs of the current pre-service teachers who are likely to employ and develop this approach for their future classes. This phenomenological study recruited 20 EFL pre-service teachers in a private university in Central Java, Indonesia, and explored their beliefs and attitudes towards mobile technology to facilitate classroom instruction during the student-teaching program. Using an interview as the primary research instrument, the analysis revealed that the majority of participants were not in favor of adopting this technology due to multiple reasons including the lack of exposure to this technology and the unfamiliarity with strategies for the effective application of mobile learning. However, they acknowledged the affordance of this technology as a learning tool and believed that it would be more commonly used in future instructional practices. This study further formulated implications and recommendations to develop their positive attitudes and beliefs towards mobile technology.

Room 15 | 6th Floor | Paper Presentation 1

64090

Ika Fitriani | Nadya Isnani Furqoni

Infusing Technology for Interactive and Engaging Synchronous and Asynchronous EYL Classroom

During the spread of coronavirus disease, teaching and learning in all levels of education is transformed from face-to-face to online learning through ICT integration. A number of researchers agree that the use of technology-based teaching has been effective in EFL context, but some hesitation-toward its application is also persistent. In the context of TEYL, doubts toward the effectiveness of technology-based teaching surface due to various reasons. They are including low quality of communication and interaction between students and teachers, low technology adaptation by both from students and teachers, and many other reasons. This paper discusses some best practices of how a teacher used technology to design some interactive and engaging online English classrooms through meaningful materials, activities, and assessments. A retrospective study that elaborates on how an online English classroom was conducted will be applied. The learning designer, and facilitator of the class, was a primary data

source while the students' and their parents' reflection were the sources of the secondary data. The results of this current research provide insights for future teachers to utilize technology and plan their teaching in a more interactive, communicative, and attractive way.

Room 15 | 6th Floor | Paper Presentation 2

91140 Elsa Rosalina | Nasrullah | Rahma Pitria Ningsih | Hidayah Nor | Vebrianti Umar

A Comparative Study of Online vs. Blended Learning on Student's Grammar Mastery among Non-English Department Students

This research aims to investigate the impact of online vs. blended learning on student's grammar mastery among Non-English Department Students. The participants of this research are 80 students from Non-English Department (18-20 years), at Lambung Mangkurat University, majoring in History Education and Civic Education. They are divided into three groups: the control group receives grammar instruction from face to face teaching in the classroom using conventional method whilst the online learning and blended learning groups receive grammar instruction from online application like Google Classroom, Quizizz, Kahoot or ULM's LMS instructional model and blended learning instructional model, successively. Using a before and after design, students will be retested after four weeks.

Room 15 | 6th Floor | Paper Presentation 3

68310 Nasrullah | Rahma Pitria Ningsih | Elsa Rosalina | Hidayah Nor | Vebrianti Umar
 | Syafryadin

An Investigation of the Interplay of Readiness for Change in the Enactment of Blended Learning

A growing interest of studies about blended learning has occurred lately all over the world not to mention in Indonesia during the COVID-19 pandemic. However, there is a scarcity of research in the area of readiness for change particularly in the mode of blended learning instruction. To bridge this gap, this study aims at exploring the interplay of readiness for change in the enactment of blended learning encountered by EFL prospective teachers. This study employs a narrative inquiry design by recruiting 5 prospective teachers who have been experiencing internship practicum at secondary schools. Data collected from their reflective journals and interviews are analyzed using thematic analysis. The findings of this research give insights into higher education faculty, in-service teachers and EFL learners toward a variety of readiness that can ensure the success of learning in blended learning course delivery. The implication of the study benefits educators as well as policymakers to provide comprehensible input and a series of sufficient training to blend content mastery, pedagogical skill, and technological competence at the individual and institutional levels.

*Room 16 | 6th Floor | Paper Presentation 1***71096**

Kaukabilla Alya Parangu | Faiqotur Rizkiyah

The Effectiveness of a Program Based on AI Applications in Developing the Language Skills of University Students

The use of technology is increasingly more extensive in various fields, not to mention English teaching which also makes continuous improvement and expansion by combining teaching with Artificial Intelligence (AI). Artificial Intelligence helps students and teachers to effectively support online teaching and learning by personalizing learning for students, automating instructors' routine tasks, and empowering adaptive assessments. The current study seeks to examine the effectiveness of using Artificial Intelligence in developing students' language skills at the university level. The study adopts quantitative approach to find out the effectiveness by comparing two groups, control and experiment groups. The study sample consisted of 60 randomly selected students from a university in Indonesia. The results reveal a very low level of utilization of these strategies for teaching/learning English. The study has identified the training requirements from the study sample's perspectives. A suggested plan has been intended to expand the use of AI applications in the field of English education.

*Room 16 | 6th Floor | Paper Presentation 2***72343**

Maria Virginia A. Kitan

The Application of Digital Literacy Skills in Multimodal Advocacy Campaign in Purposive Communication

Advocacy campaigns are movements organized by an individual or group to promote awareness about issues at the local, state, and national levels. One of the major requirements in the course Purposive Communication in college is a multimodal advocacy campaign project in the Philippines. This encourages students involved in the ability for supporting problem-solving abilities related to the specific specialization. This present paper is designed to give an overview of the self-efficacy of students in digital literacy skills, such as the process of applying the digital literacy skills in their advocacy campaign materials, and the evaluation of the teachers on their projects. Adopting the descriptive qualitative study, the data was gathered by using questionnaires from the second-semester students who were enrolled in the Purposive Communication course at a university in Baguio. The semi-structured interview was conducted with four Purposive Communication teachers. The findings of the study revealed that there is a crucial need to enhance the digital literacy skills of the students in preparing advocacy campaign materials. Results of the study were utilized in preparing enhancement programs to develop the students' digital literacy skills and in redesigning the syllabus of Purposive Communication.

Room 16 | 6th Floor | Paper Presentation 3

95303

La Sunra | Abdullah | Fitri Radhiyani | Zahraini Fajri Nur

Exploring EFL Students' Critical Thinking through Reflective Journal

Critical thinking as one of the 21st century skills is a necessary skill needed to prepare students for further studies and the workforce. This study aimed at exploring English students' critical thinking skills through reflective journal. The study focused on two research questions: (1) To what extent does reflective journal improve the EFL students' critical thinking? (2) What aspect of EFL students' critical thinking skills does improve significantly? A quantitative and qualitative design were utilized. Applying purposive sampling technique, 30 EFL students who participated in microteaching course in Universitas Negeri Makassar were taken as sample of the research. The instrument of this research was students' reflective journals. The data collected were analyzed through descriptive statistical as well as qualitative analysis. The results of the research showed that the use of reflective journal in Micro Teaching course improves EFL students' critical thinking skills in moderate way. The significant increase in students' critical thinking takes place in evaluating aspect reaching approximately 70% increase. This indicates that reflective journal helps facilitate the EFL students improve their ability to develop their analysis in determining the strengths and weaknesses of their teaching practices in a factful and logical way. The study also indicated that some students still find it difficult to make final statement in conclusion as the best alternative solution to improve their practice in the future. Finally, the implies that EFL teachers need to do their best to integrate critical thinking in their teaching either explicitly or implicitly.

Room 17 | 6th Floor | Paper Presentation 1

74310

Indah Wardaty Saud | Fadhlani Saini | Nur Halimah

Students' Perceptions on ICT Employment in EFL Classroom (A Survey Study at MAN Model 1 Manado)

Information and Communication Technology (ICT) has great potential to facilitate English language learning and is developing as one of the great advances in education in the 21st century. This study aims to explore EFL students' perceptions of ICT work in EFL classrooms. Two hundred and ten (210) model school students in Manado were asked to answer an online questionnaire using Google Form. The questionnaire includes four components; 1) the use of ICT in learning English, 2) the expansion of ICT helps students in learning English 3) the benefits of using ICT in helping students learn English 4) the factors that influence the use of ICT in learning English and 5) students' attitudes towards the use of ICT in learning English. This study uses a quantitative method with a survey design. Data analysis used descriptive statistics by calculating the mean and using T-test and ANOVA to determine the difference. The results showed that most of the students used ICT to surf the internet when they were looking for some information and looking for word meaning and pronunciation. The students feel that

they have a high positive attitude towards the use of ICT in learning English. However, there are two main problems faced by students, namely English language skills and lack of training on ICT.

Room 17 | 6th Floor | Paper Presentation 2

75395

Belinda Azzahra

Fintech Education Overview: A Game Changer in Reducing Financial Inclusion Inequalities in Indonesia?

Financial technology is expected to be a major driver of financial inclusion in Indonesia. The country is preparing itself to embrace future disruptions with the government's 2020 Go Digital Vision to boost overall growth, improve worker's skills, and create jobs. Fintech is at the core of plans to meet the target of 75% of Indonesians gaining access to a formal bank account by 2019 set out in the National Strategy for Financial Inclusion. Being less homogeneous than banks, fintech companies can create a more diverse, secure, and stable financial services landscape (Asian Development Bank, 2018). Unburdened by legacy systems, fintech companies have greater scope to reduce costs and improve service quality. On the other side, fintech implementation still meets tremendous challenges. If we take the golden thread, this paper will overview both sides. The first way is that fintech education is ideal and suitable act as a game changer in achieving financial inclusion in Indonesia and the counterpart. This research uses qualitative research methods such as literature overviewing from policy implementation and overall Indonesia's tech education climate and inductive method in taking the conclusion.

Room 17 | 6th Floor | Paper Presentation 3

44538

l'Anatul Avifah | Nur Laily Lupita Sari

Perceptions and Challenges of Utilising LMS in EFL Classes Amid COVID-19 Outbreak

Learning Management Systems (LMS), web-based systems which allow teachers and students to perform their teaching and learning online, have been commonly used by a lot of educational institutions, especially higher education. Moreover, in this Covid-19 pandemic situation, the teaching and learning processes are supposed to integrate online-based learning as a way to prevent the spread of virus. Consequently, LMS has been popularly used as a tool to help teachers regulate their teaching at a distance. Universitas Billfath becomes one of the higher educational institutions which integrates LMS, i.e *Moodle*, to facilitate e-learning. However, this use of LMS needs more research to enhance the online learning. Teachers' perceptions have a decisive turning point on the successful implementation of *Moodle*-based learning. Thus, this study aimed to explore the lecturers' perceptions and challenges of integrating *Moodle* in EFL classes at Universitas Billfath during Covid-19 outbreak. This research employed a descriptive qualitative design using questionnaires and semi-structured interview to generate data

from EFL lecturers of Universitas Billfath experiencing using *Moodle* in their classes. Findings of this study suggested that despite the inconvenient system of e-learning, the lecturers perceived positively the use of *Moodle* in their teaching encompassing five concerns which are convenience, affordances, teaching effectiveness, teacher's involvement, and teacher's innovativeness. Besides, the lecturers encountered several difficulties in the early adoption of LMS regarding with the system of *Moodle* and lacked of experience, learner's engagement, assessment, motivation, and technical support. Indeed, the lecturers thought that teaching approach, practical implementation, and challenges needed to be taken into account.

Room 18 | 7th Floor | Paper Presentation 1

77402

Sunarlia Limbong | Baso Jabu | Muhammad Basri Jafar | Nur Aeni

The Impact of Synchronous Learning of Marlins in Teaching Maritime English

Educators use online learning in the teaching process during the COVID-19 pandemic. Basic interactive online learning methods, such as synchronous learning, are available as a face-to-face learning process via online media. It is necessary to have learning media that can be used during learning of Maritime English. The platform to be used in this study is Marlins. This study aimed to investigate the impact of synchronous learning in teaching Maritime English through marlins English in cadets' learning outcomes in the industrial revolution 4.0. This study was a quantitative study by using pre-experimental One-Group Pretest-Posttest Design. The data were collected with Marlins English, with r Cronbach Alpha of .788. TTtwenty four cadets were involved in this study. Multiple choice items and descriptions made up the data collection instruments. A one-sample t-test, a percentage test, and an independent sample t-test were employed to analyze the data. The results of the study showed that there is a significant difference in the scores of the 24 cadets of Engine Department of class 3A at Polytechnics of Makassar Merchant before and after the treatment. For further researchers, it is expected that they can carry out further research with a more in-depth coverage related to online learning through synchronous learning.

Room 18 | 7th Floor | Paper Presentation 2

85895

Untari Gunta Pertiwi | Bachrudin Musthafa | Wawan Gunawan

Engaging University Students in Digital Literacy Project: Seeing Our Digital World through Photovoice

The fast-changing teaching activities from face-to-face interaction to online one awakes people's awareness of the need for digital literacy competence particularly in education sectors since classes are available in online platforms and this competency leads to successful learning since it assists students in accessing, managing, integrating, and evaluating information. This qualification is known as information literacy and it becomes a base competence in DigCom 2.0 framework released by the European

Commission. A series of studies confirm that information literacy is one of the keys to successful learning. However, this area has not gained much attention in the Indonesian contexts since a number of studies in digital literacy merely put an emphasis on digital device usage for teaching and learning activities, and on teachers and students' perception on the issue of digital teaching and learning. Therefore, this study aims to foster information literacy in EAP (English for Academic Purposes) courses for engineering undergraduate students, and explore their perceptions on digital literacy using photovoice. This study is a qualitative study involving a narrative inquiry approach to explore students' perceptions toward digital literacy particularly information literacy through photovoice. The data were garnered through questionnaires and learning journals. The analysis of the data found that the project brings a new understanding among the students of digital literacy particularly information literacy. They recognize more the importance of digital literacy competence for dealing with tremendous information in the recent digital era.

Room 18 | 7th Floor | Paper Presentation 3

86992

Novalita Fransisca Tungka

Teachers' Roles in Online Learning: A View of EFL Students' Preferences

This study investigated how EFL university students perceived the roles of their teachers in online learning and how those roles contributed to their online learning experiences in a low-tech environment. The paper drew on an analysis of 72 questionnaires and 10 in-depth interviews from prospective English teachers studying at Universitas Sintuwu Maroso, Poso, Sulawesi Tengah. The discussion in this paper focused on the different effects of three teachers' cognitive roles, managerial roles, and affective roles on creating positive learning atmosphere for the students in the context of low-tech online environment. The results indicated that teaching skills, with regard to the three roles of EFL teachers in online learning, must be taught explicitly in a teacher training program through scenario-based learning activities.

Room 19 | 7th Floor | Paper Presentation 1

89056

Kuan leong Mak | Mark Fraser

"I Feel Relaxed Because It Feels Like Watching Movies" Reducing Listening Anxiety through Audiovisual Learning

This qualitative research explored learners' perceptions of the value of audiovisual listening (video watching) to the alleviation of anxiety in an English as Foreign Language (EFL) classroom in Macao, China. Four learners were interviewed about the perceived value of paired audiovisual activities in reducing their anxiety in listening comprehension exercises. The result indicated that learners favored audiovisual over audio-only activities because of the more relaxing listening experience that audiovisual activities offered. They also found the availability of both the auditory and visual inputs in the videos very useful in helping them understand the content and stay focused. In addition, learners accentuated the benefits of L2 subtitles that are available in the

videos to facilitate comprehension and vocabulary acquisition. On the other hand, learners' perceptions of paired and individual activities varied due to the differences in learning goals. In light of the perceived benefits of audiovisual listening in promoting relaxation and comprehension, teachers are suggested to incorporate videos (preferably with L2 subtitles) or other visual aids into classroom listening exercises, and implement paired and individual activities alternately to address individual differences.

Room 19 | 7th Floor | Paper Presentation 2

66351

Nur Adheliya Septiarananda | Istanti Hermagustiana | Satyawati Surya

Students' Perceptions of the Use of Web-Based Tests in an English Class

One of the practical applications of technology integration in the educational field is a web-based test. Since students need to be involved in the classroom assessment decision, knowing their perceptions toward the use of evaluation media used by teachers is deemed important. Thus, this study was aimed to identify the students' perceptions on the use of web-based tests in an English class and to examine the problems experienced by students when using them in the classrooms. One hundred fourteen high school students participated in this study. This study utilized a survey which consisted of both open and close ended questions. A google form-based questionnaire was used to collect the data from the selected participants. The data were analysed by using descriptive statistical analysis. The result of this study indicated that the students had positive perceptions of the use of web-based tests. However, they experienced some problems during the implementation of the web-based tests. The problems include the mobile device breakdown, lack of security, unfamiliarity, internet connection issue, server failure, browser incompatibility, mobile device unavailability, mobile device incompatibility, and time limitation. The study also found that the most frequent problem experienced by students was the server failure problem. Some pedagogical implications of this study were discussed.

Room 19 | 7th Floor | Paper Presentation 3

94268

Wahyu Kartika Wienanda

Flipped Virtual Pronunciation Class: What the Students Think of the Implementation in Higher Education

The spread of COVID-19 in all parts of the world has impacted all life sectors, including the education sector. In Indonesia, all schools' and campuses' activities have been cancelled since March 2020, forcing the teachers and students to transform their teaching-learning activities into distance learning. Despite the sudden change and all the technical hurdles, teachers need to be well-prepared to provide an optimum learning opportunity for the students by implementing appropriate distance learning methods, one of which is flipped learning. This study aims to understand students' perspectives on the implementation of flipped learning in basic pronunciation classes

in Sekolah Vokasi Universitas Gadjah Mada. This study is qualitative in nature since it seeks to describe a phenomenon by understanding the participants' views in their natural setting. Sixty-four students from two parallel classes were involved in the study as participants to fill in opinionnaires spread through padlet. Interviews were conducted with 15 students to get a deeper understanding of their views. The results show that flipped learning helped most of the students to understand the materials before attending the virtual sessions, especially for those who dealt with an unstable internet connection, and that it boosted their confidence to participate more actively during the virtual sessions. Moreover, the virtual sessions could also be optimized for practicing pronunciation. This research indicates that virtual flipped learning can be the right option for distance learning during the pandemic.

Room 20 | 7th Floor | Paper Presentation 1

95400

Salasiah Ammade | Siti Hajar Larekeng | Ali Wira Rahman | Nurhasanah

Students' Cognitive Engagement and Academic Performance in A Flipped Classroom of an Outstanding Class Program

The importance of technology integration has begun to stir the education world, particularly when COVID-19 hits. One of the popular learning modes during the situation is flipped classroom during which course material is sent earlier to students via communication tools like WhatsApp or Telegram and will be discussed more in an online or offline class meeting. However, its implementation still lacks research regarding cognitive engagement and academic performance. In light of this issue, this study aims to explore the impact of the flipped classroom on students' cognitive engagement and academic performance in learning English, particularly in an outstanding class program. The subject in this research was 18 students of an outstanding class program in a private school in a region of Indonesia. Students' learning results, observation notes and questionnaires were used to gather the data needed and then analyzed quantitatively. The findings showed students' cognitive engagement still needs to be encouraged to make them more active and enthusiastic to participate in the learning process. Whilst, the learning result revealed a change to improve slightly. In conclusion, flipped classrooms in the outstanding class program may work well if it is implemented actively by all parties like teachers, students, and parents. Therefore, we recommended doing further research on the issues of flipped classrooms and learning achievement to enrich the world of education research.

Room 20 | 7th Floor | Paper Presentation 2

95956

Andi Hamzah Fansury

Implementation of Digital Content Assisted Language Learning (DCALL) in Developing Fans to English Application as Teaching Media for EFL Learners

Digital Content Assisted Language Learning (DCALL) is a new form of learning in the digital era recently. DCALL is a content-based learning digital in the form of writings, images, videos, and authentic material obtained from various sources such as the

internet, social media, blogs, email, vlogs, television and so on used to simplify the teaching and learning process. This research aimed to developing the mobile application named Fans to English Application through Digital Content Assisted Language Learning (DCALL). This research used the steps in the combined model of the R & D model and the ADDIE model. The result showed that 1) the application contains material that easier to understand, using audio or video using Indonesian speakers, and interactive exercise so the students can improve speaking skills, and synergizes with the existing curriculum 2) the process of developing Fans to English Application used the android studio application. In the process of making the application, all components, made using Levidio software. 3) the result of beta test was the application can improve students' speaking skills. At this stage the author also shows the practicality of the Fans to English application as digital content assisted language learning where this application can be integrated on various digital platforms.

Room 20 | 7th Floor | Paper Presentation 3

61880

Maulina

Undergraduate Students' Challenges and Strategies Utilizing E-Learning Platforms in the Virtual Learning

The physical classroom learning (PCL) during the health crisis era of coronavirus (Covid-19) pandemic is no longer applicable in all education levels in Indonesia, particularly for the undergraduates in tertiary institutions. Virtual learning is happening in massive ways using the E-learning platforms, as the media for lecturers and students to conduct the teaching and learning process. It is undeniable that virtual learning provides ample benefits to undergraduate students. Nevertheless, there are also many negative implications of virtual learning using technological platforms. This study investigates undergraduate students' learning challenges (LC) and their learning strategies (LS) using e-learning platforms during the pandemic, from 10 representative tertiary institutions in the Sulawesi region, Indonesia. The collected data were through online surveys and online forum group discussion (OFGD). This study reveals various severe issues regarding the problems and strategies using e-learning platforms in virtual learning. There are three kinds of e-learning platforms utilizing in virtual learning from home, namely video conferencing platforms (Zoom and Google Meet), management system-based platforms (Google classroom and Schoology), and social media (WhatsApp). Besides, this study reveals internal and external factors of students' LC and their LS. These issues have to be fully-concerned to sustain the quality of today and future education in higher education. Furthermore, there should include a formulation of the standard policy, implementation monitoring, evaluation, and review of the e-learning platforms used in teaching to maintain virtual learning quality in higher education institutions in Indonesia.

Room 21 | 7th Floor | Paper Presentation 1

898847

Lakshmi K

Technology in Language Teaching and Learning

The physical classroom learning (PCL) during the health crisis era of coronavirus (Covid-19) pandemic is no longer applicable in all education levels in Indonesia, particularly for the undergraduates in tertiary institutions. Virtual learning is happening in massive ways using the E-learning platforms, as the media for lecturers and students to conduct the teaching and learning process. It is undeniable that virtual learning provides ample benefits to undergraduate students. Nevertheless, there are also many negative implications of virtual learning using technological platforms. This study investigates undergraduate students' learning challenges (LC) and their learning strategies (LS) using e-learning platforms during the pandemic, from 10 representative tertiary institutions in the Sulawesi region, Indonesia. The collected data were through online surveys and online forum group discussion (OFGD). This study reveals various severe issues regarding the problems and strategies using e-learning platforms in virtual learning. There are three kinds of e-learning platforms utilizing in virtual learning from home, namely video conferencing platforms (Zoom and Google Meet), management system-based platforms (Google classroom and Schoology), and social media (WhatsApp). Besides, this study reveals internal and external factors of students' LC and their LS. These issues have to be fully-concerned to sustain the quality of today and future education in higher education. Furthermore, there should include a formulation of the standard policy, implementation monitoring, evaluation, and review of the e-learning platforms used in teaching to maintain virtual learning quality in higher education institutions in Indonesia.

Room 21 | 7th Floor | Paper Presentation 2

17853

Ekawati Marhaenny Dukut

Exploring Batik Semarang as a Media for Intercultural Communication Awareness and Global Competence

Covid-19 has changed the daily communication of people all over the world. With people doing most of their work from home, communication depends mostly on what the internet has to offer. Because people want to make good use of the internet for global communication, much information is made available in English as a world language. One of the advantages of having ready information in English is that local cultural products can now have better chances to compete globally with products from other countries. One of those products is Indonesia's Batik Semarang, produced in Semarang, the capital of Central Java province. Studying the motifs of Batik Semarang can develop an intercultural communication awareness of rich cultural hybrid data. To ensure the awareness, a group of English Department's literature students was trained to do library and field research on Batik Semarang. By applying Roland Barthes' semiotics, students were encouraged to exploit the hidden reasons for

the unique choice of Batik Semarangan motifs. This not only makes the students more critical towards local products, but also helps preserve and elevate Batik as a traditional heritage.

Room 21 | 7th Floor | Paper Presentation 3

32252

Samsul Arifin | Jurianto | Dwi Setiyadi

Degree of EFL Graduates' Intercultural Communicative Competence across East Java's Universities

It is urgent that EFL graduates are equipped with intercultural communicative competence as they are faced with the forthcoming 5.0 society. This competence would strengthen their abilities to produce appropriate, fluent, and acceptable utterances as well as to be aware of cultural differences during oral informational transfer in multicultural communication, which then leads them to personal success in any 5.0 working areas. Thus, the study aims at investigating university students' level of intercultural communicative competence. A survey was conducted to 127 first-year students at several universities in East Java. Intercultural Communicative Competence Questionnaire consisting of knowledge, skills, and attitudes components was administered, and then analyzed using statistical methods via IBM SPSS Statistics. The result shows that nearly the whole sample has a low level of intercultural communicative competence because of a lack of personal cultural understanding and experience in oral communication with people across countries. The finding suggests that a model of teaching intercultural communication and supporting learning materials should be immediately formulated.

Room 22 | 7th Floor | Paper Presentation 1

34744

Rina Wahyu Setyaningrum | Fardini Sabilah

Interculturality in the Science Classroom within the Context of Content and Language Integrated Learning (CLIL): Practices from Indonesian Primary Schools

Interculturality in science classroom with CLIL context is crucial for establishing intercultural awareness and supporting students in developing relevant abilities to deal with intercultural interactions. Different techniques can be implemented for introducing cultural values within teaching and learning process as well as instructional materials. This is a virtual ethnography of three grade one female science teachers in Islamic primary schools of Indonesia to investigate intercultural practices from the teaching and learning activities and their congruency with the instructional materials. By in-depth interviews, virtual observations, as well as text-book analysis, the data of this study were obtained and then codified to get the emerging themes to discuss. Thematic analysis was employed and members checking was carried out for trustworthiness. Findings revealed that all participants of the study agreed the intercultural practices in their science class. They systematically planned their teaching

with intercultural integration but they did not implicitly provide particular section in the Lesson Plan. In fact, they confirmed that they selected texts or resources which possibly strengthen the students' intercultural awareness. While only a participant who used series of books which aligned the international curriculum with Indonesian national curriculum, the other two participants used series of books published in Singapore and London with emphasis on internationally-content based to meet fully requirements of the Cambridge International Examinations Primary Science Curriculum Framework. Each intercultural practice was also discussed in this article. Suggestions are proposed to facilitate an interculturality integrated CLIL science pedagogy that is relevant to Indonesia's socio-educational context.

Room 22 | 7th Floor | Paper Presentation 2

95636

Sari Karmina | Nova Ariani | Sri Rachmajanti | Ahmad Heki Sujiatmoko

Empowering Primary School Teachers in Teaching Creative Writing through Continuous Professional Development

Little research has been reported on the teaching of creative writing in the context of primary school in Indonesia. Thus, this current study was conducted to see the teacher participants' practice on the teaching of creative writing for primary school students. A multiple case study design is used to explore the teachers' implementation of teaching creative writing. Four teachers, teaching bilingual classes, were purposefully selected to join the study. The teachers attended a 16-hour workshop on teaching creative writing and had agreed to take part in 4-month continuous professional development (CPD) on teaching creative writing. Primary data were gathered through classroom observations, teacher forum group discussion and teacher reflections. The data were analysed using Miles, Huberman, and Saldaña's (2014) framework. Documents such as lesson plans and students' creative writing were used as secondary data. Three themes were generated from the data: *teachers' lack of confidence in teaching creative writing, challenges in teaching creative writing online, and benefits of CPD*. The current study suggests that CPD on teaching creative writing is essential to strengthen teachers' pedagogical skill in writing and promote the production of students' creative writing.

Room 22 | 7th Floor | Paper Presentation 3

52194

Anda Roofi' Kusumaningrum | Suparno | Dewi Rochsantiningsih

Cultural Representation and Intercultural Interaction in National English Textbook

The role of English as Foreign Language in education context not only aims to make students become more communicative, but also provides cultural knowledge, since language and culture have an inseparable relationship. The present study aims to investigate the presence of cultural content in the Senior High School English textbook entitled "*Bahasa Inggris X*", published by Indonesian Ministry of Education and Culture. Drawing on Yuen (2011) and Song (2013) theoretical framework, the study attempts to

reveal how culture is represented and what intercultural interaction is presented in textbook. Employing qualitative content analysis, the study showed that the presence of cultural diversity among Indonesian culture, British/American culture, and Non-English speaking countries' culture is unbalanced, in which the majority of representation belongs to Indonesian culture while the cultures of other countries are rarely presented. Although the textbooks provide the material of intercultural communication, the proportion is limited. The portrayal of three kinds of culture (source, target, and international culture) presented in textbook tend to be unbalanced. Thus, the textbook creators need to enrich not only the material about Indonesian culture, but also the culture of other countries to help students become aware of the cultural diversity and prepare them to face cultural experience. Furthermore, the intercultural interaction embedded in textbook tend to be under represent. This shortage, however, can be supplemented with supplementary materials provided by the teacher. They may consist of a variety of intercultural interactions. This is the way to encourage students' understanding and establish their intercultural awareness, as well.

Room 23 | 7th Floor | Paper Presentation 1

20296

Faleza Yaacob | Rohaya Abdullah | Nor Asniza Ishak

Using Peer Correction to Enhance Pre-University Students' Performance in MUET Writing

Malaysian University English Test (MUET) is compulsory for all pre-university students, and it is evident that students have difficulties in answering MUET writing papers requirements. MUET writing proficiency among Malaysian students ranges from average to low even though the teaching and learning of English Language as a second language have been enforced for years. Teachers use various methods to enhance the students' performance in writing. Peer correction is a technique where learners learn from their mistakes and provide feedback on their friends' work. Therefore, this study focuses to explore how peer correction helps participants to improve their writing performance. The sample of the study included sixty mixed-ability pre-university students in Penang. The participants were exposed to peer correction during classroom learning and were asked questions to gather information on their experiences of the learning process. Peer correction was used to help improve the students' achievement and experiences as well as their acceptance of the MUET learning process. This mixed-method study employed pre-test and post-test as instruments to collect data. The data on their experiences and classroom engagement were gathered through a focus group interview. Findings from the analysis of data revealed that there was a significant difference in students' achievement, and students' have positive attitudes and perceptions towards the learning process.

*Room 23 | 7th Floor | Paper Presentation 2***93356**

M. Zaim | Refnaldi | Yetty Zainil | Yuli Tiarina

PISA Model of English Reading Literacy Assessment for Senior High School Students

Program for International Student Assessment (PISA) has been considered a barometer to know the quality of education, especially in reading, mathematics, and science learning of the students of the age 15 years old. However, the result of PISA for Indonesian students still indicates that students reading literacy is still low. This research aims to develop a PISA model of reading literacy assessment for grade X senior high school students in Indonesia based on the 2013 curriculum. This research used Research and Development Method using the ADDIE model of development. The result of development has been tried out limitedly in ten senior high schools in West Sumatera. The findings indicate that the model of reading literacy assessment of English for grade ten senior high school effectively measures the students' higher-order thinking skills. As the washback, the learning process of reading is more meaningful for the students.

*Room 23 | 7th Floor | Paper Presentation 3***98430**

Suharyadi

Do EFL Learners' Spoken and Written Texts Differ?

One of the weaknesses of the previous studies is that the differences between spoken and written texts produced by learners have been investigated within separate research projects. This article aims at reporting the differences between the spoken and written texts produced by EFL learners in the same context within three aspects: number of words, most frequent words, and sentence structures. Twenty-two learners of the English Department, Faculty of Letters Universitas Negeri Malang were involved in the study. They were assigned to talk about a topic in approximately twenty-minutes. After that, they were also assigned to write the same topic in essay forms within the same amount of time. The number of words and most frequent words in the texts were identified through a corpus analysis by applying a Voyant tool developed by Sinclair and Rockwell. This platform can detect the differences between spoken and written texts in those two aspects. Meanwhile, the sentence structures in the texts were analyzed by identifying, grouping, and categorizing the sentences in four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences. Simple descriptive statistics in the form of percentage and means were also applied. The analysis indicates that EFL learners produce different number of words in speaking and writing. Particularly, students averagely use 275.77 words in the oral production and 176.36 in the written one in the duration of twenty minutes. In terms of sentence structures, EFL learners also utilize various sentence types which include simple sentences, compound sentences, complex sentences, and compound-complex sentences in both types of data.

Room 24 | 7th Floor | Paper Presentation 1

35986

Roghibatul Luthfiyyah

Discerning EFL Teachers' Conceptions of Technology-Enhanced Assessment for Learning

While recent studies have massively discussed the potential benefits of exploiting technology to facilitate assessment for learning (AfL), there is a paucity of studies describing EFL teachers' ways of experiencing or conceptions of technology-enhanced assessment for learning (TEAfL) in the secondary level context. Using the phenomenography approach, this study aims to identify and discern qualitatively different ways in which EFL secondary school teachers in Indonesia view and interpret the use of TEAfL. Semi-structured interviews were conducted with twelve EFL secondary school teachers from different settings to explore their experiences in using TEAfL. The findings identify a continuum of different conceptions of TEAfL, which are hierarchically structured from convergent to divergent lens. EFL teachers view technology as a medium for (1) streamlining the process of AfL, (2) facilitating multimodal feedback, (3) reflecting teaching and learning process, and (4) developing students' complex skills. Although convergent TEAfL conception is prevalently discovered, the shifting conception to more divergent TEAfL possibly occurs when the teachers have a holistic understanding of AfL concept. At last, this study offers practical insights by highlighting the urgency of designing professional development activities to develop teachers' assessment literacy.

Room 24 | 7th Floor | Paper Presentation 2

214944

Nur Arifah Drajadi | Hilda Rakerda

English Teaching Instruction in Online Professional Development Program: English Teachers Reflect about English Pedagogy

This article is a qualitative study that explored Secondary English teachers' reflection in Indonesia about English language skills development and the language used in the classroom. Eighty Secondary English teachers in Indonesia were part of a tailor-made online course delivered in three month professional development program from United Kingdom's International Organisation collaborated with Indonesian English Teaching Association and designed to enhance English teachers' language proficiency, professional confidence, instructional quality, and effectiveness to teach English in Indonesia secondary school. Interactive online sessions with native English tutors, guiding from Indonesian professional lecturer mentors, whatsapp group discussion, and online learning material were used in their online course to present teachers with authentic learning experiences about English teaching and learning to foster critical reflection about theorizing non native English teachers language skills development and their instructional practice. The data were collected by using semi-structured interview methods to analyze teachers' reflections about their English skills development and their instructional practice. Teachers were interviewed using specific

language skills content about effective reading, effective listening, writing skills specific to job, and effective speaking. Findings revealed that some of the teachers agreed with the ideal English teaching practices presented in the live session online course but most teachers disagreed with it due to their students' inadequate English proficiency and their school readiness for facilitating online teaching. Implications suggest that even the most minimal reflection about content provides rich opportunities for reflection about pedagogy, making it an essential component of professional development.

Room 24 | 7th Floor | Paper Presentation 3

55790

Park Punahm

The Use of Culture Project through E-Buddy Program: Perceptions of Language and Culture Learning in a Project-Based Class

This paper investigates a case of designing, implementing, and evaluating a semester-long culture project in an English culture class through E-buddy program between Korea and America. Utilizing zoom and SNS platforms during the pandemic, 18 pair Korean- American students did research culture-related topics to enhance cross-cultural awareness and improve their target language. Korean-American students (36 students) engaged into researching aspects of Korean/ American culture and society and produced final presentation on topics of their choice through 10 times Zoom/SNS meetings. This study addresses the following three issues: (1) Was the class with culture project effective to increase participants' interest to study the English/ Korean language? (2) How did the culture project help each pair participant gain insights into a particular aspect of America/Korea? (3) How did the culture project raise participants' cross-cultural awareness? Three methods were employed to collect data: project questionnaire, reflection reports on meeting and video presentation through Zoom, and interviews. The results indicated that the culture project through E-buddy platform assists the students in gaining deeper insights into a particular aspect of the American/ Korean culture, by modifying their own stereotypical impressions of the target culture and people. The students developed some degree of cross-cultural awareness by perceiving the culture project to be useful for their language acquisition in vocabulary, speaking and listening. The students showed that the culture project through E-buddy program on various platforms was meaningful and helpful to gain a sense of accomplishment in learning the target language.

Room 25 | 7th Floor | Paper Presentation 1

58698

Jocelyn L. Alimondo

Distance Learning Education: From New Normal Challenges to Post-Pandemic Opportunities

For almost a couple of years ago, the world was stunned by the sudden outbreak of an unseen enemy – the COVID 19 Virus. Almost all public and private business firms have

closed in order to stop the quick transmission of the virus from one person to another. The Education sector is not an exception to this. Schools have also closed to protect the students and other stakeholders from this virus. Consequently, the closing of schools had a great impact in the teaching-learning process. The usual face-to-face or in-class mode of learning delivery shifted drastically to pure distance learning. Distance Learning Education is characterized by a situation where there is separation of teacher and learner in time or place, or in both time and place. This mode of learning delivery has become the foremost way of transmitting knowledge at this time of pandemic where face-to-face instruction is not allowed. The unprecedented implementation of such mode of learning, however, gave rise to many challenges among teachers, students, and parents, as well. It is in this light that this study attempts to look into the challenges of teachers in implementing the Distance Learning Education for almost two years already, while at the same time gathering their insights about how these challenges opened opportunities for new ways of delivering learning even in the post-pandemic education. To realize the objective of this paper, qualitative-descriptive design was utilized particularly employing Key Informant Interview method of gathering data. From the responses of the teacher-respondents, the following themes were culled out. Module writing and managing online classes were seen as big challenges due to lack of teacher training. On the other hand, opportunities that came out, if this DLE will be adopted in the post-pandemic education, are expanding students' accessibility to education, reaching to marginalized students and making developing 21st century teachers.

Room 25 | 7th Floor | Paper Presentation 2

738973

Nur Aisyah Zulkifli | Mukhaiyar | Hermawati Syarif | Yenni Rozimela

Designing of Assessment Model based Dialogic Electronic for Teachers' Feedback Improvement

Research shows us that students learning and student satisfaction are affected by assessment and feedback—two crucial elements of the student experience. Unfortunately, teachers were not trained in the assessment principle and feedback for learning. Based on the preliminary study, the overall teaching and learning process was focused more on teaching the subject matter and achieving learning outcome than on providing constructive feedback in the assessment process. A lack of dialogue in giving feedback might become a source of students' dissatisfaction with the assessment. Numerous studies have been devoted to investigating the diverse ways of conducting dialogic and providing feedback to improve teacher feedback in writing assessment. In response to pedagogical challenges and the use of technology to enhance student learning experience in the assessment process, this study developed a model based dialogic electronic through Research and Development study. The participants of this study were English Education Department at one of Universities in Riau Province, Indonesia. Questionnaire and interview were used to answer the questions: 1. how the assessment model is design for teacher feedback improvement? 2. How to implement

it in academic writing assessment? Based on the finding, assessment model was designed and developed based on state-of-art theory, existing design principles and technology innovations. The model is called DEAWA (Dialogic Electronic-based Academic Writing Assessment). DEAWA Model is a blended assessment and feedback for learning to assess students' writing with the teacher's feedback orientation and a set of assessment procedures embodied in an electronic dialogue and auto-scoring. DEAWA Model has three syntaxes to help teachers implement it.

Room 25 | 7th Floor | Paper Presentation 3

39112

Dwi Rosita Sari

Differentiate Instruction: Meet the Students' Diverse Needs and Uniqueness

Differentiate Instruction is one of choices in order to bridge the issues of students' diversity that exist in English teaching which focuses on three main points, namely: content, process and products. The uniqueness of the students is always challenging to be involved in English classroom. The aim of this study is to explore on how the exclusive differentiate instructions applied in one of Junior High School in Eastern Taiwan. The method of the research is qualitative research involving detail class observation towards 22 pupils. The research findings provided deeper information on some points: (1) how the teacher recognizes students' competency levels; (2) how to make students being aware and usual with the teacher's instructions; (3) How to prepare different methods and assessments in same period of teaching.



PARALLEL SESSION 8



Room 1 | 5th Floor | Paper Presentation 1

90603

Maiko Kimura | Hiroko Arao

How Online-Classes Affect Students Who Need Special Assistance

Due to the Covid-19 pandemic, all the classes went online for a year at our college, either synchronously or asynchronously. As time went by, more and more problems came out both technically and mentally, especially for the students who need 'reasonable accommodation'. In synchronously offered classes, they felt unnecessary pressure to expose themselves on screen; in asynchronous classes (on-demand classes), they easily lose their motivation to study. In this study, we conducted a questionnaire to determine the points the teachers need to focus on to give appropriate assistance to solve the issues mentioned above. Language teachers have struggled to develop better online materials and teaching methods and more to communicate with their students while securing their language acquisition.

Room 1 | 5th Floor | Paper Presentation 2

37087

Maria Christina Eko Setyarini

Translanguaging Practices in English for Academic Purposes Classrooms in Indonesia

Teaching English for Academic Purposes (EAP) has given a significant challenge when it required the students to learn several specific vocabularies for supporting their academic writing ability. However, there are several students who lack English vocabulary proficiency, and it gave a negative on the students' learning motivation. Research on translanguaging in the EFL context has presented several advantages of its practice in reducing anxiety and increasing students' motivation in learning in Indonesia. However, there have not been many studies done on translanguaging of the English language. This current study is designed to give a significant overview of the implementation of translanguaging in the EAP classroom in Indonesia. Adopting qualitative research methodology, I adopt classroom observation and teachers' and students' semi-structured interviews for collecting data. The result revealed that there are three kinds of translanguaging employed by the teachers, i.e. 1) giving input in different languages; 2) translating utterances; 3) using cognates. Another finding showed that the teachers applied translanguaging for several pedagogical objectives, e.g. checking students' comprehension and clarifying instructions. With this in mind, this study suggests conducting the next further study on the field on classroom discourse study to have deeper insights to the contextual practices in the EAP classroom in Indonesia.

Room 1 | 5th Floor | Paper Presentation 3

68341

Santi Erliana

Medium of Instruction in English Language Teaching Classes: Lecturers' Perception

The use of English as Medium of Instruction (EMI) in higher education in English language Teaching (ELT) classes has been investigated for years. Despite the growing

number of research on this topic, less attention has been paid on the actual use of EMI in the classroom. This study aimed to fill this gap by investigating EMI practice in ELT classroom in Indonesia from the teachers' perspective. Specifically, this research attempted to find out both percentage of EMI use and the contribution of teachers' language proficiency and teaching experience toward the percentage of EMI use in teaching and learning process. 87 teachers from 65 institutions from both state and private universities were exposed to EMI inventory. The data were analyzed using SPSS. The findings showed that teachers have positive attitude toward EMI in teaching. Furthermore, Pearson Product Moment analysis showed that teachers' English language proficiency and teaching experience simultaneously contribute to and can predict EMI practice, with significance value 0.036.

Room 2 | 5th Floor | Paper Presentation 1

50036

Loh Chin Ee | Kelly Sng

“The World Was Fleshed out a Bit Better”: Supporting Extensive Reading with Culturally Relevant Books

Scholars concur that extensive reading instruction usefully improves language acquisition and supports academic achievement. To bolster reading development, existing scholarship also recommends that adolescents should be exposed to books which augment reader engagement and comprehension. Culturally relevant books, which reflect the specificities of adolescents' lived experiences, may be especially attractive to them. Nevertheless, to excite their curiosity in aforesaid narratives, we must discover what adolescents like and ply them with books that appeal to their ever-evolving preferences. This study investigates the reading preferences of Singapore adolescents through a survey of 5,372 students, aged 13 to 17, in seven secondary schools. The survey revealed that the students preferred series books, graphic novels and contemporary titles. The homegrown, culturally relevant *RunHideSeek* series was of significant interest as one of only two Singapore titles in the top twenty books perused by the students. The second half of the presentation thus considers a case study of three Singapore adolescents and analyses the reasons that inform book choice for recreational reading, with specific attention to their decision to read *RunHideSeek*. Findings reveal that adolescents were attracted to the culturally sensitive setting of *RunHideSeek*. However, plot and relatability were more decisive factors that motivated their enjoyment, or lack thereof, of the series. Findings also suggest that adolescents appreciate creative world-building, realistic and complex characters, fast-paced storytelling and accessible writing. One key implication for librarians and educators wishing to encourage extensive reading would be that adolescents require more access to culturally relevant and diverse books with these attributes.

Room 2 | 5th Floor | Paper Presentation 2

50466

Hồ Đình Phương Khanh | Thi Nhu Ngoc Truong

Exploring Vietnamese Non-English Major Freshmen’s English-Speaking Anxiety at a Public University in Vietnam

The present study investigated Vietnamese non-English major freshmen’s speaking anxiety. 297 non-English major freshmen who enrolled at a public university in Vietnam answered the Questionnaire about Speaking Anxiety. This research was aimed to provide insights into sources of speaking anxiety, anxiety-provoking situations and strategies that students use to cope with speaking anxiety. Qualitative data is involved in this research. 24 students from the pool of participants were conveniently recruited and randomly divided to five focus groups to conduct semi-structured interview questions. The results showed that participants had a moderate level of English-speaking anxiety. Meanwhile, female students presented a higher level of speaking anxiety than male students. Students experienced higher level of speaking anxiety in two conditions: 1) when they were called to answer questions by their teacher in class and 2) during a speaking test and making an oral presentation. Specifically, several factors supported their anxiety such as nature of teachers’ questions, fear of losing face, being judged, and fear of receiving low scores. Otherwise, their speaking anxiety was low when they performed a role-play in front of the class and working in groups. To cope with speaking anxiety, students reported using social and cognitive strategies. The study provided useful information for English lecturers to understand the nature of students’ speaking anxiety and helped students to tackle their speaking anxiety.

Room 2 | 5th Floor | Paper Presentation 3

51993

Oktavia Widiastuti | Bambang Y. Cahyono | Nur Mukminatien | Francisca M. Ivone

Cinematic Speaking Video: A Concept of Technology-TBLT to Promote EFL Students’ Communicative Performance

One of the pedagogical approaches that can help students focus on language use for communication purposes is the Task-Based Language Teaching (TBLT). As technology has become an important element in educational settings, technology-mediated tasks can offer new opportunities for learning foreign language and for developing communicative performance. This study investigates the use of cinematic speaking video uploaded in YouTube in a combination with the technology- enhanced TBLT. Using Research and Development method, this study describes students’ process in creating cinematic speaking video. Two questionnaires and an interview were used to collect data. The first questionnaire was assigned to the students, while the second questionnaire and the interview were distributed to the field testers. This study revealed that cinematic speaking video improved students’ communicative performance. It gave students opportunity to have authentic (online) audience and real-life communication in YouTube platform. The synergy between the task and technology promotes mutual benefits: the task can be enhanced by the affordances of the web 2.0 technologies and

technology can be uniquely useful for language learning. Based on the result of the study, a further investigation on the students' perceptions toward the use of tasks and digital learning platform with online audience is highly advised.

Room 3 | 5th Floor | Paper Presentation 1

92356

Dian Rianita

The Use of Humor in EFL Teaching Strategies in Indonesian Higher Education Classrooms: Students' Perspectives.

Scholars claim that humor plays numerous functions in teaching and learning English as a Foreign Language (EFL) as both strategic and pedagogical in aiding instruction. However, the perspectives of students, particularly those from private universities, on the use of humor in the teaching and learning process continue to receive less attention. Therefore, this study will investigate students' perspectives on the humor used by their lecturers during the teaching and learning process. The objective is to reveal whether it increases their interest in the EFL learning process in the classroom or vice versa. By distributing questionnaires to eighty students and conducting in-depth interviews with five students, the study found that the use of humor by lecturers in English learning is very helpful for them in several ways, including further diluting the learning atmosphere and bringing them closer to lecturers and the material studied. This is because, with the humor used by English lecturers, they feel familiarity which allows them to reduce their awkwardness when it comes to practicing English, especially speaking practice. However, on the other hand, they also stated that the humor made by their lecturers should be in accordance with their status as students. The research findings provide a fresh perspective on the use of humor during the EFL teaching and learning process from the standpoint of university students.

Room 3 | 5th Floor | Paper Presentation 2

80343

Yutong Cai

Comparison of Reactions to Unexpected Situations in English Classroom Teaching by Pre-Service and in-Service Teachers

Unexpected situations in English language teaching might be perceived as the most challenging problems for teachers of different stages including preservice teachers, beginning teachers, and experienced teachers. This study aims to find out the relationships between teachers' teaching experience and their attitudes to classroom unexpected situations, and the extent to which theoretical knowledge and personal experience are employed to handle the problems. The unexpected situations related to lead-in activities and the teaching of the four language skills were investigated. To date, there are limited studies investigating the perspectives of in-service teachers and the unexpected situations from English writing classes. This study used quantitative collected from nine interviews, six classroom observations, and participants' materials.

The qualitative data gathered in this study were from a questionnaire survey involving 50 participants. It was found that unexpected situations in Reading classes are the easiest to solve, however, unexpected problems in Speaking lessons were the most challenging. Compared to preservice teachers, in-service teachers were more confident and less panicked to solve unexpected problems in English classroom teaching. While teachers had different attitudes towards the effectiveness of theoretical knowledge about language teaching, they generally agreed that they can benefit from the positive effects of professional training. The benefits include the sharing of teaching experience and methodologies; the updated English teaching theories; and classroom observations. The findings of this study have implications for teachers that it offers three stages in coping with challenging and unexpected situations in English classroom teaching.

Room 3 | 5th Floor | Paper Presentation 3

85209

Zarni Mar

Influence of Organizational Culture on the Knowledge Sharing Practices of EFL Teachers in Higher Education Sector

This research aimed to explore the influence of organizational culture on the knowledge sharing practices of teachers working in higher education sector of Myanmar. It explored the impact of various aspects of organizational culture on the knowledge sharing practices of teachers working in higher education sector. The data required for the study has been conveniently collected from 120 teachers working in various higher educational institutions in Myanmar. The study used qualitative analysis and found that the organizational culture enlightens the knowledge sharing practices of the teachers working in the higher education sector of the state. Out of the factors of organizational culture, motivation and rewards, trust, leadership, and communication influenced significantly the knowledge sharing practice of teachers

Room 4 | 5th Floor | Paper Presentation 1

91154

Aye Aye Mar

Postgraduate Students' Knowledge about Research Plagiarism at Myanmar Universities

This study investigates the postgraduate students' knowledge about research plagiarism, the degree to which they are knowledgeable about plagiarism, and the factors leading them to plagiarize, if any. Thus, the objectives of this research are to determine the information regarding postgraduate student's exposure about knowledge, attitude and practices and their awareness of the repercussions and the policies, systems, and procedures of the regarding plagiarized matter. The qualitative data were collected by conducting follow-up interviews with 23 academic staff and the quantitative data were collected by distributing questionnaires to 106 postgraduate

students. The results show although they have positive attitude, postgraduate students might plagiarize due to foreign language problems, time constraints, and lack of knowledge about research plagiarism. The study further found that the common sanctions applied by academics. It has been found out that students preferred lenient punishments and objected to those punishments that threatened their academic progression. In more specific terms, most students preferred to be given a warning, some students preferred to be asked to re-write and resubmit assignment, and a few preferred to be given a zero in the plagiarized assignment (students were allowed to select more than one option). Finally, the study recommends that Myanmar Universities should carry out awareness campaigns about the effects of plagiarism, targeting postgraduate students; and should introduce more advanced academic writing skills training for postgraduate students.

Room 4 | 5th Floor | Paper Presentation 2

91562

Le Dinh Bao Quoc

Developing an Effective PD Program for Newly-Recruited Teachers at a Private English School in Vietnam

Despite the numerous studies on how to develop effective PD programs for schools and universities, there is a lack of similar studies conducted for educational institutions in the private sector, which have unique characteristics compared with the schools in the public sector. This gap in the literature has caused hindrances for such type of schools developing their teaching staff and enhancing the students' learning outcome. This presentation, reporting the findings of an action research, is about how to design and implement an effective PD program for newly-recruited teachers at a private English schools in Vietnam. This study adopted the deductive approach with a variety of research strategies – action research, case study, and experiment – and was conducted in a private English school with 40 newly-recruited teachers. The data were collected and analyzed through different methods to ensure the high-level of validity and reliability of the study. Participants in this presentation will be provided with the following highlights of the study findings, including the impact of PD on the teachers' teaching practices, the eight specific, contextualized requirements for investigating teachers' PD needs, and the framework for designing and implementing effective PD programs that can be feasibly operated in the unique context of the private schools in Vietnam and other non-English speaking countries.

Room 4 | 5th Floor | Paper Presentation 3

981155

Sri Rejeki Murtiningsih | Aditya Surya

Pedagogical Challenges Faced by Pre-Service Teachers during Online Teaching Practice

Many research focused on the challenges faced by in-service teachers in teaching online during the Covid-19 pandemic. However, little attention has been paid to pre-

service teachers (PST). Pre-service Teachers (PST) may have faced many pedagogical challenges during the online teaching practices but they may have had coping strategies to deal with the challenges. Focusing on PST's classroom practices, the current research aims to (1) explore learning activities designed by PST when teaching online, (2) explore PST's pedagogical challenges during an online teaching internship program, and (3) find out the PST's solutions when facing the challenges. A qualitative approach was applied, and six PSTs participated and were interviewed and observed. The observations were carried out by analyzing the audiovisual records of PSTs' online classes, and the in-depth interviews were conducted online. The data showed that PSTs performed various activities during the teaching practicum during the pandemic, including group discussions, Q & A sessions, quizzes, and assignments. PSTs pedagogical challenges included students' negative attitudes, less motivating situations, lack of online teaching experiences, and lack of online teaching skills. To solve the problems, the PSTs implemented several solutions: creating engaging learning media, teaching with a friendly approach, providing opportunities for students to express opinions, consulting with school supervisors, and using a simple learning platform. The study indicates that although PSTs may be familiar with the applications, i.e., Zoom, Microsoft Teams, or Google Meet, they still need to be equipped with online teaching skills. Thus, training on using the applications effectively must be programmed for PSTs.

Room 5 | 5th Floor | Paper Presentation 1

79710

Kyungja Ahn

Elementary English Teachers' Perceptions of Artificial Intelligence-Based ELT in South Korea

Recently, English language teaching using technologies based on Artificial Intelligence has been increasing in the era of intelligent information. Also, an increasing number of previous studies have focused on on English learning and teaching based on AI technologies such as AI speakers, AI chatbots, and Metaverse. Under these circumstances, the study examined twenty elementary English teachers' perceptions of AI-based English learning and teaching in South Korea. Surveys and interviews with the participants were carried out to investigate the teachers' awareness of AI-based technologies, their attitudes toward the technologies, and their experiences using the technologies in their English lessons. Moreover, the study investigated the teachers' difficulties in utilizing the technologies in English classes and the ways to overcome the difficulties and developed their English lessons as well as their English teaching skills. The teachers' needs for English teacher education programs to enhance their competence in using AI technologies in their English lessons were also analyzed. Based on the findings, implications for English teacher education programs and English language learning and teaching in the era of intelligent information were drawn out. The implications for English teachers, English teacher educators, school administrators, and policy makers regarding English language teaching using AI technologies were also discussed.

Room 5 | 5th Floor | Paper Presentation 2

93606

Hiroyuki Obari

Developing Higher-Order Thinking Skills for 21st-Century Education through the Integration of Worldview Research

This study aims to ascertain the effect of interaction with CCC (Campus Crusade for Christ) members on Japanese English learners' attitudes toward speaking English. The authors examine students' attitudes toward speaking English and the effects of frequent interactions with CCC members to prepare for a digitized society. From April 2021 to January 2022, the participants (17 Japanese university students) studied English and presentation skills while studying epistemology and ontology-related topics. The instructional training was designed to assist students in resolving the numerous critical issues confronting humanity in the twenty-first century. The 30-week online program emphasized developing higher-order thinking skills and integrating ICT and human communication with young international students. The findings of questionnaires and pre-and post-speaking tests revealed that this interaction improved participants' cross-cultural IQ and presentation skills.

Furthermore, CCC members provided immediate feedback on their presentations with PeerEval software on mobile phones to help students to enhance their presentation skills. Participants (n = 17) took the OPIc and Versant Oral Proficiency computer speaking pre-tests in May 2021, followed by a post-test in January 2022. As a result, the students' mean scores increased from CEFR B1.1 to B1.2. Finally, pre-and post-questionnaires are compared to determine participants' oral proficiency and cross-cultural sensitivity progress. After two semesters of observation, it was determined that the activities influenced students' perceptions of cross-cultural communication skills, presentation skills, and alternative worldviews. Additionally, they contextualized and socialized learning by utilizing the interactive and meaningful context of the training.

Room 5 | 5th Floor | Paper Presentation 3

94275

Erna Iftanti

EFL Learners' Lens on Improving Their Speaking Skills through Online Learning During Covid 19 Pandemic

Online learning during Covid 19 pandemic is considered as an effective learning platform. Learning language skills, such as speaking which emphasized practices, should also adjust with this learning platform. This paper aims to portray how EFL learners perceive online learning to learn and improve their speaking ability. The study used an online questionnaire survey to forty-six students of IAIN Tulungagung who attended Speaking for Daily Interaction Subject. The result revealed that Google meet is the most helpful learning application for online speaking class but attending offline classroom meeting is preferable to improve their speaking skills. Although there were some challenges such as feeling insecure, less social contact to practice speaking, and

bad internet connection, they claimed that their skills of using daily expression in English were getting improved. The portrait of an effective teacher of speaking was also ferreted out. These findings are pedagogically implemented to conduct an effective online speaking class. Yet, because this study was conducted in a small scope respondent, future researchers are suggested to include a wider scope of respondents in order to contribute to the finding of this research.

Room 6 | 5th Floor | Paper Presentation 1

93865

Sigit Pramono Jati | Elke Stracke

Flipped Learning in Undergraduate English Departments in Indonesia

Flipped learning (FL) is gaining momentum in the Indonesian EFL context. Research into FL has been increasing over the last few years and has shown that FL can improve classroom interaction and foster learner autonomy. While previous research has mainly investigated lecturers' and students' perceptions of FL, this study adds to the growing body of literature by exploring the classroom implementation of FL and stakeholders' perceptions. For each case, we conducted five case studies in Indonesia, employing observations, interviews, and focus group discussions with lecturers, Heads of English Departments, and students. In this presentation, we will discuss the main findings of our study: the overall positive attitudes towards FL that the participants in this study shared with us, the pattern of FL implementation observed across the five cases, the high level of student interaction in the English classroom, and a tendency towards a higher level of learner autonomy. We will also discuss several practical recommendations from our study for the Indonesian EFL context. We conclude with a recommendation for stronger use of FL as a model to improve learning and teaching in undergraduate English departments in Indonesia.

Room 6 | 5th Floor | Paper Presentation 2

94947

Rosina F. J. Lekawael | Ayuni A. Reniwuryaan | Hanafi Bilmona

Students' Attitude towards Oral Presentation in Virtual Learning at English Education Study Program of Pattimura University

Due to the pandemic situation where all the subjects must be done virtual, the researcher attempted to explore the students' emotional attitudes toward the virtual oral presentation. The researcher found it interesting since virtual learning was an uncommon method for students, especially in doing an oral presentation as well as the novelty of the previous related study. Specifically, the study was to find out the students' emotional attitude toward oral presentation in virtual learning in the fifth semester of the English education study program at Pattimura University. This research applied a survey as a research design. The data was obtained from the Questionnaire. The subject of this study consists of fifteen students who enrolled in SLA class. The result of the questionnaire showed that most students in the SLA class held a positive

attitude toward the virtual oral presentation. The majority or 12 students (80%) strongly agreed that the oral presentation in virtual learning was more fun and preferable. On the other hand, 11 students (73.3%) strongly agreed that it reduced their anxiety level and also improved their self-confidence. In conclusion, it benefited so much to improve their motivation in English virtual learning compared to face-to-face oral presentations. In a face-to-face class, they had high speaking anxiety by having a great fear of getting involved in a conversation, great fear of the audience, and a great fear of failure. In addition, further researchers can focus on the technology application in virtual learning and its impact on students' language ability as the novelty element of this study.

Room 6 | 5th Floor | Paper Presentation 3

98614

Michael Wilkins

Extensive Speaking: Promoting Speaking Fluency in the EFL Classroom

Being able to speak to complete basic transactions and converse with others is often the primary goal of second language students. Language acquisition research and second language teaching pedagogy have often touted the usefulness of fluency-building exercises such as extensive reading, extensive listening, and free writing. This presentation would like to present a parallel but sometimes neglected or disrespected area of fluency development. Extensive speaking aims not only to increase oral fluency but also confidence and language acquisition. Extensive speaking attempts to combine the theories of Vygotsky, Swain, Gass, and others into a series of classroom activities that are easy to use for teachers and beneficial for students.

Room 7 | 5th Floor | Paper Presentation 1

56525

Tomek Ziembra

Introducing Diversity & Inclusion Topics to College and University Students in Rural Japan

Japan has finished hosting the Tokyo 2020 Olympic and Paralympic Games with the Organizing Committee including an initiative on diversity and inclusion, in which they strive towards a society where everyone is free to live as who they are. Japan, known for being a very homogenous society, had inhibited its income of overseas volunteer potential due to the global pandemic. These themes were promoted at various educational institutions across Japan from before the games, in relation to an increase in SDG education across the country as well. In rural Japan, especially those locations far from the Tokyo metropolis, it was difficult for students to feel a proper correlation to these efforts. This study goes into the details about a groundbreaking course called Introduction to Diversity, in which specialists from various fields collaborated on various aspects of the topic, but also on making a shorter, simplified outreach lesson for younger audiences. Feedback was obtained anonymously from students and a detailed analysis will be covered.

Room 7 | 5th Floor | Paper Presentation 2

56563

Nurjannah | Sri Hariati Mustari

EFL Teachers’ Intercultural Competence in Teaching at Indonesian Junior Secondary Schools Context

Teaching English as a foreign language needs a good intercultural competence in order to engage the students’ intercultural awareness as well as intercultural development to achieve a good communication and a good manner in real life situation of the students. Therefore, this study aims to observe the EFL teachers’ intercultural competence in teaching in order to find out EFL teachers’ intercultural competence in teaching based on Byram (1997) theory. This research employed descriptive quantitative research design where the phenomena of intercultural competence in teaching were explored and the data analysis was based on the framework of descriptive statistics. The findings of this study revealed that in teaching, the EFL teachers do not frequently apply intercultural competence that reflected the teachers’ intercultural competence level in teaching with 2.3 mean score which denotes a solid conceptual understanding and some practical applications of intercultural competence in teaching process. In teaching, the most applicable intercultural competence is attitude competence which the mean score is 2.5 out of 4 scale, the second is skills of interpreting and relating which the mean score is 2.3 out of 4 scale, the third is knowledge competence which the mean score is 2.18 out of 4, the fourth is awareness competence which the mean score is 2.13 out 4 scale and the last is skills of discovery and interaction which the mean score is 2.1 out of 4 scale.

Room 7 | 5th Floor | Paper Presentation 3

66838

Eripuddin | Juffrizal | Agustina

Analysis of Lecturers’ and Students’ Needs toward Intercultural Learning Materials for Drama Subject

Intercultural learning requires the individual to learn what culture is by reflecting on his or her own cultures, learning about other cultures, and how to engage successfully with the members of other cultures in various social contexts. Intercultural learning situation in the classroom needs to create in order to appear students care about their own and foreign cultures. Deeply, the students should be aware of multiculturalism in the classroom. This study is descriptive and qualitative. The participants of the study were sixth-semester students of the English Department of the University of Pasir Pengaraian. The instruments for collecting data are observation, interview, and documentation. This study used a descriptive analysis of the data and information using a theoretical review and by describing the facts systematically. A needs analysis by Hutchinson and the water model were used in gathering the students’ and lecturers’ needs in the public speaking assessment. The result of the study was that students’ and

lecturers' needs are necessary for developing intercultural learning material for Drama subjects and for considering the curriculum demand.

Room 8 | 5th Floor | Paper Presentation 1

67834

Rindana Meidianti

The Analysis of Cultural Representation and the Cultural Image-Text Relation in an EFL Textbook

This presentation will provide the results of a study conducted in 2021. It aims to explore cultural representation and multimodality in an Indonesian textbook. The study used document analysis and involved one teacher who used the textbook and several students to check their perspectives in using the textbook. The data from the textbook were obtained by using Curtozzi and Jin (1999) and Byram's (1994) framework to see the numbers of cultural representations. For the multimodality, specifically text-image analysis, the data were obtained using SF-MDA: Kress & Van Leeuwen (2006). This study is a mixed-method research that combines numerical counting and descriptive analysis. The result shows that the textbook already provides an equal amount of local, target, and international culture representation from the overall cultural content and text-image analysis. The textbook contains 34% of source culture represented in both written texts and imagery of Social Interaction and Stereotype & National Identity. For the target culture, around 34% of readers and images represent the Socialization, Life Cycle, and Social Interaction. At the lowest percentage, international culture representation in the textbook is 32%, with Social Interaction and Stereotype & National Identity theme from various countries. The responses from students and teachers were primarily positive towards the cultural representation in the textbook. The SF-MDA analysis found that the image and text that are placed to complement one another must support one another appropriately. However, there are some cases which images do not represent the context and text wholly.

Room 8 | 5th Floor | Paper Presentation 2

27801

Yulia Hapsari | Eri Kurniawan

EFL Teacher Professional Identity in a Multicultural Context: From Tolerance to Understanding

The shifting role of the multiculturally diverse Asian English varieties as a lingua franca in the region has spurred the potential alteration of EFL teacher professional identity. Considering its compelling drive-in prompting teachers' practices that shape students' competence, this study reveals EFL teacher professional identity within a multicultural context from the point of view of a senior and a junior EFL teacher in Indonesian higher education. Employing a narrative case study with in-depth interviews as the primary data collection technique, the study aims to glean a clear picture of how the teachers accommodate different values brought by the students and English as the target

language and to further negotiate students' own values for the sake of tolerance and understanding. Findings evince professional identity differences within the teachers and between the teachers as reflected from the changing of the teaching goals and how the viewed multicultural context prompts the teachers to embrace different approaches in their profession. The different approaches have led to different professional identities. Whereas the definition of professional language teacher might mean differently from one language teacher to another, multicultural context is likely to contribute to the construction of language teachers' professional identity. Therefore, the notion that the teaching of language cannot be separated from the teaching of its culture should be emphasized with intercultural language teaching and learning.

Room 8 | 5th Floor | Paper Presentation 3

75709

Yulia Hapsari | Nenden Sri Lengkanawati

Intercultural Communicative Competence of English Teachers in Indonesia across Their International Intercultural Exposures

The use of English as a lingua franca (ELF) in the Asian context seems to inevitably embrace the culturally-bound English varieties. Thus, Intercultural Communicative Competence (ICC), especially for English teachers in the region, is fundamental to help English learners form and promote their ICC for a more effective communication using ELF in the Asian context. This study focused on investigating ICC of English teachers in Indonesia across their international intercultural exposures. From an online survey involving 122 English teachers, it was revealed that 68% of them had never experienced any international intercultural exposures while 18 % other had international intercultural exposures through either inbound or outbound programs. Using data from participants who experienced international intercultural exposures, statistical analysis showed that there was no correlation between the Indonesian EFL teachers' inbound or outbound international intercultural exposures with their ICC. Further, there was no significant ICC difference between groups having no international intercultural exposures and the ones that experienced the exposures. These findings trigger an interesting discussion as it is widely believed that (international) intercultural experience has a compelling contribution to the formation of an individual's ICC. In-depth explorations are recommended to be done to reveal underlying reasons behind the findings.

Room 9 | 6th Floor | Paper Presentation 1

90932

Fina Luthfiyah | Riyan Arthur | Arris Maulana | Daryati

Validation of Construct Vocational Literacy: An Analysis of the Suitability of the Needs of SMK Students in Indonesia

The purpose of developing vocational literacy is to achieve vocational graduates' skill competencies that are integrated into learning to face the world of work. Vocational

literacy is a person's ability to process and understand the knowledge and development of the vocational field. The previous study has synthesized a vocational literacy construct that has been valid according to linguists, experts in instruments and assessments, and vocational education. This study intends to validate the concept for SMK students in Indonesia. The study is a descriptive analysis with a survey approach to determine students' reaction to the existence of a vocational literacy concept with the dimensions and the four measuring indicators. The validation survey contains statements related to the dimension of context, mastery of knowledge, competence, and scientific attitudes and four indicators: work preparation, response to technology, communication, and collaboration. The instrument used is a modified Likert scale (1-5) accompanied by a qualitative response from each student with descriptive narrative data analysis techniques. Respondents in this study were 380 vocational students in the technology and engineering expertise program from various regions such as West Sumatra, South Kalimantan, Yogyakarta Special Region, North Sulawesi, West Nusa Tenggara, and Maluku. The final result of this paper is the development of a vocational concept that is relevant to the needs of vocational students throughout Indonesia.

Room 9 | 6th Floor | Paper Presentation 2

94205

Yih Ren

Using Language Ideology, Social Positioning and Performativity to Assess Second Language Learning and Identity Transformation: A Qualitative Case Study of Three Chinese Queer Immigrants in the U.S.

This paper aims to explore the directionality of the relationships between cultural identity, sexuality, ideology, and English learning. My study included three participants, and each represents a specific acculturating and immigrant group in the U.S., namely, international students, permanent residents (green card holders), and naturalized citizens. Language ideology and social positioning theory are employed to examine English hegemony and internalized oppression. I argue that English hegemony is ideological and reinforces further discrimination and social hierarchy; further, performativity provides a new cannon to view language production and acquisition as it shifts the emphasis from the technical processes of language acquisition to the discursive nature of language learning and performing. Through understanding how language is performed, we are able to capture how their cultural identity, sexuality, and beliefs are manifested, negotiated, and transformed. In regard to queering ESL education, queer inquiry and critical pedagogy are highlighted to deconstruct heteronormative assumptions in ESL classrooms and create spaces in which all sexualities and cultures can be engaged and appreciated in solidarity and mutual understanding, and all subjectivities can be self-defined and determined. The discussion ends by reiterating the purpose of the study, valuing invisibilized Asian and Asian Americans' stories and struggles, challenging dominant and hegemonic discourses, raising awareness, intercultural competence and advocating for adopting queer inquiry-based critical pedagogies and authentic multicultural approaches in ESL and second language education.

Room 9 | 6th Floor | Paper Presentation 3

96293

Gao Xinran

Development of Intercultural Communicative Competence in English Language Teaching

In today's world of increasing globalization and world integration, intercultural communication has become a necessity as various countries further communicate with each other. As the most widely used language, English is not only a tool for communication, but it also plays a distinctive role in English teaching. Furthermore, developing intercultural communicative competence is imperative to overcome the conflicts caused by different cultures. Intercultural communicative competence refers to the ability to effectively and appropriately communicate between or among people from different cultures. The concept is proposed based on communicative competence, which is defined in terms of appropriateness and effectiveness in the specific context. As the cradle for training talents, universities should focus on strengthening students' intercultural communication competence in all English teaching. Therefore, this paper focuses on the necessity, current situation, and approaches to promoting students' intercultural communication competence in English teaching, in the hope that the application of English as a language rather than a subject can be truly returned in future teaching. In this manner, teachers can better integrate the development of students' intercultural communication competence into English teaching.

Room 10 | 6th Floor | Paper Presentation 1

19933

Ayano Shino

Face Saving in English Classes in a Japanese Primary School

This paper investigates how face saving is effectively employed in order to smoothly conduct English lessons and maintain a good relationship among homeroom teachers (HRTs), assistant language teachers (ALTs), and pupils in English lessons in a Japanese primary school. In Japan, English became a formal subject for fifth and sixth graders, and English activities also became compulsory for third and fourth graders in all public primary schools (MEXT, 2018). As a result, there are now more opportunities for HRTs, ALTs and pupils to interact with each other using English. Consequently, further investigation regarding such interaction in primary English education in Japan will be needed more than ever. In the study, conversations among the HRTs, the ALTs, and the pupils in English classes were audio-recorded for about 50 hours in total and was analyzed partially based on existing research on classroom discourse (e.g., Sinclair & Coulthard, 1975; Walsh, 2013), conversation (e.g., Schegloff, et al., 1977), and classroom-based conversation (e.g., Seedhouse, 2004) analytic approaches. The results of the study reveal that the HRTs, the ALTs, and the pupils cope with an irregular use of Japanese by the ALTs and that of English by the HRTs and the pupils in language classrooms, saving their interlocutors' face by using various ways such as indirect repair

and silence. Based on the results, the study will discuss how the HRTs and the ALTs can conduct team-taught lessons more effectively in Japanese primary schools.

Room 10 | 6th Floor | Paper Presentation 2

22369

Muh. Arief Muhsin

How Does Critical Thinking Integrate in English Writing? A Study on English Teachers' Perspective

The concept of critical thinking in learning is a cognitive ability scale designed to increase students' intelligence. This study aims to analyse the implementation of English learning by teachers at the junior high school level that supports writing skills. In collecting the data, 50 teachers were surveyed using google form. The questionnaire was used as indicators of critical thinking skills such as analysing topics, reasoning, finding evidences, and drawing conclusions from different points of view. The results showed that the teachers directed students to use critical thinking skills in writing. They explained the content in writing especially narrative. The teachers have introduced parts of critical thinking such as statements, reasons, evidence, and conclusions. This research is limited to teachers' perspective only. Similar study needs to be continued by conducting studies on students' perspective to find out the patterns of critical thinking skills they have.

Room 10 | 6th Floor | Paper Presentation 3

32880

Setyo Prasiyanto Cahyono | Nina Setyaningsih

Attitudinal Lexis in Online Undergraduate Thesis Examinations: An Appraisal Perspective

When lecturers and students engage in the question-and-answer session in a thesis examination, they show their behavior and quality in their performance. These refer to attitudinal lexis, a part of appraisal describing the speakers' attitude (Martin and White, 2005). This study attempts to reveal the realization of attitudinal lexis found in the interaction between lecturers and students in online undergraduate thesis examinations. This study employed a descriptive qualitative method. In collecting the data, the researchers gained the samples from recorded videos and their transcriptions. Meanwhile, in analyzing the data, the researchers employed the theoretical framework developed by Martin and White (2005). The initial result of the analysis reveals that three attitudes appraisal is found in the data, namely affect, judgment, and appreciation. In the process of lecturers' and students' interactions, it is found that judgment is the dominant type of attitude. This is indicated by the lecturers' evaluations of the students' theses writing and their responses in the Q&A session during the examination. In addition, appreciation is also used by the lecturers to give appreciation towards students' writings and responses, while the students use affect to show their emotion towards the questions and suggestions given to them. Furthermore, this

finding suggests that positive appraisals can encourage the students in the thesis examination

Room 11 | 6th Floor | Paper Presentation 1

42387

Danning Sun

Transitivity Analysis for Ecological Discourse—Take News Headline as an Example

This study adopts an eco-linguistic perspective and performs a transitivity analysis on news headlines in both Chinese and the U.S. mainstream media, namely People’s Daily and the New York Times. Two corpora were built respectively, including news headlines about the covid-19 and vaccines from June to December 2021. Qualitative and quantitative results show that: first, both of the media headlines frequently use material process, stating facts in the news headlines; second, the U.S. media prefers to include relational process than the Chinese media; this shows that it highlights the attribute of either the virus or vaccine, aiming to convey its strong point of view. Besides, the further ecological discourse analysis demonstrates that although the news headlines, in general, are eco-ambivalent, the U.S. media manipulates more eco-destructive and less eco-beneficial process in the news headline. It concludes with a remark that governments need to adopt an ecologically-harmonious value and build international cooperation in fighting against the virus.

Room 11 | 6th Floor | Paper Presentation 2

43752

Ignatius Harjanto

Translanguaging in Simple Written Multimodal Texts

Appropriate and interesting modes of communication are needed to inform and respond new messages required by the public. It is observed that simple multimodal texts are frequently used in everyday social interaction to send important messages to public. People have been trying to communicate each other by using their own communicative repertoire including linguistic and multimodal elements and their combination. This paper discussed the whole linguistic and semiotic repertoire for communication by exploring translanguaging in simple written multimodal texts. Using purposive random sampling, the sources of data was written in short multimodal texts uploaded on social media like Instagram which was used by several institutions in Indonesia. The meaning making in this paper was limited to translanguaging expressions, images, emoticons, and memes. The selected topics of the texts covered social, education, and business issues communicated by private and public institutions during the Covid-19 pandemic.

Room 11 | 6th Floor | Paper Presentation 3

44254

Marieta Acibar Dar

Research Introductions in English of Filipino ESL Students: A Contrastive Rhetoric Analysis of Moves and Readability

Many research introductions in the tertiary studies and graduate schools explore the textual analysis of different genres like editorials, letters of application for a job, letters of complaints, and expository essays. Less attention seems to have been given to the work of ESL learners in primary education, specifically in Senior High School. They are in the formative stage of research writing. Understanding that research introduction needs utmost care requiring logical flow and connection of ideas, this paper aims to investigate how Senior High Filipino ESL students write their research introductions. Anchored on the genre-textual analysis of the rhetorical pattern of moves called the create-a research-space (CARS) model by Swales (1990), the findings revealed that the 30 research introductions written by the students imply the need for further intensive teaching on academic writing. Secondly, the readability and comprehensibility issues must be given attention in teaching research. One of the most prominent findings of the study highlights the cyclic rhetoric patterns of Filipino ESL students. The use of lexically dense words is a distinctive feature of their writings. It affects the readability and comprehensibility of the paper. Aligned with the K to 12 Curriculum, the present study is significantly relevant to giving appropriate curriculum instructions to improve the academic writings of these students and help them prepare for more pressing research demands in college. Hence, this critical issue calls for proper direction and training.

Room 12 | 6th Floor | Paper Presentation 1

52527

Tri Nuraniwati

Evaluative Language in Public Relations Discourse

This corpus study aims to examine the use of evaluative language in public relations discourse. As part of corporate communication, public relations discourse manifests in various formats, one of which is media writing that involves anything from press releases posted on corporate websites to various social media posts. Public relations discourse encompasses communicative measures that are produced and delivered to influence public perception as well as to show social responsibility and good corporate image. Data for the corpus are taken from the corporate website of ten international and multinational corporations across the globe. The corpus is part of English for Public Relations Corpus (eprcorpus.com) currently developed for corpus-driven learning and corpus-based research in our study program. The study incorporates two corpus linguistic techniques: semantic tagging and frequency analysis. Following Bednarek's (2016) procedure in construing evaluation in media language, we conducted semantic tagging to the corpus data by utilizing UCREL Semantic Analysis System (USAS). Evaluative language represents the act of evaluation or the act of stance-taking from

the side of the authors, which could be observed at lexical and discursive levels under evaluative semantic umbrella. In this research, seventeen semantic tags were hypothetically selected and observed. The results show that the most frequent tags are S5 (groups and affiliation) and S8 (helping/hindering), emphasizing the importance of image and community involvement of those corporations in this type of discursive practice.

Room 12 | 6th Floor | Paper Presentation 2

56546

Agung G. Anjaniputra | Widhiyanto | Alief Noor Farida | Zuhurul Anam

The Textual Metafunction Realized in EFL Learners' Short Stories

Writing narrative texts is first introduced to Indonesian learners in junior high school. Despite this fact, writing in English has usually been an intricate task to do for EFL learners in Indonesia. For this reason, an analysis of texts made by the learners for making a contribution to teaching practices is exigent. In this regard, this study goes into the representation of the textual meanings used by EFL learners in their Short Stories. It was intended to find out how learners make use of Themes and thematic structures that contributed to the cohesiveness and coherence of texts. Six compositions of the learners were purposively chosen as samples in this study and then qualitatively analyzed. The analysis was in accordance with Halliday's language Metafunction, particularly the Textual Metafunction. It revealed that Topical Themes, Interpersonal Themes, and Textual Themes were realized in learners' short stories. Albeit the emergence of the Themes, the progression of the Themes such as the Theme Reiteration, the Zigzag Pattern, and the Multiple-Rheme Pattern was not fully completed, leading to a flaw in the unity of texts. By taking the findings of this study into consideration, it is apparent that the learners' writing skills still have room for improvement. It is EFL teachers that may emphasize learners' writing which is unified, logical, and consistent. It is also suggested that further researches examine different types of texts so as to envision the betterment of EFL writing instructions.

Room 12 | 6th Floor | Paper Presentation 3

62000

Ira Irzawati

The Phenomena of Gramobia in EFL Classroom: Causes, Effects, and Remedies

This research aimed to investigate the causes, effects, and remedies of Gramobia (Grammar Phobia) experienced by EFL students. Twenty students comprising freshman, sophomore, junior, and senior participated in this descriptive qualitative research. From the participants' responses to the questionnaire and interview, it was found out that the major causes of the students' Gramobia are fear and dislike of the grammar itself that lead to their lack of confidence and competence in grammar mastery (the effects). The utilization of proper teaching methods, media, and materials are the potential

remedies to overcome it. It also requires great efforts and strong collaboration between the lecturers and students to cope with the problem.

Room 13 | 6th Floor | Paper Presentation 1

97010

Halissa Dewi Purnama | Noor Eka Chandra

The Analysis of Semantic Roles in Descriptive Texts of Textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X"

Textbook is one of the learning materials used in English language teaching in the classroom. In English textbooks, there are various kinds of text, one of which is descriptive text. English teachers usually teach students how to understand the sentence in the text by explaining the grammar, which does not help students comprehend the meaning. Semantic roles can help students understand the meaning of sentences. This study aims to analyse the types of semantic roles and to find out the most dominant in descriptive texts in the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*" that was published by the Ministry of Education and Culture based on Saeed's theory. This study is qualitative research using the content analysis method. The objects of research are two descriptive texts in the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*". The researcher used documentation in order to collect the data and used Miles and Huberman's qualitative analysis to analyse the data. The results of the study show that there are nine kinds of semantic roles that contained the descriptive texts, which are agent, patient, theme, experiencer, beneficiary, instrument, location, goal, and source. From those data, location and goal are the dominant types of semantic roles contain in the descriptive texts in the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*".

Room 13 | 6th Floor | Paper Presentation 2

70740

Sun Na | Xi Hongmei

Empirical Studies on Chinese College English Teachers' Pragmatic Identity from Addressing Terms

In Chinese college English classroom discourse, the identities that the teachers construct influence the language teaching. The construction of teachers' pragmatic identities can be realized by discursive choices both at macro and micro levels, and the addressing terms are the most direct way to construct identities. Therefore, the study investigates 18 videos of the finals of the FLTRP Teacher Star Contest. A small-size corpus consisting of 22,052 tokens is then built. Based on this self-built corpus, this study investigates the kinds of pragmatic identities Chinese college English teachers construct through analyzing the characteristics of the addressing terms used by the English teachers in the classroom discourse. Moreover, the reasons for the construction of these identities are analyzed. It is found that these terms are deictic, relational, social, and intimate. By using different addressing terms, Chinese college English teachers

mainly construct authoritative identity, knowledgeable identity, amiable identity, and peer identity. Furthermore, some pedagogical suggestions are given to Chinese college English teachers so as to promote the English language teaching and the professional development through the appropriate construction of various pragmatic identities.

Room 13 | 6th Floor | Paper Presentation 3

71741

Indah Asriani Siregar

The Use of Taboo Words in Logan Movie: A Sociolinguistics Analysis

This study investigates the types and the functions of taboo words used by the characters in Logan, a film teeming with taboo words in the characters' interactions. This study uses qualitative data analysis. Transcribed conversations from the movie is used the primary data in this study. The findings reveal 182 data points divided into two analyses: 136 data points for Types and 46 data points for Functions of Taboo Words. In terms of taboo word types, Obscenity has the most with 48 expressions, followed by Slang with 25 expressions, Epithets with 21 expressions, Taboo with 12 expressions, Vulgarity with 10 expressions, and Profanity with 8 expressions, and Scatology with 7 expressions, Insult and Slurs with 3 expressions, and Cursing with 2 expressions. The predominant data in the study show that the functions of taboo words are to draw attention to oneself (22 utterances), followed by the second function: to show contempt (18 utterances), and the least prominent function is to express provocation (6 utterances). Obscenity is the most common type because it is the most effective way to express one's feelings and insult someone else, and the most common function of taboo words is to draw attention to oneself, as the characters in this film frequently uttered obscenity type words to show their disrespect toward the addressee and to seek attention from them.

Room 14 | 6th Floor | Paper Presentation 1

72347

Khandoker Montasir Hassan

Detecting Semantic Shift: A Linguistic Analysis of Covid-19 Related Words

Throughout history, any challenging circumstances or crises have given rise to new words because we need words to describe those challenges and, thus to communicate. Great social change always brings great linguistic change, and that has never been truer than in this current global crisis of the COVID-19 pandemic. The pandemic has suddenly expanded and changed our everyday vocabulary and led to an explosion of new words and phrases which were not necessarily coined for the present COVID-19 pandemic. Based on 'diachronic vs. synchronic' approaches of linguistic analysis, the present study aims to analyze the semantic shift of some of those words related to COVID-19 including the top twenty keywords in the Oxford Corpus for January to March 2020 (Wild, 2020). After that, to detect the types of semantic changes, the models proposed by Arlotto (1972) and Crowley (1992) were followed. Moreover,

semantic change also occurs when native speakers of another language adopt English expressions and apply them to activities or conditions in their own social and cultural environment (Nordquist, 2019). From this perspective, the present study also intends to explore whether the definitions of these COVID-19-related words change when the Bangladeshi newscasts or reporters use and translate the theme in their reports to make them comprehensible to ordinary people. The findings of this study will ultimately expand the existing knowledge about the fact that a great social change can have direct consequences for the changes in language use.

Room 14 | 6th Floor | Paper Presentation 2

74108

Monika Widyastuti Surtikanti | Djatmika | Riyadi Santosa | Diah Kristina

Genre Analysis of USA Presidential Debate

The televised USA Presidential Debate (PD) is a medium of political campaign for presidential candidates. In comparison with other political campaign genres, presidential debates draw the most attention since the candidates present their profile and proposals using rhetorical communicative strategy to convince voter candidates and defeat their adversaries. PD also piqued the interest of applied linguistics scholars to become the subject of their studies. Scholars examine PD from the perspective of stylistics, pragmatics, critical discourse, rhetorical, and many more. However, the generic structure of PD is seldomly being the perspective of linguistics studies. The paper aims at scrutinizing the genre of USA Presidential debate using the genre analysis framework proposed by Swales (1990). Thus, the study employs two parts of genre analysis: identification and moves analysis. Moreover, the focus of analysis is on both the linguistics realization and the communicative purpose. The genre's communicative purposes are served by the moves as a possible generic structure for this specific genre.

Room 14 | 6th Floor | Paper Presentation 3

92408

Yee Mon Cho

Global Citizenship Education at the Age of Globalization

The notion of universal citizenship education has gained momentum and become popular in the 2012 United Nations Global Education First Initiative. The increase of SDG options is also a result of globalization, and global citizenship education has recently gained significance in educational systems all over the world. In this study, a conceptual analysis of the terms "global citizen," "global citizen education," "global citizen education goals," and "goals as the most essential component of curriculum" has been conducted through a questionnaire and interview survey. In so doing, the functionalist viewpoint views the teaching of global citizenship as a crucial topic or as one of the fields of adult learning and education. Globalization, an inevitable phenomenon of the twenty-first century, has impacted and altered many aspects of human life, including education. Therefore, identifying the characteristics and effects

of such a process is one of the fundamental objectives of any educational system. In order to explore and investigate global citizenship education and its consequences for curriculum goals, the current survey was undertaken. The global citizen notion, together with its importance and necessity, are first defined in this study. Then, the concept of global citizenship education is explained, along with its goals and consequences for curriculum objectives. In this study, which is an analytical research project, some studies on citizenship and citizenship education as well as global citizenship and global citizenship education in the curriculum were discovered through library research and reviews of books, journal articles, and electronic resources at various data bases. The findings show that global citizens have peculiar characteristics and need specialized instruction on global issues. As a result, one of the most crucial elements of the educational system is a review of the curriculum goals in order to ensure that citizenship education meets global standards.

Room 15 | 6th Floor | Paper Presentation 1

83640

Cheewala Badklang

Attitude Expressed from Online News Discourse on Russia - Ukraine War: A Perspective of Appraisal Theory

This study explores the attitudinal meaning of three well-known international online news media companies, namely Reuters, CNN News and BBC News. It focused on the media companies' ways of reporting Russia and Ukraine crisis by using the Appraisal theory (Martin, 1992; 2000; Martin & Rose, 2003; Martin & White, 2005). Appraisal theory concerns the evaluative language of attitude and emotion expressed. The specific objective of this study is to unfold the main attitudinal resources of online news discourse analysis that journalists utilize to construe and negotiate feelings with their audiences. The results reveal that the journalists made use of both positive and negative attitudinal resources through either adjectives, noun phrases or verb phrases. The use of appreciation resources accounts for the largest proportion of particular reaction types which deals with aesthetic assessment. In terms of judgement resources, which concern moral assessments of human behavior, the journalists employ mainly social sanction of propriety type related to ethical behavior and the use of affect resources is the least concerning emotional assessments. The importance of this study contributes to news readers considering a better insight of how journalists convey and negotiate attitudinal meanings with their intended audiences.

Room 15 | 6th Floor | Paper Presentation 2

64186

Merliyani Putri Anggraini | Ratih Novita Sari

Teacher Talk: A Pragmatic Analysis of Presupposition in English Teaching Classroom

The main focus of this study is a pragmatic analysis of presuppositions. It investigates the English instructor of eighth-grade students at one of Indonesia's junior high

schools. In this qualitative study, the teacher's statements throughout two sessions of teaching-learning activity served as the source of the data. Data were analyzed by using Yule's proposed model analysis (1996). The categories are: Lexical Presupposition, Structural Presupposition, Counter Factual Presupposition, Factive Presupposition, Non-Factive Presupposition, and Existential Presupposition. The findings show that the English teacher employed a variety of presuppositions. Structural Presupposition, and Counter Factual Presupposition are the most frequently used type of presupposition. It could be said that in the English teaching-learning activity, the teacher primarily used WH questions to communicate the material and rarely used whether conditions to explain it to the students. The research also analyzed the utterances' suggested meanings in addition to categorizing the presuppositions in the teacher's utterances.

Room 15 | 6th Floor | Paper Presentation 3

97488

Judy Ann I. Siki | Griffin Johnstad D. Sanchez

Code Switching in the Film, Hello, Love, Goodbye

Code-switching is an essential aspect of bilingualism and is natural when two bilingual speakers engage in discourse. This study imparts to the under-studied area by investigating and examining the occurrences and circumstances of code-switching in films. This paper examines the types, functions, and significance of code-switches employed in the movie Hello, Love, Goodbye. The data of this research study were collected through viewing and transcribing the whole film. They were then coded, analyzed, and categorized according to the types and functions they served in the conversational context. The nature of code-switching in the films and the significance of code-switching are all examined. Three types of code-switching were found to be used in the film's dialogues, namely: tag, inter-sentential, and intra-sentential switching, with tag switching being the least used in the film's dialogues while intra-sentential was the most used type of switching followed by inter-sentential switching. The categorization of the code-switching functions was based on Gumperz's (1982) conversational code-switching and supplemented by Stockwell (2000). Findings indicate that code-switching occurs in online interaction to serve quotation, addressee specification, reiteration, message qualification, clarification, and emphasis. It is noted that code-switching in the film is mainly influenced by the characters' emotional situation (love or sadness). Only a few cases do the characters use the phenomenon to share an identity with a group member. The paper also argues that code-switching in Hello, Love, Goodbye is a conscious behavior as opposed to an unconscious one in spontaneous conversation.

Room 16 | 6th Floor | Paper Presentation 1

13111

Benedikta Liska | Susilowaty

Investigating English Medium Instruction (EMI) Practice: A Study of First Semester Students

The use of English as a medium of instruction (EMI) in Indonesia was recently announced by the Ministry of Higher Education as a bilingual curriculum in universities nationwide in 2016. The policy intends to encourage all college students and faculty members to speak English fluently. As a result, implementing EMI in higher education is critical to study as a reference for adopting EMI in the Indonesian context. Hence, this study aimed to investigate the EMI implementation in one of Jakarta's private universities. It also attempted to look into college students' challenges and strategies when taking EMI classes. A case study was employed to gather the data. Observation sessions were conducted in a general education classroom, and interviews were held with three first-year students taking the course participants. According to the findings, the lecturer applied interactive teaching techniques, occasionally used their native language, gave student-friendly lectures with visuals and handouts, and provided working hours. Meanwhile, students faced various challenges, including trouble learning new terminology and a lack of confidence in their English abilities that made them unable to understand their lecturer's explanations and express themselves freely in class, to name a few. Nonetheless, the students tried to cope with their challenges by reviewing new terminologies, translating complex material into their mother tongue, asking the lecturer directly or friends who are more knowledgeable, searching the Internet for examples of how to complete the assignments, and more.

Room 16 | 6th Floor | Paper Presentation 2

20709

I Dewa Gede Rat Dwiyana Putra | Sayit Abdul Karim | Iswandany Kaslan

Exploring Qualities that Prevent EFL Teachers from Extinction

A vast development of educational technology is considered to have a massive change in the practice of English language teaching. Students may access language learning materials directly from their mobile devices anytime-anywhere without physically attending the teacher-facilitated classroom. This phenomenon might threaten teachers' existence. Therefore, this study aims to explore the factors that might prevent EFL teachers shortage due to the domination of mobile-based language learning. An online learning survey was administered to 199 EFL learners who requested to respond to a yes/no question on whether or not EFL teachers could be replaced by mobile apps. In addition, an open-ended question was asked to further explore their responses. The findings revealed that 132 students (66.3%) thought that teachers could not be replaced by mobile technology, while around one-third of the respondents (67 students; 33.7%) surprisingly have the opposing thought. Although mobile technology features that could provide availability, flexibility, and practicality might replace the role of teachers, human interaction, sense of emotion, and delivery are still needed by the

respondents. This finding suggests that EFL teachers should maintain their humane properties while keeping themselves updated with the development of technology to prevent themselves from losing their jobs.

Room 16 | 6th Floor | Paper Presentation 3

47258

Akihiro Omote

Instructional Speech and Teacher Self-Efficacy: The Emergence of Instructional Satisfaction through Vicarious Experiences from A's Two Classes in 2010 and 2020

The present research is designed to explore the relationship between teacher self-efficacy (TSE) and instructional speech (IS). The ratio of Japanese to English speech used in English teachers' IS fluctuates through TSE. Omote (2017) examined that of the four sources of Bandura's efficacy (mastery experience, social persuasion, vicarious experience, and physiological and affective state), the influence of vicarious experience (VE) is not as large as in the other three. This study focused on the discrepancy comparing two different classes during one teaching unit by the same teacher A in 2010 and 2020, who experienced a variety of teaching training and seminars in the decade. By using a mixed-methods approach, the results showed significant differences in the pattern of decreased instructional Japanese and increased instructional English in accordance with the shift of teaching purpose, and they also indicated that efficacy expectations for students triggered by the VE increased instructional satisfaction in conjunction with the other three sources of efficacy. The implication of the research indicates that VE made a longitudinal impact on the relationship between TSE and IS.

Room 17 | 6th Floor | Paper Presentation 1

29346

Rina Astuti Purnamaningwulan

Using Community of Inquiry Framework to Explore Students' Learning Experiences in EFL Hybrid Class

Although Covid-19 cases are decreasing in number and more people have been vaccinated, the majority of college teaching and learning is still conducted through hybrid learning, including EFL. In the early stage of its implementation, how students experience the hybrid learning remains unclear. The objective of this mixed-method study is to describe EFL students' learning experiences in the hybrid class through the lens of Community of Inquiry (CoI) framework. An online survey consisting thirty four items is distributed to see EFL students' experiences in the hybrid class in terms of teaching presence, social presence, and cognitive presence. Eighty undergraduate students enrolled in an integrated EFL listening and speaking class participated in this study. The findings of this study are expected to provide deeper understanding of students' learning experiences in an EFL hybrid learning environment. Valuable evaluations and recommendations for future conduct of EFL hybrid classes were also discussed throughout this paper.

*Room 17 | 6th Floor | Paper Presentation 2***48304**

Bonik Amalo | Eleni Petraki

Underprivileged But Not Forgotten: EFL Teachers' and Learners' Voices on the Implementation of Learner Autonomy in Senior High Schools In Eastern Indonesia

Learner autonomy has been recognised as a critical factor in the success of second and foreign language learning for more than three decades. Despite the numerous studies in the field, such research is lacking in under-resourced and underprivileged contexts where the promotion of learner autonomy is not only a necessity, but also a big challenge. Additionally, the recent Indonesian curriculum advocates teachers' promotion of learner autonomy in their classroom and few studies have addressed its feasibility in the EFL context. This study addressed this gap, by examining EFL teachers' and students' perceptions about the prospects and barriers in the promotion of learner autonomy. It adopted a qualitative approach consisting of interviews with 32 EFL teachers, focus groups with 30 learners in 23 disadvantaged schools. Findings revealed that both groups unanimously recognised the role of learner autonomy in language learning development. Students held more positive beliefs about the feasibility of developing learner autonomy compared to their teachers in their disadvantaged context. This was explained by the discussion of several challenges identified by both groups, comprising poor socio-economic context, such as absence of learning resources and technological facilities. However, teachers highlighted additional challenges such as students' lack of readiness and capacity to assume independent leaning, and this was not reflected in the students' perceptions. The insights from both teachers and students provided a novel and comprehensive picture of the phenomenon and have significant implications. Recommendations will be provided both for teachers and policy makers which are suitable to many similar teaching environments.

*Room 17 | 6th Floor | Paper Presentation 3***53704**

Yuvita

Fostering Digital Literacies Level of English Pre-Service Teachers and Their Perceptions of Technology in Language Teaching

Teachers need a critical thinking and good perspective that engage with information, media and technology in order to prepare their students for the literacy demands of the twenty-first century. The role of language teachers is essential in developing students' literacies to adapt themselves in digital technologies in education. We've been teaching pre-service teachers in a variety of subject areas about media literacy and educational technology, also assisting them in incorporating new media and technologies into their curriculum design. This study aims at assessing the level of pre-service teachers' digital literacy at Pancasakti University Tegal and explore their perceptions of technology in language teaching. Mixed method research design was

employed in this study to find out how pre-service teachers use digital technologies in teaching and learning process during the practice of teaching in Micro Teaching course. In addition, pre-service teachers' perceptions are also revealed in exploring digital technologies in language teaching. The subjects of the study were 50 pre-service teachers who were assessed using Ferrari's model of digital competence areas including information, communication, content creation, safety and problem solving. For qualitative data collection, the findings were based on classroom observation, interviews and surveys. TPACK framework was used to analyze the digital literacy skills in classroom observation. The results show that the higher level of pre-service teachers' digital literacies influence their performance in integrating technology into their teaching process and they feel confident in encouraging students to have digital literacy skills. Their positive perceptions of using technologies in language teaching raise awareness of enhancing their understanding of digital literacies and developing their digital literacy skills to survive in the digital era.

Room 18 | 7th Floor | Paper Presentation 1

65646

Fety Surfaifel | Fuad Abdul Hamied

Students' Engagement in Virtual Creative Writing: Developing a Creative Writing Style

Writing is not a stand-alone mental activity; it is inextricably linked to other forms of creative design, such as drawing and music composition. Writing is a highly sought-after skill in today's digital world. Creative writing is defined as the fluent exchange of concepts in an original manner through the construction of logical connections between them in written form based on the individual's schemata. This article discusses a study that examined factors affecting student engagement as a lens to examine students' perceptions of their Creative Writing Class participation. These interactions emphasize the complexities of student engagement and promote the accuracy of the instruments and metrics used to study it. Cognitive engagement is concerned with a student's internal investment in the learning process, which includes inner psychological characteristics or nonvisible characteristics that encourage effort in acquiring, comprehending, and mastering the knowledge or skills required for academic work. In the study, English lessons were held for 12 students from Flores' private Junior High School. The students completed a questionnaire that included quantitative and qualitative questions. Descriptive statistics was used to examine qualitative data conceptually and statistically. The participants' experiences reflected various aspects of the students' participation. According to the findings, creative writing activities can help students learn about behavior, emotion, and cognition in a poetry class. However, in the poetry class itself, emotional involvement prevailed and was followed by behavioral engagement. Nonetheless, pupils maintained a low level of cognitive engagement.

Room 18 | 7th Floor | Paper Presentation 2

57878

Rida Afrilyasanti | Yazid Basthomi | Evynurul Laily Zen

Fact vs. Fake News: Teacher Lens on Critical Media Literacy Education in EFL Classes

The Internet and digital ecosystems have expanded the number of opportunities for literacy activities. Technology has altered social practices and concepts of literacy, which has profound consequences on EFL teaching and learning. This qualitative descriptive research aims at studying teachers' perspectives on critical media literacy education in the context of EFL learning. Through an online survey, EFL teachers were asked about critical media literacy teaching and the need for establishing a common paradigm of digital literacies for EFL students. Furthermore, it underlines the opportunities and challenges that EFL teachers may encounter while practicing critical literacy in English language classes since building critical media literacy aims to alleviate the media bubble effect of social media, which can lead to fake news or misinformation, polarization, and difficult mediation between parties. Finally, ramifications and future study areas are highlighted to further the field of digital literacy.

Room 18 | 7th Floor | Paper Presentation 3

49189

Rina Sari

Self-Reflection of Digital Immigrant Teacher on Teaching Grammar During Pandemic

This article presents a critical reflection from the author's personal beliefs and experiences as a Digital Immigrant who uses online learning in teaching grammar during the pandemic. The reflection proposes a framework for reflective practitioners, especially during online learning based on learning theories. The effects of teaching practice, as well as self-reflection on the methodological constraints on the teaching settings, are demonstrated using many examples of teaching practices. The challenges faced during online learning are briefly examined in terms of applying the communication model to the language learners and to the teachers to promote the latter's creativity in building an effective classroom discussion and assessment. Humanistic ways of teaching as a reflective practitioner are advised in order to incorporate values into professional identity. It is suggested that a reflective practitioner approach to teaching be based on a humanistic technique. This emphasizes the incorporation of personal convictions with one's professional identity, resulting in a personal code of conduct.

Room 19 | 7th Floor | Paper Presentation 1

88863

M. Zaini Miftah | Utami Widiati | Anik Nunuk Wulyani

Strategies to Develop Preservice English Teachers' Pedagogical Competence: A Focus on Critical Reflection as Potential Strategy

Many studies on reflective practice in the field of teacher education programs have been documented. However, little is known about a critical reflection on English

teaching practicum as a strategy to develop preservice teachers' pedagogical competence in transformative learning. The present study aims to explore preservice teachers practicing critical reflection on their English teaching practicum as the potential strategy to develop pedagogical competence in transformative learning. This phenomenological case study involves preservice teachers as the research participants enrolled in the English teaching practicum program at schools served by the English Education Study Program of a university in Central Borneo, Indonesia. The participants were selected from the groups of the teaching practicum through purposive sampling. The data were garnered from reflective journals and interviews. The reflective journals of the preservice teachers on English teaching practicum experience were taken during the teaching practicum program conducted for about two months. The preservice teachers' reflective journals were collected through WhatsApp for identification and analysis. The data obtained from the reflective journals were analyzed using critical reflection description in *The Framework of Four Levels of Reflection for Teacher Education* adapted from a previous study. For the critical reflection data validation, the participants were then interviewed. The interview data were then transcribed and analyzed thematically. The research findings practically contribute to pedagogic competence development for Indonesian EFL preservice teachers to enter the teaching profession.

Room 19 | 7th Floor | Paper Presentation 2

89696

Lestari Setyowati | Sony Sukmawan | Sari Karmina

Podsén's Writing Attitude Survey: How Reliable Is the Scale?

It's crucial to approach writing with positivity. Students who approach writing in a positive way will complete the writing work well. However, little study has been done to examine the validity of the writing attitude scale. This research is intended to investigate the reliability of writing attitude scale developed by Podsén in 1997. The design of this study is a correlational study because its purpose is to find out the writing scale internal consistency. The instrument used is the writing attitude scale (WAS). The population of the study is the students of Indonesian Language Education Department in the Faculty of Cultural Studies, Universitas Brawijaya. The data are in the form of numbers in ordinal scale. To analyze the data, the researchers used Cronbach alpha in SPSS 25. The result of the study shows that the internal consistency of Podsén's writing attitude scale is high. This implies that Podsén's WAS is applicable and highly reliable in terms of its internal consistency to measure the students' writing attitude.

Room 19 | 7th Floor | Paper Presentation 3

88638

Takayuki Nakanishi

Controlling over the Difficulty Level of Students Reading Materials

Although empirical studies support extensive reading (ER) as a method of reading instruction, instructors often let students choose what they want to read. Thus, instructors do not exercise any control over the difficulty level of students' reading materials. The present study attempts to address this issue by setting restrictions on students' choice of reading materials. Forty-two third-year Japanese university students participated in the study. The first group (free-reading group) was permitted to read books of any length, whereas the second group (restricted-reading group) had to choose books of at least 1,000 words in length. The findings revealed that both groups read a similar number of books over the same period of time. However, due to the restriction of choosing books with more than 1,000 words, the restricted-reading group read more words than the free-reading group. Requiring students to read longer books might encourage them to read more. The results also seem to indicate that if students enjoy reading, this could lead to a larger quantity of reading. For university students with a certain level of English proficiency, books need to be intellectually stimulating. Longer texts might better provide this stimulation, which could lead to more reading.

Room 20 | 7th Floor | Paper Presentation 1

15790

Guangxiang Liu

Digital Wilds as Empowering Spaces: Identity, Investment, Chinese Rural EFL Learners

English language learning of students from disadvantaged backgrounds, like rural family, migrant family, ethnic minority, has been a significant issue in the landscape of TESOL. Drawing on Darvin and Norton's (2015) model of investment, this study presents an eight-month qualitative case study of two Chinese university EFL learners from non-urban backgrounds and dissects their transitions from struggling with English learning to competent learners through engaging with the digital wilds. Data were collected via semi-structured interviews, participant observation, and digital artifacts. It is found that through creating favorable interaction conditions and a relatively equitable environment, the digital wilds allow learners from unprivileged backgrounds to negotiate identities, capital in an online learning reality, and finally claim the right to speak in the ideologically charged university EFL context. A framework is proposed to capture the participants' capital conversion and investment development shaped by the digital wilds. Lastly, this study gives implications for EFL learners and teachers and calls for more academic insights into the disadvantaged learners' investment and empowerment in the digital era.

Room 20 | 7th Floor | Paper Presentation 2

94289

Anastasia Nelladia Cendra | Alberik Rya Tendy Wijaya

Between Two Worlds: Indonesian Novice EFL Teachers' Tensions and Needed Support During Pandemic

As Indonesian schools implemented emergency remote teaching due to the pandemic, teachers scrambled to learn and adapt themselves to online teaching and learning processes. While adapting to the online environment is not an issue for novice EFL teachers who are digital natives, adapting to the ever-changing governmental regulations and daily life situation might undermine their well-being. The abrupt changes in situation and policies, in addition to obligation to ensure that they still give their best to their students, increase the pressure to their minds, which are already blighted with uncertainty. If such situation persists, it is more than likely that they would quit teaching. Nevertheless, while challenges, struggles, and tensions experienced by novice EFL teachers have long been studied and well-documented, novice EFL teachers' tensions during the pandemic and their need for support have remained sparsely studied. Therefore, by analyzing guided reflections and interviewing five Indonesian novice EFL teachers, this research aims to uncover both novice EFL teachers' tensions and the support they need during the pandemic. The result of this on-going research hopefully will shed some light on how stakeholders and policymakers can provide the necessary support for novice EFL teachers in time of distress.

Room 20 | 7th Floor | Paper Presentation 3

73358

Andri Handayani

Representation of Female Celebrities in the Media through the Eyes of Indonesia's Gen Z

This study aims to examine the representation of female celebrities reflected in the cast of the Street Woman Fighter (SWF) and Indonesian metal band Voice of Baceprot in the eyes of Indonesia's Gen Z. Stuart Hall's representation theory is used, especially the constructionist approach through the production of meaning and discourse. This qualitative study consists of interviews with Gen Z and library research with the main text of the SWF program broadcast on Mnet, accessed via VIU's paid over-the-top video service in December 2021 and Voice Baceprot's Instagram account. The study's preliminary findings show that the representation of the new Korean idols represented by the cast of the Street Woman Fighter is very close to the image of street dancers and hip-hoppers that men dominate. The image of street culture and hip-hoppers can be seen from the style of dress, makeup, tattoos on the body, style of speech, and dance battle displayed. Although it brings fresh air to the world of television content by appointing background dancers as the main characters, Street Woman Fighter cannot be separated from representation problems. It is crucial to find Indonesia's Gen Z's perspectives to receive various female celebrities' representation to improve their cross-cultural competence as inclusive global citizens.

Room 21 | 7th Floor | Paper Presentation 1

40074

Rusmayani | Fajri Zulia Ramdhani

Ethnopedagogy of STAI Denpasar Bali in the Study of Quran Translation in Balinese Language: Actualization of Local Wisdom Values

STAI Denpasar Bali is the only Islamic University in Denpasar, Bali. Since the majority of Balinese people who are Hindu, this institution has a characterizing lecture, 'Kajian Terjemahan Al-Qur'an Juz 30 Bahasa Bali' (the Study Juz 30 the Al-Qur'an Translation in Balinese) as a form of implementing an ethnopedagogical approach. This study was aimed to describe the urgency and form of implementation of the Balinese language in the translation study of the Al-Qur'an Juz 30. The method used was qualitative research with descriptive analysis. Data were collected through unstructured interviews with several respondents such as Chairperson of STAI Denpasar Bali, Deputy Chair 1 for Academic Affairs, Lecturers, students, and Chair of the Bali Province MUI. The results of the study were highlighted that: 1) This course has been implemented since 2020 as one of the results of a curriculum review, to participate in maintaining local wisdom and symbols of Islam in Bali. 2) In the learning process, lecturers and students use the Al Quran Juz 30 Translating the Balinese Language which was the result of translation and seminars conducted by STAI Denpasar Bali. Practice lectures were carried out using the Balinese language. The theoretical implication of this research was the preservation of local wisdom which is carried out continuously from elementary school to the university level. Practically speaking, the results of this study could be taken into consideration that the symbols carried out in Hindu-majority areas were carried out based on local wisdom so that it will be easily accepted by the surrounding community and form moderate graduates.

Room 21 | 7th Floor | Paper Presentation 2

19753

Elke Stracke | Giang Nguyen | Vinh Nguyen

Why Do English Learners Drop out of Blended Language Learning (BLL)? – A Replication Study

Studies with an explicit focus on dropouts in Blended Language Learning (BLL) are rare and non-existent for the Asian context. This study replicates the early qualitative interview study by Stracke (2007), who explored why foreign language learners drop out of a blended language learning class. While the 2007 study was carried out in the German Higher Education context, we conducted this study at a university in Vietnam. Replication studies are important because they provide a sound research grounding. In our paper we will share our innovative research design, a qualitative replication study, before we present key findings of our study that we compare with the 2007 findings. It is noteworthy that the lack of complementarity and integration between the face-to-face and online components of the blend can still cause challenges for the learners in our study. Our study allows for a deep understanding of the reasons why

Vietnamese EFL students leave a BLL course, thus providing evidence-based ideas for pedagogical adjustments for the delivery of current EFL BLL classes. Such changes can lead to higher retention rates, reduction of costs (both financial but also emotional), an increase in student satisfaction, and a better student experience.

Room 21 | 7th Floor | Paper Presentation 3

64260

Failasofah | Nunung Fajaryani | Masbirorotni | Mukhlash Abrar

Translanguaging in EFL Classroom Practices: A Survey of SMP Teachers and Students' Attitudes in One of Indonesian Provinces

A multilingual pedagogy is a learner-centered approach that aims to develop language learning awareness across the students' language repertoire (Neurer, 2004). Translanguaging is one of the teaching approaches that afford multilingual students' opportunities to make links between their experiences outside the classroom and those within (Contch, 2018). This study is proposed to explore the teachers' and students' attitudes towards translanguaging approach in Indonesia regarding the context of multilingual pedagogy, language policy, and translanguaging practices. This study will employ a quantitative design by collecting and analysing data from the survey. The questionnaires will be distributed online to gather numerical data. The participants will be 1100 SMP foreign language teachers and 3300 SMP students in one Indonesian province. The data findings will be analysed descriptively to find the average mean of teachers' attitudes and inferentially using T-test and MANOVA to investigate the difference between variables. This study is aimed to know the SMP teachers' and students' attitudes towards translanguaging approach in foreign language classrooms. The information will serve as beneficial information to evaluate whether or not multilingual education fits with evaluative feedback on existing language education policy. The researchers also hypothesize that there is no significant difference in FL teachers' attitude towards Indonesian multilingual pedagogy, language education policy, and translanguaging practices with their social-demographic characteristics.

Room 22 | 7th Floor | Paper Presentation 1

93265

Rachael Ruegg

Peer Tutors' Language Background: Its Effect on Tutees' Perceptions of Peer Tutorial Sessions

A great deal of previous research has focussed on the advantages and disadvantages of teachers from different language backgrounds (native English-speaker versus non-native English-speaker). Research has also considered the effectiveness of peer tutorial sessions with tutees from different language backgrounds. However, no previous research has investigated the effects of peer tutors' language backgrounds. My research focussed on an academic support center within an English-medium instruction (EMI) degree program in Japan. Approximately 2,000 peer tutorial sessions

per year were held in the center, with tutors and tutees from a wide range of language backgrounds. I analyzed feedback on peer tutorial sessions based on the language background of the peer tutor to determine whether this factor had any significant effects on tutee satisfaction or qualitative feedback on the peer tutorial sessions they participated in. The results indicated that tutees were most satisfied with tutorial sessions facilitated by traditional monolingual Japanese language backgrounds and least satisfied with those facilitated by students from monolingual English language backgrounds. Qualitative comments suggested that when the tutor came from a monolingual English language background, it placed distance between the 'peers', creating a feeling of being taught rather than tutoring. In addition, tutors from traditional monolingual Japanese language backgrounds appear to have served as role models for successful language learners. The presentation will introduce the context, explain the methodology and results in detail, and outline implications for academic and language support in EMI programs in Asia.

Room 22 | 7th Floor | Paper Presentation 2

83245

Ira Mutiaraningrum

Feedback in Online Learning: Revisiting the Essence of Learning Autonomy

The surge of COVID-19 in Indonesia in early 2020 had forced the government to impose a study-at-home policy. Classroom learning was shifted to fully online learning. This study seeks to investigate students' voices on lecturer's feedback during emergency remote learning. Involving vocational college students from the border area of Indonesia, this study shares students' demand for more effective feedback. Despite learning autonomy being a focus of 21st-century education, not all students were well prepared to take charge of their own learning, especially during emergency remote learning due to the pandemic. This case study explored in depth students' feedback experience and their autonomous learning ability in a fully online English course. Students' voice was obtained from 30 reflective essays written after having a 2-semester online English course. Students found it frustrating to learn independently. As the number of assignments piled up, students were overwhelmed with the information. They ended up committing plagiarism. It was indicated that half of the students' essays in English class were the product of plagiarism. As a powerful construct of online learning, feedback guides students to identify their progress of learning. It provides assistance for students to keep on the right track of their learning. Especially for English language learning, feedback is indispensable for students' writing and speaking skills. Rather than expecting students to be self-regulated through learning-by-doing in fully online learning, lecturers should nurture their readiness in adjusting to a fully online learning environment. This study highlights the importance of feedback in scaffolding students' learning autonomy.

Room 23 | 7th Floor | Paper Presentation 1

73787

Chris Asanti | Syamdianita | Maria Teodora Ping

Developing EFL Students’ Critical Literacy Skills through Extensive Reading Activity

To date, there have been a number of studies that to investigated the advantages of Extensive Reading in both ESL and EFL classroom settings which highlighted the effectiveness of ER for language learning and affective dimensions of language learning i.e. attitudes and motivation. Needless to say, the practice of ER has been widely recommended by ELT experts since it gives ample opportunities for learners to get exposed to comprehensible reading input within and below their current levels of proficiency. Furthermore, when being engaged in an ER activity, learners read in a large number of materials covering a wide range of topics, and they have the freedom to select the reading material based on its relevance to their interests, knowledge, and experience. In this regard, it seems that learners’ critical understanding of the text (Critical Literacy) through ER activity should also be perceived as one relevant and important aspect in English Language Teaching (ELT). This small-scale narrative study conducted with students of the English Literature Study Program at Mulawarman University aimed at substantiating the concept of developing Critical Literacy skills through ER activities. The ER activities were done in two specific practical steps, namely the selection of suitable ER materials by the students and guided post-reading discussions. Afterward, students’ self-perceived development was explored by using a narrative analysis approach. The findings indicated that students perceived ER activities as beneficial for their critical literacy development, adding to the existing advantages of doing ER activities in ELT classrooms.

Room 23 | 7th Floor | Paper Presentation 2

76238

Endang Sulistianingsih

The Effect of Using Digital Storytelling on Critical Reading Skills and Critical Thinking Skills of Pre-Service Teachers

The study aimed at exploring the effect of the Digital Storytelling project on improving the critical reading skills and critical thinking skills of pre-service teachers. The experimental research design was used to reach out to the aim of utilizing standardized pre-post critical reading tests and a critical thinking scale questionnaire. The participants were 40 pre-service teachers of mixed gender. They were divided into two equal groups namely experimental and control groups. The independent t-test revealed that the critical reading skills and critical thinking skills of the experimental group improved significantly than those of the control group. Furthermore, blended learning should be used with carefulness in order to meet community needs and fill a real gap in field practice in language learning in order to improve multiliteracy skills.

Room 23 | 7th Floor | Paper Presentation 3

84047

Sumire Hayashi

Teaching Online Information Literacy in A Japanese University English Class

The spread of online misinformation continues to be a major problem in our world. The urgency to address it has accelerated since the COVID-19 pandemic. This paper reports on how a university English CLIL class can teach online information literacy by using and adapting the Civic Online Reasoning curriculum developed by the Stanford History Education Group. After a 15-week course, the students who could not critically evaluate the credibility of online information were able to ask the three fundamental questions: (1) who is behind the information?, (2) what is the evidence?, and (3) what do other sources say?. Moreover, I also provide a model for assessing improvements in students' online information literacy. I argue that for the curriculum to work effectively for Japanese university students, language scaffolding is necessary and the U.S.-based topics should be replaced by Japanese examples. By demonstrating how an online information literacy curriculum originally developed for secondary school students in the U.S.A. can be adapted for teaching in a university ELT context, this paper contributes to the ongoing conversations on how to teach multiliteracies in ELT.

Room 24 | 7th Floor | Paper Presentation 1

88178

Ni Kadek Sri Widiastuti | Vera Syamsi

Integrating Literary Works in an English Class to Improve Students' Critical Thinking

The important role of critical thinking in supporting students' development process has long been recognized. Therefore, many researchers contribute to investigating how to nurture and improve critical thinking in students; one of the findings is by integrating literary works in English classroom learning. However, due to several factors, the use of literary works in the classroom has not been effective. This study investigates the impact of integrating literary works to improve students' critical thinking in English class to discover how teachers could use literary works in the class and how integrating literary works could improve students' critical thinking. Besides, it also addresses students' perceptions of the literary works used in the class to improve their critical thinking. Using a descriptive research design, the data obtained from observations and questionnaires were analyzed qualitatively based on Multiliteracies pedagogy components which consist of situated practice, overt instruction, critical framing, and transformed practice by Kalantzis & Cope (2000). The result shows that the teacher has integrated literary works based on the four components of Multiliteracies pedagogy, although in different portions, where it is dominated by activities on situated practice and overt instruction. The teacher mostly employed a personal-response approach to foster students' engagement and participation, which is believed as one of the significant indicators in improving critical thinking. Moreover, through a questionnaire, all students responded positively by stating that literary works analysis helps them when giving opinions and judgment more critically.

Room 24 | 7th Floor | Paper Presentation 2

97831

Henny Herawati

Creative Writing to Enhance Creativity and Engagement

Creative writing has been increasingly encouraged in language learning as it nurtures creativity in using the target language, develops learners' language attainment, and empowers learners. This presentation intends to share the practices of creative writing in the context of English as a Foreign Language (EFL) learning and its potential to enhance students' language creativity and engagement. This presentation is based on my prior research findings as a springboard to understanding Indonesian students' capacities and resources in L2 creative writing. Three central ideas are proposed: using creative writing as a core activity, embedding creative writing as a reflection tool, and employing simple digital tools in creative writing to enhance student engagement further. This presentation argues that when writing poems and fiction, students explore the language to express their feelings and imagination, hence demonstrating their creativity in using English. It also affirms that students are much more engaged when digital tools and apps, including text story maker, *txtgram*, *issuu*, *padlet*, *instagram*, and *canva*, are involved in writing and showcasing their poems and fiction.

Room 24 | 7th Floor | Paper Presentation 3

17112

Yanty Wirza | Wawan Gunawan | Lukman Hakim

Optimizing Learning Resources to Foster Students' Higher-Order Thinking Skills: A Multimodal Approach

Recently, multimodal content has dominated teaching materials in most subjects, particularly in language learning and science. Studies have shown great opportunities for teachers to take advantage of multimodal content in an effort to improve students' higher-order thinking-oriented learning (HOTs); however, not all teachers have been able to take advantage of these opportunities. This study examined the competency of English teachers and science teachers in utilizing multimodal content to improve students' higher-order thinking skills. The research design was an exploratory case study design deploying the Systemic Functional Multimodal Discourse Analysis (SF-MDA) involving four participants, two English teachers and two science teachers from two urban middle schools in Indonesia. The sources of data were (1) the multimodal learning resources used by the teachers including textbooks, handouts, slides, images, and other sources taken from the internet or self-created, if any, (2) classroom observation, live and recorded, (3) interview, (4) students' work. The study revealed that the teachers' utilization of the multimodal learning resources and the pedagogical strategies employed to make use of the meaning potentials in the multimodal learning resources still needed to be improved to foster the students' higher-order thinking skills.

Room 25 | 7th Floor | Paper Presentation 1

59892 Moh. A. Susanto | Setya Y. Sudikan | Udjang P. Darni | Suhartono | Anas Ahmadi

Multimodal Approach in Poetry Lectures for Students of Indonesian Language and Literature Education Study Program PGRI Wiranegara University

Multimodality in lectures in the era of smart society 5.0 is very important to be mastered by students to increase the level of knowledge and skills so that they can bring up innovation. This study aims to answer the question of how multimodality is applied in poetry lectures. This research was conducted at the Indonesian Language and Literature Education Study Program, PGRI Wiranegara University in the odd semester of the 2021/2022 academic year using Quasi-experimental and descriptive research design. The population of this research is poetry course programming students totalling in 35 students. The instruments used were questionnaires on learning modalities, cognitive tests (initial tests, learning outcomes), observation sheets, affective, psychomotor, projects, performance and RPS. The implementation of lectures with multimodality is described qualitatively. The results of lecture research with a multimodal approach show students' innovative abilities in completing projects and performance with an average value of 90 (very good). The lecture stages were carried out very well, understanding of the material reached 88.4%, student activity 96%, interest in lectures 99%, and the usefulness of lectures 92%. The Multimodal approach in poetry lectures was able to improve student learning outcomes, and the lectures are also in line with the spirit of MBKM. Furthermore, students have innovation in knowledge and skills in applying lecture results in the field of entrepreneurship.

Room 25 | 7th Floor | Paper Presentation 2

610844 Roger Palmer

Multimodality in the Pedagogy of Spoken Texts

The aim of this paper is to investigate the nature of casual conversations that language learners participate in. The main area addressed is the pedagogic discourse encompassing meaningful exchanges in the classroom. The study method builds on research into classroom chat and measurement of student performance in conversations. The participants, university freshmen in a management department in Japan, recorded themselves using voice recorders and video cameras which helped to feed back into a loop of informed peer assessment. Students participated fully in the pedagogic discourse, working in pairs as conversationalists or peer assessors. The presentation explains the research methodology, the models for explicit instruction, and how the students performed and were appraised by their classmates. Results suggest that classroom exchanges, often thought of as mere chat, conform to an identifiable structure, one that can be deconstructed, scaffolded and taught just like any other generic text type. In their exchanges, learners interact with their classmates as participants in the discourse, being both an initiator of the dialogue and a responder. Knowledge is built through the exchanges, learning activities are structured to gain as

much as possible from them, and different modes come into play. The conclusion is that instructors need to teach the generic structure of classroom chat to their learners, just as they do for other elements of pedagogic discourse. The implications are to prompt ELT practitioners to consider ways to facilitate student engagement in the pedagogy and use available technology to aid progress in student conversations.

Room 25 | 7th Floor | Paper Presentation 3

20328

Yueh-Ching Chang

Multilingual Identities and Learning Investment: A Case Study of a Vietnamese International Student in Taiwan

With the rise of international students (ISs) in many Asian universities, some recent research has investigated ISs' linguacultural experience in new Asia educational hubs, such as Singapore, South Korea, and Taiwan. Nevertheless, much of this body of research aimed to identify the problems ISs face in the adaptation process, and positioned ISs as a homogeneous group, dismissing the idiosyncrasy in their historical and sociocultural backgrounds. Informed by Norton's theory of identity and investment (Darvin & Norton, 2015), the study adopted the qualitative case study methodology to investigate the multilingual practices of a male, doctoral Vietnamese international students (VISs) in a Taiwanese university where English and Chinese are the academic lingua franca. Data were collected through interviews, reflection journal, social media posts, and relevant documents. The study found the participant invested in multilingual/multimodal literacy as he converted the diverse forms of capital accumulated across time and locales. Furthermore, he made selective investment in using/learning different languages based on the social identities he foregrounded in different international contexts. Finally, although broader social ideologies in Taiwan may associate Southeast Asians with impoverished, uneducated immigrant workers or migrant brides, the participant attempted to diverge from such negative social ideologies by investing in a transnational multilingual identity. These findings not only illuminate how capital, ideologies, and identities work in tandem to shape a VIS's investment in developing a multilingual identity in Taiwan, but also invite foreign language educators to challenge the hegemony of monolingualism and cultivate multilingual users in the globalized world.



SYMPOSIUM



91872

Ninuk Indrayani | Ahmad Jazuly | Nury Kurnia | Ianatuz Zahro

Remote Teaching and Learning: Technology-Based Instructional Plan Business English for Undergraduate Students at University of PGRI Argopuro Jember

This document study was analyzing the online learning difficulties faced by ESP teachers and students during the Covid-19 pandemic. Remote Teaching and Learning (RTL) is an option for teachers and undergraduate students to become independent and creative individuals. This empirical study is designed to present the integration of digital applications in designing Business English lesson plans for higher students in the ESP learning context. Adopting the critical document study, it showed that the language learning targets focused on teachers, students, and universities. The implementation of technology in online learning were Google Classroom, Canva, Zoom, Edmodo, Quipper, and Cisco Webex have been selected to accommodate the learning process considering their motivating and communicative performance. Although, limitations, exploring the features of technology for educational purposes contributes to strengthening teacher professional development, especially in lesson planning.



WORKSHOP



52604

Joshua Wedlock

Beyond the PowerPoint: Research-informed Protocols for Enhancing the Utility of PowerPoint for Language Learning

There is little dispute that attention, focus, and engagement are prerequisites for learning. Based on the observations made during a 6-month bout of action research exploring learner engagement and learning outcomes, this workshop will outline how the findings of cognitive neuroscience, educational psychology, and second language acquisition can be used to inform the way language teachers design and utilize PowerPoint (and similar) activities in order to enhance their pedagogical utility. Highlighting eight key features, including attention, focus, desirable difficulty, depth of processing, deliberate practice, intermittent reward, wakeful rest, and affective engagement, this workshop will juxtapose several freely available PowerPoint activities with those which have been designed in reference to the relevant literature on learning as a means of demonstrating how following simple, research-informed design and implementation protocols can positively influence both learner engagement and language learning outcomes. Far from being a unidirectional lecture, this interactive workshop aims to equip language teachers with practical skills and knowledge which can easily be employed in the classroom to promote learning in a more engaged and effective way.

22089

Jeffrey Maxwell

Pen-Pal Exchanges: Building Language and Understanding through Communication across Cultures

When learning in an ELF context, students are often in monocultural classrooms that have limited exposure to other cultures that use the target language. In turn, students acquire the target language, but not necessarily cultural competence. In this workshop, attendees will learn how to use pen-pal exchanges to build language skills and cross-cultural understanding. The presenter will start the presentation by giving a brief background of culture in language learning and pen-pal exchanges. The presenter will then share experiences setting up three different types of pen-pal exchanges, a culture exchange, a language and culture exchange with inner-circle speakers, and a multi-modal language and culture exchange between expanding-circle speakers of English. The presenter will assess and evaluate the benefits and challenges of each of the pen-pal exchanges. The presenter will then offer suggestions for attendees to set up pen-pal exchanges of their own. Attendees will leave the workshop with ways to build pen-pal exchanges that build their students' linguistic and cultural competencies.

58699

Mitsue Allen-Tamai

The Story-Based Curriculum for Young EFL Learners: From Oral Language to Literacy Development

This study presented the results of a teaching approach using stories to develop English skills of young EFL Japanese learners, which is theoretically based on a content-based approach, a whole language approach, and an activity-based approach. The story-based curriculum is composed of two major parts-storytelling and joint-storytelling. The curriculum started with storytelling, and learners used their background knowledge to comprehend English input (Krashen, 1983). After listening to a story once or twice, learners moved on to the second stage, joint-storytelling, a term the researcher coined. They were given a simplified version of a story that comprises rhythmic lines and songs and includes some primary linguistic forms. While they practiced it, many gestures were introduced along the lines to enhance their memories and scaffold their learning. After ten times of 10 to 15-minute lessons, they could produce output by themselves (Swain, 1985). Then, the written manuscript was given to the learners who started reading using their gained orality. Some stories used in the curriculum were shown in this study, along with the results from the quantitative research showing the development of vocabulary and grammatical knowledge among the young learners and the results from the qualitative research showing their motivational growth.



POSTER PRESENTATION



13666

Bo Jiang

A Study on Textbook Evaluation Criteria for the Teaching of Culture

If language teaching is closely connected with cultural teaching, a textbook is also essential to teaching culture. This study focuses on standard textbook evaluation criteria for teaching culture: recency, realism, topics, stereotyping, task design, and extra information. Since these criteria appear to be unsupported by a theoretical or empirical grounding in research, this paper attempts to evaluate them. It proposes recommendations to create an analytical tool for future analysis of cultural construction in textbooks. By applying these criteria to studying one series of College English textbooks used in higher education in China, It finds out that the series focuses mainly on American cultures, and although the materials chosen are generally out-of-date, authenticity and variety of topics are properly considered.

20759

Kazuko Takahashi

Output-Based Instruction on Improving the Logic of Arguments by Japanese EFL Senior High School Students

This research explores how teachers improve students' logical output in an English as a foreign language (EFL) setting in a Japanese senior high school. Japan's national Course of Study (MEXT, 2018) attaches a high value to developing students' abilities to think and express themselves. It asserts that students should transmit their ideas logically, giving opinions supported by appropriate reasoning and examples. In this study, students made impromptu speeches or wrote short essays on argumentative topics using a template called AREA (assertion, reason, example, assertion). Over two months, four high school students engaged in sessions to explore how they could make their speeches and essays more persuasive and logical. The teacher introduced the Toulmin model (2003) to prompt the students' thinking about making more persuasive assertions and claims. Before and after these sessions, the researcher gave pretests and posttests, and five months after the posttests, delayed posttests were conducted. The research qualitatively analyzed the students' speeches and essays, mainly using encoded criteria based on the factors included in the Toulmin model. In the posttests and delayed posttests, the learners showed that they could apply some elements of the Toulmin model to improve the logic of their speeches and writing. They included persuasive reasons and data for their assertions, using examples and explanations to support their reasoning.

31037

Yoko Ichiyama

Can LMS Benefit Both Teachers and Students? Learning Management System in an EFL Context

In this paper, I will report on the results of a survey conducted to 150 students on a newly implemented learning management system (LMS), KYONET, at Kyoritsu Women's University, Japan. The survey, including qualitative and quantitative analysis of views, response rates and inquiries to the 60 tasks, was conducted to assess the effectiveness, as well as drawbacks, of the LMS in an EFL context. The results revealed that LMS can be beneficial for teachers and students in three aspects: material posting, formative assessment, and information sharing. However, certain limitations emerged, such as lack of students' computer literacy skills and English manuals, which might hinder the benefits of LMS. The results indicate the need for careful training prior to the actual use of the LMS in the institution.

38683

Yoko Ichiyama

Is Writing in Nursing More Informal? A Corpus Study of Informality in Abstracts

In nursing, there is a growing need for researchers to improve their English-language writing skills in line with the increasing sophistication and internationalization of research in the field. In particular, novice English as a Foreign language writers preparing their first abstracts for submission to international conferences would benefit from understanding the degree of informality in abstracts published in journals with high impact factor. In our study, we compared the degree of informality-related features proposed by Hyland and Jiang (2017) in ten sections (i.e., Background, Objective, Design, Setting, Participants, Data Sources, Methods, Results, Discussion and Implications, and Conclusion) of 100 structured abstracts of research articles published in the *International Journal of Nursing Studies*, an international journal in the specified field with the highest impact factor. The results reveal that there were significant differences between the sections, including that the frequency of sentence-initial conjunctions was high in the Results (98%), Background (80%), and Conclusion (70%) sections but very low in the Design (7%) and Setting (8%) sections. The results may be useful for both novice researchers and instructors who teach their students about the characteristics of accepted abstracts.

42103

Upik Hastuti | Irma Dwi K.S

Implementing *Canva* and *Padlet* to Enhance Students' Activities and Their Reading Competence in Online Learning

The study's objective was to describe how Canva and Padlet help teachers in online learning to enhance students' activities and increase the students' reading competence. In this study, the writers used the descriptive analysis method. The procedures of using Padlet and Canva in reading activities are planning, implementing, making, discussing, and reflecting. The study population was XI MIPA 4 students of State Senior High School 2 Purbalingga in the academic year 2021/2022. The study's data were the results of questionnaires about their activities and the students' pre-posttest of reading competence. The study's findings reveal that the students are considered more active after implementing Canva and Padlet in comprehending the text. In addition, the teacher can execute the online teaching and learning process better, and the students' reading competence is enhanced as the mean result of the post-test is higher than the post-test, which is 69,72 to 87,72—the students' difficulties understanding the detailed information and inference terms. Based on the results, it is suggested that the teachers should be good modeling for the students and manage the reasonable way they need to comprehend the reading text so they can work their skimming ability well.

45778

Nia Kurniawati

Diligent (Digital Literacy Agent): Nurturing English Future Teachers' Competence in Digital Era

Digital literacy includes several skills, such as operational, formal, information, communication, content creation, and strategy skills. Previous studies have shown that the digital literacy of pre-service English teachers is still not satisfactory. Therefore, efforts are needed to improve the digital literacy among English pre-service teachers since they will handle students from the alpha generation. The main focus of this research is the development of DILIGENT (Digital Literacy Agent) learning model following the SIOP (Sheltered Instruction Observation Protocol) Model in TELL course to improve students' digital literacy of the students at English Education Study Program, Universitas Suryakencana. There are eight criteria in the SIOP model used as the basis for developing the DILIGENT model, including learning preparation, building background, comprehensible input, strategy, interaction, practice & application, lesson delivery, and review & assessment. The development model used is SAM (Successive Approximation Model) with three stages: the preparation stage

(Savvy Start), the iterative design phase (Iterative Design Phase), and the Iterative Development Phase. Merging digital literacy framework from JISC with SIOP model, this research and development is aimed to produce future English teachers who are not only skillful in teaching but also in spreading the good teaching practice to their colleagues.

47189

Guo Ziwei | Wang Yufei

English for Young Learners' Pedagogies Applied in China: Review and Prospect

Young learners are defined as students aged from approximately 6 to 12 years old, who are extremely capable in many ways, including language learning. Within the field of English for Young Learners, there has been much practice and research in China to support students' language learning and help people reach a better understanding of the relationship between learning and teaching. In this article, the existing pedagogies are divided into two classifications, including traditional pedagogies and new pedagogies. Traditional pedagogies can be classified into communicative pedagogy, gaming pedagogy, storytelling pedagogy, picture book pedagogy, role-play pedagogy, inquiry-based pedagogy, task-based pedagogy, Phonics, Total Physical Response, naturalistic English learning, and new pedagogies include multimedia pedagogy and loose-leaf textbook teaching method. The authors also discuss both the advantages and deficiencies of these pedagogies in practical teaching. This article concludes that diversified teaching patterns can help in understanding and excite the interest in the subject.

59840

Niko Catharine Watanabe Schultz

Education of Language Minorities in Japan: A Qualitative Research Synthesis

This presentation provides a qualitative research synthesis of earlier studies on language minority students in Japan to identify the challenges they face in obtaining a quality education. Teaching English as a foreign language (TEFL) research and practice in Japan tend to assume that learners are monolingual native Japanese speakers. However, Japan has a growing population of language minority students. As of 2021, there were 173,494 foreign nationals ages 6 to 17 in Japan (MOJ, 2021), 122,575 foreign nationals, and 11,747 returnees from abroad attending primary and secondary schools (MEXT, 2021). As a result, the number of students requiring Japanese instruction is also increasing, reaching 51,126 in 2018 (MEXT, 2020). Students from English-speaking backgrounds make up only around 0.04% of these students (MEXT,

2020). Thus, for most language minority students, English, which is taught as a mandatory subject at most schools in Japan starting in elementary school (MEXT, 2017), is not a second (L2) but a third language (L3). It is said that minority students' L2 proficiency should be understood as comprised of basic interpersonal communicative skills (BICS) and academic, cognitive language proficiency (CALP) (Cummins, 2021), with BICS attained much earlier than CALP. However, English being L3 for minorities in Japan poses additional challenges. From this perspective, the implications of the complexities facing language minority students in learning English as L3 are discussed, which will hopefully be helpful not only to TEFL educators in Japan and those in other Asian countries with language minority students.

84359

Claudio Diaz Larenas | Mabel Ortiz Navarrete

Use of Screencast Feedback on Academic Writing: An Experience with Chilean University Students.

This presentation aims to share with the audience a teaching and learning experience related to using screencast feedback on undergraduate students' writing. The presentation will walk participants through the process of providing feedback on an academic text through a screencast. The session will also share the students' opinions towards the screencast as a tool to provide feedback. It will highlight the strength and limitations of using screencast as well.

88385

Li Liu

Developing Intercultural Communicative Competence in Foreign Language Classrooms: A study of EFL learners in China

Intercultural communicative competence (ICC) has been accentuated with the wave of globalization. Universities in China have highlighted ICC in language classrooms. Following Byram's (1997) ICC model (including knowledge, skills and attitudes), this study focuses on the efficacy of explicit instruction in developing ICC among EFL (English as a Foreign Language) learners in classrooms in China, and to discover how this development is related to English proficiency. This research therefore has two purposes: (1) to use a mix of quantitative and qualitative methods to assess ICC including interviews, observation and judgment through self and others after explicit instruction; and (2) to investigate the relationship between the development of ICC and the English proficiency. The results show that (1) explicit instruction is effective in raising students' development of ICC, especially the knowledge and skill; and (2)

English proficiency is significantly related to better acquisition of ICC. In order to promote learners' ICC based on the mentioned results, some methods can be adopted: refine the intercultural content, manifest the teaching objectives, improve the involvers' initiatives and implement the scientific evaluation.

94272

Claudio Diaz Larenas | Mabel Ortiz Navarrete

Chilean Preservice Teachers' Metaphors of English Language Assessment

This presentation addresses the metaphoric representations that EFL preservice teachers held of language assessment and the role of teachers and students in that process. A metaphor questionnaire was used to collect the data from 49 Chilean preservice teachers, who created a metaphor for each of the three dimensions: teachers' role in assessment, students' role in assessment, and assessment itself. Metaphors were later analyzed using predominantly a qualitative metaphoric analysis protocol that allowed the metaphors to be coded, categorized, sorted, and explained. Findings were organized into three macro dimensions: teachers' roles, students' roles, and the role of assessment. As to the role of teachers in assessment, the metaphors produced by the participants showed that the teacher played very different and significant roles (leader, decision maker, facilitator, creator among others) in the process. Regarding the role of students in the process of language assessment, it was concluded that they assumed different roles based on what stage of assessment the student was (apprentice, creator, etc.). Finally, preservice teachers held metaphors that viewed language assessment as both a process and as a product.

96520

Marisa Fran Lina | Eni Suriyah

Student Perspective on Hybrid English Learning: Challenge and Problems

IAIN Salatiga has implemented restricted face-to-face meetings (PTMT) or hybrid learning since November 2021. This learning approach is implemented specifically for students who were in semesters 1 and 3. Hybrid learning is expected to be able to solve problems faced by students during online learning. To strengthen the feasibility of the study, the researchers conducted pre-research in the form of observations and incidental interviews in some English classes who had undergone PTMT for several weeks. Then, the following problems are formulated: (1) how are the perspectives of IAIN Salatiga students towards hybrid English learning? (2) what are the perspectives of IAIN Salatiga students regarding the challenges they experience during hybrid English

learning? (3) what problems did the students face during hybrid English learning? This research uses a qualitative approach. The subjects of the study were second semester students of IAIN Salatiga for the 2021/2022 academic year. The data were collected through observation, interviews and documentation. Data analysis was carried out in three stages, namely data reduction, data display and conclusions or verification. This research is expected to be able to find solutions to the challenges and problems faced by students in hybrid learning English.

909544

Amin Dehghan | Ali Mohammad Fazilatfar

The Role of Discovery Learning on Graduate Students' Academic Writing Using Data-Driven Learning

Data-driven learning is concerned chiefly with learners' exposure to vast amounts of authentic data, such as the electronic corpus, to allow them to play an active role in discovering the language and its patterns. In this way, learners will focus on the process, and they would feel more responsible for their learning process leading to a less passive way of just learning rules and acting on them. Moreover, discovery learning can be considered a constructivist-based approach to education. It motivates learners to build on past knowledge and experiences, use their imagination, creativity, and intuition and explore new information to discover correlations, facts, and new truths. This study will describe a project in which learners receive a five-week training course to develop their corpora to encourage their independence in academic writing. This study will also shed light on various aspects of data-driven learning by investigating its value as a learning aid to enhance learners' discovery learning and the inherent features in data-driven learning resources that empower learners' academic writing.

75941

Vina Virgianata | Fika Megawati

An Analysis of EFL Learners' Difficulties in Writing Descriptive Text

Although many students have studied English for many years at school, they still have lack ability in writing English. The difficulties faced by the students during the writing activity can influence the success of learning English. Thus, this research aims to analyze the students' difficulties and the factors contributing to the students' difficulties in writing descriptive text. This research used qualitative descriptive method. This study was implemented to the seventh grade in one of junior high schools. The researcher used observation, students' text, and questionnaire to collect the data. The results of this study shows that the students have difficulties in writing descriptive text. The

linguistic difficulty (vocabulary and language use), cognitive difficulty (content, organization, and mechanics), and psychological difficulty (feedback) appeared on students' perspective on their questionnaire. Moreover, the significant difficulty found on students' text is from the mistakes made in mechanics aspect, with the lowest score (48). The other factors contributing to the students' difficulties are lack of vocabulary, interest in learning English, understanding of language use and structure of the text. They are not accustomed to writing in English, did not bring a dictionary during writing class, and the feedback from the teacher was not detailed. Based on the results, it is suggested that the teacher put more attention on the kinds of students' difficulties and the factors contributing to them by creating or providing creative and effective learning methods or media to solve the problem. Therefore, they can achieve the learning objectives of the material itself.

37712

Safitry Wahyuni

Delving into Secondary EFL Teachers' Narrative Inquiry in Designing English Learning Using Avatar-Based Pedagogical Agent

The use of virtual classrooms has increased since the Covid-19 outbreak. Teachers need to select suitable platforms to ensure the teaching and learning process runs well in an engaging manner. Bitmoji Virtual Classroom (BVC) is one of the virtual classrooms that can be used in this situation. BVC is extended from Bitmoji avatars in smartphones, which were created, decorated, and hyperlinked to some supporting elements in Google Slides. BVC produces an avatar-based pedagogical agent which provides learning materials, e.g., videos, e-books, etc., and gives students exciting and enjoyable learning experiences. Framed within the narrative inquiry, this writing focuses on how teachers created engaging and interactive BVC to boost students' learning interest, engagement, and motivation. Four voluntary English teachers of junior high schools shared their experiences in designing BVC and implementing it into the teaching and learning process. Means of interview and observation methods were utilized. Using Interactive Model Analysis, it was figured out that most teachers loved to design the virtual class as they were motivated by the exciting elements of both applications and the need to assist their students' learning journey while being engaged during the process. Some challenges were faced before and during the use of the virtual classroom, like providing more explicit instructions. The use of this virtual classroom can be used as a reference for teachers to boost their creativity and improve students' learning motivation in English virtual classrooms.

34838

Nathalyn P. Lopez | Shireen B. Abu Shaheen

A Stylistic Analysis on the Selected Song Lyrics of 'the 1975' Band

Understanding how stylistics is used in the songs that the artist writes will reveal the composer's uniqueness and how they use linguistic devices to control language, blend with their creative style, and present their compositions with a fusion of each device. The general objective is to evaluate if the song lyrics' stylistic features and language

style contribute to the success of the singles of 1975. The study will employ a descriptive qualitative design. The researchers selected famous singles written by The 1975 and examined the lyrics for figurative language, language style, linguistic and literary value, and sound devices using a data collection technique through stylistic analysis. The findings indicate that The 1975's sound devices are used to communicate how they felt about certain topics and experiences and elicit an emotional response from listeners, contributing to the band's popularity. All the songs were written in an informal style, as indicated by the use of first and second pronouns to demonstrate directness in each song through their language style, which also reflects the band's personalities and points of view. The linguistic value of the songs displays content words within the lyrics and determines the mood and theme of the song. In contrast, the literary value of the songs presents an interpretation of the context of each song using the results of the figurative language and linguistic value to understand the meaning of each song and piece individually.

95992

Dini Noor Arini | Raisa Fadilla

Instilling Wetlands-Based Content into English for Business: Teachers' Voice

Current technology advancements significantly influence various crucial aspects, including English language teaching. Mastery of English as a mode of communication among specialists worldwide is required for advances in science and business. This encourages teachers to shift from teaching general English to teaching English for Specific Purposes (ESP), which focuses on helping students toward mastery of the target language. As a branch of ESP, English for Business is taught at the university level in Universitas Lambung Mangkurat, Banjarmasin. According to university policy, all students must improve their English proficiency, particularly concerning wetlands, since ULM is set to become the center of Asia-Pacific wetlands development in 2027. ULM attempts to raise awareness about wetlands optimization by incorporating wetlands knowledge into university courses. In line with the university's vision, integrating wetlands-based content into English for Business is inevitable. Considering the importance of accomplishing the vision, this study is intended to investigate the teacher's point of view regarding the instillation of wetland materials to English for Business subject. The study uses a descriptive qualitative design to explore the teachers' views on the integration. Questionnaires and interviews were used to gain the data from the lecturers who teach English for Business in Universitas Lambung Mangkurat. It is expected that the results might provide some valuable insights for the teachers in wetland areas to develop appropriate English for Business materials.

22440

Mughits Rifai | Pupung Purnawarman | Didi Sukyadi

EFL Teachers' Perceptions and Practices of WhatsApp Use in Writing Assessment

This study sought to investigate the use of *WhatsApp* in writing assessments during emergency remote learning (ERL). More specifically, this study sought to identify the teachers' perceptions and investigate the practices of using *WhatsApp* in

writing assessments during remote learning. Mixed-method research design is applied in this study to obtain thorough information regarding the research problems. In this study, 99 high school EFL teachers took an online survey through Google Form. In addition to that, semi-structured interviews were also conducted. The findings revealed that more than half of the participants agree and strongly agree with the statements regarding *WhatsApp* use in language learning. Therefore, it can be said that most participants had a positive perception of *WhatsApp* use. Regarding the practice, it was found that link sharing and document sharing have been the most favorable ways of delivering assessments. However, despite the practicality, some features seemed to be unpreferred by teachers. For instance, the auto-correction feature embedded in most smartphones was believed to distract students from recognizing the need to capitalize a sentence's first letter. Another believed that typing, as it is used in *WhatsApp*, is different from traditional writing in that it may impact students differently.

59074

Miaoxing Ye

The Intelligibility of the Lao English Accent to Chinese English Speakers

Nowadays, non-native English speakers outnumber native speakers and are the majority of English users (McKay, 2009). This highlights an important issue, that is intelligibility among speakers from different backgrounds. However, most previous studies evaluated the intelligibility of English varieties only showed results against the perception of native English speakers (Hahn, 2004; Munro & Derwing, 1995; Quené & van Delft, 2010; Zielinski, 2008). The extent to which certain phonetic features affect intelligibility of non-standard English varieties is not consistent or conclusive. China has attempted to open up to the world and thus educates an ever-increasing number of English learners. Likewise, Laos is opening up to the world and thus to intercultural communication. The interactions between these two countries are more frequent and English is used as a lingua franca. However, there is not much research on English communications between Lao and Chinese speakers. This study aims to investigate phonological patterns of Lao English and explore the intelligibility of the Lao English to Chinese English learners. Lao English speakers and Chinese English listeners participate in this study. Lao speakers read out sentences and short passages and Chinese participants listen to the speech material and do transcription tasks to evaluate the speakers' intelligibility. The transcription test results are then shown to listeners and interviews are carried out to find out possible reasons of the misunderstandings. In addition, phonological features of Lao English are identified and analyzed by the researcher. Quantitative and qualitative data will be analyzed to investigate the possible features of Lao English that affect intelligibility. The overall results will shed lights on the issues of communication between Lao and Chinese English speakers in terms of pronunciation intelligibility.

72837

Sitti Syakira | Fera Sulastri

Unlocking EFL Students' Voices about Digital Literacy: From Understanding to Awareness

Integrating digital technologies into language learning at higher education has been an essential issue among teachers, learners, and stakeholders. The demands for language learners to develop their digital literacy understanding, readiness, skills, and awareness are required to succeed in digital environments. This paper explores the students' voices about their understanding, readiness, and awareness to digital literacy. Eighty-seven students in a digital literacy course from two academic years were involved as research participants. This study presented an open-ended digital literacy questionnaire containing questions related to students' early thoughts/understanding of the concept of digital literacy, their readiness and expectation at the beginning of the course, and their learning experience at the end of the semester, covering their awareness after the class, and was analyzed following the theory of Miles, Huberman, and Saldana (2014). The finding shows that the students mostly understand the basic concept of digital literacy, such as a practical way to use a digital platform, manage an application, and look for information at the beginning of the course. Few students view digital literacy as a skill to be more literate about information processes and the use of digital platforms and technology tools. After finishing the course, most students admit that digital literacy helps them find more benefits about how to criticize, filter, and manage information and digital platform as a tool to increase their awareness about digital literacy. Furthermore, it assists them in finding new interests regarding technological use.

63532

Punithavathy Rajaindaran | Amelia Abdullah

Google Classroom as a Tool to Enhance English Language Speaking Performance Amid the COVID-19 Pandemic

After decades of English language learning, speaking in English is still seen as the most challenging skill to master among primary students in the Malaysian classroom. Regardless, Covid-19 made face-to-face learning impossible. Google Classroom became one of the options that was able to commensurate face-to-face learning. Therefore, this study aimed to analyze teachers' perception of using Google Classroom in teaching speaking to Primary ESL students and how the tool assisted in producing better speakers of the language during the pandemic. Forty teachers from Penang Mainland were selected to respond to Google Classroom teaching English speaking skills. Five of the 40 teachers were interviewed to support the quantitative data. Data was analyzed on 60 primary students' School Based Assessment (SBA) reports identifying their performance level. The mean score of 33 teachers felt Google Classroom was an effective tool to enhance CAF among students. This can be supported by the students' SBA data, whereby 82% obtained Performance Level of 4 and higher, compared to their assessment results before the pandemic, where only 12% obtained Performance Level of 4 and higher. The interview data gave new insights

where all five teachers felt that students were more confident speaking, which eventually increased their CAF level. From this research, it had been found that teachers have a positive perception of Google Classroom as a powerful tool in enhancing students' speaking performance thus, this study could be a source of reference for teachers and policymakers to integrate Google Classroom in teaching English speaking skill.

36053

Rohaya Abdullah | Faieza Yaacob | Nor Asniza Ishak

A Bibliometric Analysis of Literature on Mobile-Assisted Language Learning

Mobile-assisted language learning has become more convenient and popular over the past few years as it is evident that the pattern of publication on the study of mobile-assisted language learning has developed rapidly from 2015 – 2020. This research aims to reveal the pattern of Mobile-assisted language learning studies indexed in Scopus database. This study retrieved 517 documents from 2008 to March 2022 via bibliometric analysis based on the key words related to mobile assisted language learning. United States was the leading country followed by Taiwan, China, Japan and United Kingdom while Social Sciences was the most popular subject area that have been identified. The keyword analysis was carried out using VOSviewer software. The findings reveal that "mobile-assisted language learning", "mobile learning", and "m-learning" were the top author's keywords used in documents. Based on current condition of the world, mobile-assisted language learning is expected to continue to be one of the most important learning environments.

54177

Laely Hidayati | Faiz Ushbah

Exploring Lecturers' Challenges in Designing ESP Courses across Higher Education Institutions

English for Specific Purposes (ESP) has evolved into a practical means for English teaching and learning in the last few decades. For a variety of purposes, the development has been explained in terms of how it would be used in various classrooms and settings. For students enrolled in non-English departments, ESP courses are generally offered to prepare them for their future careers. This need can be met by an ESP classroom that has been thoughtfully designed with all of the stages considered. However, the idea that designing an ESP course should require collaboration between faculty members, is not recognized by all departments or faculties. Furthermore, ESP lecturers frequently encounter challenges relating to the stages of designing a comprehensive ESP course. This study aims to explore the challenges and problems that lecturers experience when designing online and offline ESP courses for higher education institutions. This study will employ qualitative research through in-depth interviews as a data collection method. This study will involve ESP lecturers from a public university, a private university, a state polytechnic, and a state health polytechnic.

32803

Siti Muniroh

Critical Thinking in the Macrostructure of English as Foreign Language Teacher Education in Indonesia

The investigation of the macrostructure of the ELT study program involves the analysis of SNPT (Standar Nasional Pendidikan Tinggi = National Standard of Higher Education), which is used by the Indonesian higher education to guide curriculum construction, and KKN (Kerangka Kualifikasi Indonesia = Indonesian Qualification Framework) is used to guide educational institutions to equip students with the qualifications for both the national and international job markets. The study covers the analysis of the regulators: the national and international accreditation bodies that assess Indonesian higher education institutions' compliance with mandated policies from the Ministry of Education. The other aspect of macrostructure in this study deals with the practices of critical thinking in the university/study program. This involves the analysis of critical thinking in high-school contexts, which is the place for the PSETs to acquire their professional experience. The findings reveal that critical thinking has been explicitly stated as a graduate attribute for all levels of Indonesian education. However, this study also found an inconsistency in the explicitness of the statement about critical thinking in the policies at the undergraduate level. The inconsistency in explicating critical thinking as the university graduate attribute in the national policies impacts on the implicit statements of critical thinking in the ELT study program of the national university. However, the results of the national and international accreditation indicated that ELT study program supported students' critical thinking development. The findings also highlight those implicit practices of critical thinking are accepted as the fulfilment of the policy enactment.



AUTHORS' BIOGRAPHICAL PROFILES



1. A. A. Ngurah Yudha Martin Mahardika (yudha.martin@undiksha.ac.id)

A.A. Ngurah Yudha Martin Mahardika is a lecturer at Universitas Pendidikan Ganesha (Undiksha), Singaraja, Bali. His research interests are TEFL, ICT, and ESP. He completes his doctoral degree on ELT from Universitas Negeri Malang, East Java, Indonesia. His email address is yudha.martin@undiksha.ac.id.

2. A. Dzo'ul Milal (dzoulmilalfarchan@gmail.com)

A. Dzo'ul Milal is an associate professor of English language studies at Fakultas Adab & Humaniora UIN Sunan Ampel Surabaya. His doctorate degree in English and Literature Education was earned at Universitas Negeri Surabaya (UNESA). His research interests are in Classroom Discourse, ELT strategies, and in Discourse Analysis

3. Abdullah (abdullah5891@unm.ac.id)

Abdullah is a lecturer at English Department, Faculty of Languages and Literature, Universitas Negeri Makassar. His research interests are language instruction, applied linguistics, and corrective feedback.

4. Abdul Syahid (abdul.syahid@iain-palangkaraya.ac.id)

Abdul Syahid has been an EFL teacher since 1995. After teaching at some senior high schools in Sepang and Sampit, he joined Institut Agama Islam Negeri Palangka Raya, Indonesia in 2018 to pursue his teaching career. Besides e-learning and computer assisted language learning, his areas of interest include bibliometric studies.

5. Abdurrachman Faridi (pakdur@mail.unnes.ac.id)

Abdurachman Faridi is a faculty member of the English Department of Universitas Negeri Semarang, Indonesia. He is a Professor in English Education from Universitas Negeri Semarang, Indonesia. His research interests are in the areas of TEYL, EFL and English for Business Purposes.

6. Absharini Kardena (absharinikardena@gmail.com)

Dr. Absharini Kardena, M.Pd is an academic in the field of English education. She was born in Solok on March 19, 1988 and currently works as an English lecturer at IAIN Bukittinggi. Her field of interest in educating and research includes English language teaching curriculum and material development, as well as intercultural study in the context of applied linguistics in the TEFL field.

7. Adriana Mendes (adry84@gmail.com)

Adriana Mendes Porcellato is an English and Italian teacher based in São Paulo, Brazil. She holds a PhD in Italian Language, Literature and Culture from Universidade de São Paulo (Brazil) and Università La Sapienza (Italy), and a master's degree in Applied Linguistics from Universidade Federal de Minas Gerais (Brazil). Her interests are pragmatics and culture in foreign language teaching.

8. Afif Ikhwanul Muslimin (afif.ikhwanul.2102219@students.um.ac.id)

Afif Ikhwanul Muslimin is a faculty member of the English Education Department of Universitas Islam Negeri Mataram, Indonesia. He is currently pursuing doctoral degree at English Language Education Program, Universitas Negeri Malang, Indonesia. His research interests are in the area of teacher professional development and English Language Teaching.

9. Afrianto Daud (afrianto.a@lecturer.unri.ac.id)

Afrianto Daud is an associate professor at the English Department of Universitas Riau, Indonesia. He earned her PhD in Teacher Education from Monash University, Australia. His research interests are in the areas of teacher education, English Language Teaching (ELT), ICT in ELT, and teachers identity formation. He is currently also the vice coordinator of TEFLIN Riau and Kepulauan Riau.

10. Agnes Herawati (agie.kucing@gmail.com)

11. Agung Ginanjar Anjaniputra (anjaniputragi@gmail.com)

Agung Ginanjar Anjaniputra is a lecturer at the English Department of Universitas Negeri Semarang (UNNES), Indonesia. Currently, he is working on inquiries about online instructions for EFL learners at tertiary level from the perspective of Systemic Functional Linguistics (SFL). He has a high interest in SFG, CDA, and TEFL with the aid of technology.

12. Agus Rofi'i (agusrafii@unma.ac.id)

I am Agus Rofi'i and have a great interest in English Language Teaching and Language Assessment. I have been teaching in English Language Education for 8 years and got a number of professional experiences including attending international seminar.

13. Agustina (agustin@gmail.com)

Agustina is a Profesor of Linguistics.

14. Agustina Tyarakanita (agustinatyarakanita@student.uns.ac.id)

Agustina Tyarakanita earned her master degree in the English Education, Universitas Sebelas Maret, Indonesia. Her research interests are in the areas of English language education, teacher professional learning and development, and technology integration.

15. Ahmad Heki Sujiatmoko (ahmad.heki.fs@um.ac.id)

Ahmad Heki Sujiatmoko is a full time lecturer of English Education Department, Faculty of Letters, State University of Malang, East Java, Indonesia. He earned her Bachelor's, Master's, and Doctoral degree in ELT from State University Surabaya. His subjects' interests are TEFL, Grammar, Assessment, and Writing.

16. Ahmad Jazuly (ahmadjay2006@gmail.com)

Ahmad Jazuly is a lecturer of the Faculty of Education S1 Early Childhood Education, University of PGRI Argopuro Jember, Indonesia. He is student of Doctoral degree in English Education from Universitas Negeri Malang (UM) Tenth Semester, Indonesia. His research interests are in the areas of English for Academic Purpose (EAP) and English for Specific Purpose (ESP).

17. Ahmad Munir (ahmadmunir@unesa.ac.id)

Ahmad Munir a lecturer and head of English Language Education Study Program Universitas Negeri Surabaya. He obtained MEd TESOL-International and PhD from Monash University. Since then, he has taught master and doctoral classes of postgraduate program. His research interests include English Teacher Education and Classroom Discourse. He can be contacted on 081913454739 and email ahmadmunir@unesa.ac.id.

18. Ahmad Ridho Rojabi (ahmadridho.21036@mhs.unesa.ac.id)

Ahmad Ridho Rojabi is a faculty member of the English Department of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia. He is currently pursuing his doctoral degree at Universitas Negeri Surabaya, Indonesia. His research interests are in the areas of English Language Teaching and Technology Enhanced Language Learning.

19. Ai Fujiwara (fujiwara.kono.ai@gmail.com)

Ai Fujiwara is an Associate Professor at Meisei University in Tokyo, Japan. She received the M.A. in Linguistics from Tokyo University of Foreign Studies. Her areas of interest are language education, linguistics (phonology and phonetics) and SLA. Her recent publication is titled "Exploring Foreign Language Learning from the Theoretical Perspective of First Language Acquisition."

20. Ainul Addinna (lunia.addinna@gmail.com)

Ainul Addinna is a faculty member of the English Department of Universitas Negeri Padang, Indonesia. Her research interests are in the areas of English Language Teaching.

21. Ainun Fatimah (ainunfatimah@unhas.ac.id)

Ainun Fatimah is a faculty member of the English Department of Hasanuddin University, Indonesia. She earned her Magister Degree in Linguistics Field from Hasanuddin University. Her research interests are in the areas of linguistics, applied linguistics, and teacher professional development.

22. Akihiro Omote (longmanox55@gmail.com)

Dr Omote is a professor at Daito Bunka University. His interest is in teacher cognition and behaviour. He is currently exploring the comprehensive instructional behaviour of language teacher including the effect of AI on language education in Asia.

23. Alberik Rya Tedy Wijaya (anastasia.cendra@ukwms.ac.id)

Anastasia Nelladia Cendra is an English Lecturer in the Vocational Faculty, Widya Mandala Catholic University. She earned her bachelor's and master's degree in English Language Education from Sanata Dharma University in 2016 and 2019, respectively. Apart from teaching, she also likes writing learning modules and doing research. Her research interests include teaching and learning English, linguistics, and professional identity constructions.

24. Ali Ahmad bin Seman (mak_utin@yahoo.com)

Ali Ahmad bin Seman is a retired English Lecturer, previously serving in Teachers Training Institute Islamic Campus (TTIIC) in Selangor, with degrees in BA ELS, MA ELS and PhD in ELS from Universiti Kebangsaan Malaysia. He taught TESL in TTIIC from 2007 until 2020 and English as a subject in schools, prior to that. He is a Special Officer to Member of Parliament for P.206 Tanjong Manis since 2020 till present, and a life member of MELTA.

25. Ali Mohammad Fazilatfar (afazilatfar@yazd.ac.id)

Ali Mohammad Fazilatfar is a faculty member and a Full Professor of TEFL at the English Department of Yazd University, Iran. He earned his PhD in Applied Linguistics from the University of Manchester. He is the head of the English Department, and his main research interests are teaching methodology, teaching language skills, and academic writing.

26. Ali Wira Rahman (aliwira.rahman@gmail.com)

Ali Wira Rahman is a lecturer at English language education at Universitas Muhammadiyah Parepare. He pursued his bachelor degree at UMPAR, Indonesia, and master degree at Makassar state university. His research interest is ICT in education, teaching media, sociolinguistics. He has published articles in reputable journals as well as attended international conferences on education.

27. Alief Noor Farida (aliefnoorfarida@mail.unnes.ac.id)

28. Alifa Camilia Fadillah (fadillahalifa@gmail.com)

Alifa Camilia Fadillah is a language researcher, a freelance translator, and a lecturer assistant at Universitas Brawijaya, Malang, Indonesia. She graduated from Master of Linguistics of Universitas Brawijaya, Malang, Indonesia, in 2021. Her research interests revolve around the areas of Youth Language, Global Englishes, and English for Education and Specific Purposes.

29. Allvian Ika Fiki Susanto (allvian.susanto@unkartur.ac.id)

Allvian Ika Fiki Susanto is a lecturer in the English Education Department of Universitas Nasional Karangturi, Semarang, Indonesia. He graduated from the English Education Master Program of Universitas Sebelas Maret, Indonesia. His research focuses on the areas of teaching speaking, listening and curriculum development.

30. Amelia Abdullah

Amelia Abdullah is a senior lecturer at the School of Educational Studies, Universiti Sains Malaysia. Her expertise is IT and Multimedia. Her research interests are TESOL subjects, Online Collaborative Learning, Social Networking Tools and Networked Learning.

31. Amin Dehghan (aminnima@gmail.com)

Amin Dehghan is a PhD student of TEFL at Yazd University, and he is also a senior lecturer at Yazd University of Medical Sciences. His fields of interest are CALL, corpus, and English for Specific Purposes (ESP).

32. Aminah M. N. Silawati (aminahnugraha@gmail.com)

Aminah M. N. Silawati is a faculty member of the English Department of Universitas Halu Oleo, Indonesia. She earned her magister degree from Universitas Negeri Jakarta. Her research interest is English Language Teaching.

33. Am Mang Latifa (ammanglatifa70@gmail.com)

Ammang Latifa is professor at Magister Program of English Language Education at Universitas Muhammadiyah Parepare, Indonesia. He earned his Dr. in English language Education of Universitas Negeri Makassar. His research interests are Language Testing and Evaluation, English Language Teaching, Curriculum and Material Development, Discourse Analysis, and English for Specific Purposes.

34. Ana Ahsana El Sulukiyyah (aahsana3@gmail.com)

Ana Ahsana El Sulukiyyah was born in Malang and finished her magister from Universitas Islam Malang in 2015. She is the lecturer of English Education Study Program in Faculty of Pedagogy and Psychology Universitas PGRI Wiranegara. She is interested in the research of pronunciation and phonology beside also actively observes about the development of English Language Teaching.

35. Ana Rosida (ann.rosyed@gmail.com)

Ana Rosida is a doctoral student at Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia. She is taking Linguistics Science as her major concentrated in Linguistics in Education. Her dissertation is in the areas of developing a course-book of translation that is integrated in Edupreneurship for EFL Students.

36. Anas Ahmadi

37. Anastasia Nelladia Cendra (alberik@ukwms.ac.id)

Alberik Ryan Tendy Wijaya is an English Lecturer in the English Language Education Study Program, Widya Mandala Catholic University. He earned his M.Ed. in English Language Education from Sanata Dharma University, Yogyakarta. His research interests are related to English education, especially in terms of psychology, technology, and gamification.

38. Anda Roofi' Kusumaningrum (anda.roofi96@student.uns.ac.id)

Anda Roofi' Kusumaningrum is a Master of English Education Department student of Universitas Sebelas Maret, Indonesia. She earned her Bachelor Degree in similar department from Universitas PGRI Madiun, Indonesia. She is interested in the area of research such as textbook analysis, and teacher professional development.

39. Andi Hamzah Fansury (andyfansury@gmail.com)

40. Andjarwati Sadik (sadikandjarwati@gmail.com)

Andjarwati Sadik is a faculty member of English Department, Universitas Hasanuddin, Makassar, Indonesia. She earned Higher Educational Administration, Washington State University USA; postgrad diploma in TEFL. and M.Ed. in TESOL Sydney University, Doctoral degree, Universitas Hasanuddin. Her primary concern in research area is ELT.

41. Andri Handayani (andri.handayani@mail.ugm.ac.id)

Andri Handayani is a lecturer in the English Study Program, at Vocational College, Universitas Gadjah Mada. Her interests are in EFL and intercultural Learning, Cross-cultural Understanding, Event Management, and Local Culture. Besides teaching, she is involved in community service programs conducted by the English Program and outside class activities related to cultures and traditions.

42. Andriyani Marentek (amarentek@unsrat.ac.id)

Andriyani Marentek is a senior lecturer and researcher at Sam Ratulangi University, Manado, North Sulawesi, Indonesia. She earned both her Master and Ph.D. degrees at the University of Melbourne, Australia. Her research interests include English as a Lingua Franca (ELF), World Englishes (WE), and most recently, Online Language Learning due to the pandemic situation.

43. Andy Jiahao Liu (Andy Jiahao Liu)

Andy Jiahao LIU is a postgraduate majoring in English Studies at the Department of English, University of Macau, Macau SAR, China. His research interests include second language writing and literacy development in general, and assessment literacy and language assessment fairness issues in particular.

44. Ane Dwi Septina (anedwiseptina@gmail.com)

Ane Dwi Septina is a social researcher in Badan Riset dan Inovasi Nasional (BRIN). She earned her master degree from Universitas Gadjah Mada, Yogyakarta, Indonesia. Her research interests are in the areas of communication.

45. Anesti Budi Ermerawati (ermerawati@staff.ukdw.ac.id)

Anesti Budi Ermerawati earned her master degree on Language Education from English Language Studies, Universitas Sanata Dharma Yogyakarta. She is now one of the faculty members in English Language Education Department of UKDW Yogyakarta and her areas of teaching interest are Extensive Reading, Strategic Reading, Language Teaching Methodology, and Teaching Practice.

46. Anggraini Thesisia Saragih (anggrainisaragih@yahoo.com)

Anggraini Thesisia Saragih is a faculty member of the English Language and Literature Department of Universitas Negeri Medan (UNIMED), Indonesia. She graduated her Sarjana Degree (S1) at English Education Study Program from Universitas Negeri Medan (2003). The master degree in English Applied Linguistics, Post Graduates Universitas Negeri Medan (2005). Her research interests include TEFL, Academic Writing, and Curriculum and Text Book Analysis.

47. Anik Nunuk Wulyani (anik.nunuk.fs@um.ac.id)

Anik Nunuk Wulyani is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her PhD in Applied Linguistics from Victoria University of Wellington (VUW), New Zealand. Her research interests are in the areas of teacher professional development, English Language Teaching, and CALL.

48. Anisatul Ilmi (ilmianis@gmail.com)

Anisatul Ilmi is an undergraduate student at the Department of English, Faculty of Letters, Universitas Negeri Malang. She is currently working on her undergraduate thesis investigating linguistic aspects in learner corpora (CBLING).

49. Anistya Rachmawati (anistyar@telkomuniversity.ac.id)

Anistya Rachmawati is an English instructor of the Language Center of Telkom University. She earned her Master Degree from the Graduate School of Indonesia University of Education majoring in English Education. Her research interests are in the areas of test development and systemic functional linguistics.

50. Anita Kurniawati Hadiyanto (anita.hadiyanto@uksw.edu)

Anita Kurniawati Hadiyanto is a lecturer at the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana. She has been teaching for nineteen years. She earned her master degree from Atma Jaya Indonesian Catholic University, Jakarta. Her research interests include extensive reading, teacher professional development, and teaching English to young learners.

51. Anita Triastuti (anitatria@uny.ac.id)

Anita Triastuti is a senior lecturer in the Department of English Language Education, Faculty of Languages and Arts, Universitas Negeri Yogyakarta, Indonesia. Her research interests include instructional curriculum development, genre-based pedagogy, teacher knowledge and TEFL methodology.

52. Antony Kunnan (akunnan@gmail.com)

Antony John Kunnan is a language assessment specialist. He is currently principal assessment scientist at Duolingo and senior research fellow at Carnegie Mellon University, Pittsburgh. He has held faculty positions at many universities in North America and Asia. He is the author and editor of over 90 research publications. He has been the president of the International Language Association and the founding president of the Asian Association for Language Assessment. He is also the founding editor of Language Assessment Quarterly and the Chief Editor of the AsiaTEFL Journal. More details can be read at: www.antonykunnan.com

53. Anugrah P. A. Muhammad (anugrahpuspitaayu90@gmail.com)

Anugrah P.A. Muhammad is a faculty member of the English Department of Universitas Halu Oleo, Indonesia. She earned her magister degree from Universitas Halu Oleo. Her research interests are English Language Teaching and Technology.

54. Aprillia Maya Puspita (mayaaprillia20@gmail.com; aprillia.maya.1702216@students.um.ac.id)

55. Areski Wahid (areskiwahidddd@gmail.com)

Areski Wahid is a graduate student in the English Education Department of Universitas Muhammadiyah Parepare. She continues her study in the English Language Education of Postgraduate Program for doctoral program of Universitas Negeri Makassar. Her researchers focused on speaking skills, curriculum & material development, and technology in language teaching.

56. Ari Purnawan (ari_purnawan@uny.ac.id)

Ari Purnawan is a lecturer at the English Education Study Program, Faculty of Languages and Arts of Universitas Negeri Yogyakarta. He obtained his M.Ed. degree from Yogyakarta State University in 2000 (majoring in Educational Research and Evaluation) and his M.A. degree from Hiroshima University in 2007 (majoring in English Language and Culture Education). He has a special interest in the EFL teaching/learning and its assessment. At present, he is also a member of the TEFLIN Board (Assessment Division).

57. Aridah Aridah (aridah2707@gmail.com)

Aridah Aridah is a faculty member of the English Department of Mulawarman University, Indonesia. She earned her Doctoral Degree in English Education from State University of Makassar (UNM), Indonesia. Her research interests are in the area of English Language Teaching and professional development.

58. Aries Fachriza (aries.fachriza@unida.gontor.ac.id)

Aries Fachriza is a faculty member of Tarbiyah, the Department of English Language Education of Universitas Darussalam Gontor, Indonesia. He earned his Master Degree in English Language Education from Universitas Muhammadiyah Malang, Malang Indonesia. His research interests are in the areas of Listening for academic Purposes and English Language Teaching.

59. Arif Suryo Priyatmojo (arifsuryo@mail.unnes.ac.id)

Arif Suryo Priyatmojo is a faculty member of the English Department of Universitas Negeri Semarang, Indonesia. He is currently taking his PhD in English Education from Universitas Negeri Semarang, Indonesia. His research interests are in the areas of ICT in Language Learning, Syntax and Entrepreneurship.

60. Arina Shofiya (arina.shofiya@gmail.com)

Arina Shofiya is a faculty member of the English Education Program at Universitas Islam Negeri (UIN) Sayyid Ali Rahmatullah, Tulungagung, Indonesia. She finished her doctorate program in ELT at Universitas Negeri Malang Indonesia. Her research interests include English Language Teaching and Curriculum development.

61. Arris Maulana (arrismaulana@unj.ac.id)

Arris Maulana is a Lecture of Vocational Education of Building Construction, Faculty of Engineering, Universitas Negeri Jakarta, Indonesia. He earned his master in Civil Engineering/Water Resources Engineering from Universitas Gadjah Mada (UGM), Indonesia. His research interests are in drainage, plumbing, water resources, etc.

62. Asami Suzuki (asamisuzuki30@gmail.com)

Asami Suzuki is an English lecturer at Sophia University in Tokyo, Japan. She completed her first MA in East Asian Languages and Cultures at Columbia University in US and her second MA in TESOL at Sophia University. Her research interests lie in an English learner's identity formation as an English user, specifically in relation to the public discourse of globalization.

63. Asep Suparman (suparman@upi.edu)

Asep Suparman is a student of Doctorate Program in English Education, Universitas Pendidikan Indonesia.

64. Asfah Rahman (m.asfah.rahman@unm.ac.id)

Asfah Rahman is a senior lecturer at English Education Department of Universitas Negeri Makassar, South Sulawesi. He teaches Research Methodology in Language, Statistics, Qualitative and Quantitative Methodology His research interests are in Teaching English as a Foreign Language.

65. Aslam Khan Bin Samahs Khan (khan8689@gmail.com)

Dr. Aslam Khan Bin Samahs Khan obtained his academic and professional qualifications in Malaysia and the United Kingdom. He has been awarded the Doctor of Excellence (Dr. Honoris Causa) in English Language Education and 21st Century Education. He is a lecturer in the Erican College Malaysia. His research interests are teacher professional development and English Language Teaching.

66. Athriyana Pattiwael (athriyana.pattiwael@ukrida.ac.id)

Athriyana Pattiwael is a faculty member of the English Literature Department of Universitas Kristen Krida Wacana, Indonesia. She earned her Master in English Language Studies from Sanata Dharma University, Indonesia. Her research and community outreach interests are in the areas of literacy across the contents, critical pedagogy, intercultural communicative competence and computer-mediated discourse.

67. Atik Umamah (atikumamah193@gmail.com; atikumamah@unisma.ac.id)

Atik Umamah is a doctoral student of English Language Teaching at the Universitas Negeri Malang. She is also a lecturer at the English Education Department of Universitas Islam Malang. Her research interests are focused on writing skills and language learning strategies. Her ORCID ID is <https://orcid.org/0000-0003-0104-3582>

68. Atiqah Nurul Asri (atiqah.nurul@polinema.ac.id)

Atiqah Nurul Asri has been a faculty member at Technology Information Department at Politeknik Negeri Malang since 2005. She earned both her undergraduate (1999) and graduate (2010) degrees in English Language Teaching from State University of Malang. She has been actively presenting papers and participating at seminars and conferences both national and international ones. Her fields of interest are about integrating technology especially computer and the internet (ICT) into her ESP classes.

69. Atsuko Watanabe (atsukoawatanabe@gmail.com)

Atsuko Watanabe is Professor of Language and Literature at Bunkyo University, Saitama, Japan. She has over 20 years' experience as an English teacher. Her research interests include teacher development, teacher cognition, reflective practice and researchers' reflexivity in qualitative research.

70. Ayako Hiasa (ahiasa@asu.edu)

Ayako Hiasa is a Ph.D. student in the Linguistics and Applied Linguistics program at Arizona State University. Before joining ASU, she was a high school English teacher in Japan. Her interests include World Englishes, teaching English as an international language, Nonnative English speakers in TESOL.

71. Ayano Shino (ashino@aoni.waseda.jp)

Ayano Shino is a research fellow at the Institute for Advanced Studies in Education, Waseda University, Japan. She received her doctorate from Waseda University. Her research interests include English education at primary level, teacher training, classroom discourse analysis, and conversation analysis.

72. Aye Aye Mar (maraye644@gmail.com)

Aye Aye Mar has begun her career since 2017 and she has over 4 years of English language teaching experience at Banmaw University in Myanmar as a tutor. Moreover, she has been teaching English at private schools in Myanmar. Her ideas have been published with thirteen academic papers both nationally and internationally. To keep abreast of trends in educational development and research, she has also participated in international conferences and webinars.

73. Ayu Pratiwi (ayupratiwi.2021@student.uny.ac.id)

Ayu Pratiwi is a Master student at the State University of Yogyakarta, Indonesia. She obtained her undergraduate degree in English language education from the University of Muhammadiyah Malang (UMM), Indonesia. Her research interests are in technology in English Language Teaching (ELT) and English for Specific Purposes (ESP).

74. Ayuni Abdullah Reniwuryaan (ayuniireniwuryaan@gmail.com)

Ayuni Abdullah Reniwuryaan is a student of the English study program of Universitas Pattimura in Ambon city of Maluku, Indonesia. She is in the last semester and preparing for the final examination of her Bachelor's Degree. Her research interests are in the areas of speaking and reading skills.

75. Aziza Restu Febrianto (aziza.restu@unkartur.ac.id)

Azisa Restu Febrianto is a lecturer of the English Education Department of Universitas Nasional Karangturi, Indonesia. He obtained his Master's Degree in Teaching of English to Speakers of Other Languages (MA TESOL) from University College London (UCL), United Kingdom. His research interests include English Language Teaching, EFL teacher identity and professional development and Second Language Acquisition.

76. Azran Azmee Kafia (azranazmee80@gmail.com)

Azran Azmee Kafia, a Research Scholar at The English and Foreign Languages University, Hyderabad, India, is an Assistant Professor, Department of English, Islamic University, Bangladesh. Her research interests include metacognition, self-regulation, listening skill; learners' autonomy and Ed-techs in alignment with learning pedagogies. She has both nationally and internationally over 16 research publications on various genres of literature and language.

77. Bachrudin Musthafa (dinmusthafa@upi.edu)

Bachrudin Musthafa is a professor at Universitas Pendidikan Indonesia's (UPI) Department of English Language and Literature Education in Bandung. He holds a master's degree in English rhetoric and linguistics from Indiana University of Pennsylvania (IUP) and a doctorate in literacy teaching from Ohio State University in Columbus, Ohio. His research interests include literacy education in English, teacher education, and teaching methods.

78. Baiatun Nisa (baiatun_nisa@bsi.ac.id)

Baiatun Nisa is a faculty member of the English Department of Universitas Bina Sarana Informatika (Universitas BSI), Indonesia. She earned her Doctor in Education of Language from Universitas Negeri Jakarta (UNJ) Indonesia. Her research interests are in the areas of English Language Teaching, Teaching Method, and Linguistics.

79. Bambang Yudi Cahyono (bambang.yudi.fs@um.ac.id)

Bambang Yudi Cahyono is a Professor in Applied Linguistics at Universitas Negeri Malang, Indonesia. He earned his M.A. degree from Concordia University, Montreal, Canada, and Ph.D. from the University of Melbourne, Australia. He researches the area of English teacher professional development, ICT in ELT, and second language writing.

80. Barry Kavanagh (kavanagh.barry.e7@tohoku.ac.jp)

Barry Kavanagh is an associate professor at Tohoku University, Japan. His research interests include CLIL, bilingualism, second language acquisition and computer mediated communication and has published widely in these areas.

81. Baso Jabu (basojabu@gmail.com)

Baso Jabu was born in Pangkep, Indonesia, May 13, 1964. He is also a professor at Universitas Negeri Makassar, Indonesia. He is a member of the editor of performance: An English Teaching Journal and EFL International. His previous and current research interests are English Teaching and Assessment.

82. Basri Wello (mbasriwello6@gmail.com)

Basri Wello is a senior lecturer at English Education Department of Universitas Negeri Makassar, South Sulawesi. His research interests are in Business English and Communication and TEFL (Teaching English as a Foreign Language).

83. Beleven Khismawan (beleven@ub.ac.id)

Beleven Khismawan is a lecturer (Dosen) at Faculty of Medicine, Brawijaya University, (Fakultas Kedokteran Universitas Brawijaya) Indonesia. His interests are in English for Medical Purposes, Psycholinguistics, Cognitive Language Processing. He currently lives in Malang, East Java, Indonesia.

84. Belinda Azzahra (belindaazzahra22@gmail.com)

Belinda Azzahra is a young professional with diverse industry experience, from big 4 accounting firm, FMCG, startup, consulting firm, until now healthcare company. She is currently working for the supply chain (demand planning) in Johnson and Johnson. Her expertise is in business analysis, environmental audit, and sustainability advisory area. She contributed to giving advisory for oil and mining company in Sulawesi on creating a more sustainable business model in their mining operations. She has worked on several projects, including waste management feasibility analysis for Germany company, also conduct preliminary research on ITF financial analysis in DKI Jakarta.

85. Benedikta Liska (benedikta22liska@gmail.com)

Benedikta Liska is an undergraduate English Language Education student of Sampoerna University Jakarta, Indonesia. She recently finished a study on the use of English as a medium of instruction (EMI).

86. Bibit Suhatmady (bibitsuhatmady@fkip.unmul.ac.id)

Bibit Suhatmady, called Bitsu, completed his undergraduate education at S1 English Education, FKIP Mulawarman University in 1999. Subsequently, he obtained Master and Doctoral degrees in Language and Literature Education at Surabaya State University in 2006 and 2011. Currently, he is listed as one of the lecturers at S1 and Master's Degree in English Education and Master, Mulawarman University.

87. Bin Wu (wubin@chd.edu.cn)

Bin Wu is a faculty member from the School of Foreign Studies at Chang'an University, Xi'an, China. He is also a PhD candidate of applied linguistics at Tsinghua University, Beijing, China. His research interests include English for academic purposes, teacher development and English Medium Instruction (EMI). He has published in *Lingua* and *Journal of Education for Teaching*.

88. Bo Jiang (jiangbo@hrbeu.edu.cn)

Bo Jiang is a professor at Harbin Engineering University in China. She earned her PhD in Applied Linguistics from the University of York, England. Her research interests are in the areas of teacher professional development, English Language Teaching, and intercultural communication.

89. Bonik Amalo (bonik.kerrin@gmail.com)

Bonik Amalo is an English lecturer at Agriculture State Polytechnic of Kupang, Indonesia. She holds an MA TESOL from the University of Canberra. She is currently undertaking a PhD in TESOL at the University of Canberra focusing on EFL teachers' and learners' beliefs on learner autonomy. Her research focuses on learner autonomy, learning motivation and ELT methodology.

90. Brian Edward Wojtowicz (briankgu@gmail.com)

Brian Wojtowicz is a faculty member of the Language Center at Kwansai Gakuin University, Hyogo, Japan. He has been teaching English at university in Japan for eleven years. He earned an M.A. in English Literature from Carleton University, Ottawa, Canada and an M.A. in TEFL/TESL from Birmingham University, England, U.K. His research interests include oral fluency, student motivation, and pragmatics.

91. Bron Yuntian Yang (karvdtop@gmail.com)

Bron Yuntian YANG is a 4TH year undergraduate student of English studies at the University of Macau. His research interest is L2 listening assessment.

92. Buyun Khulel (buyunkhulel@unisda.ac.id)

93. Cahya Komara (cahya.komara@uhamka.ac.id)

94. Carla Sih Prabandari (carla@dosen.usd.ac.id)

Carla Sih Prabandari is a postgraduate student at the Faculty of Business, Design and Arts, Swinburne University of Technology, Sarawak Campus. She has been a faculty member of the English Language Education Study Program, Sanata Dharma University, Yogyakarta, Indonesia, since 1999. Her main interests are Linguistics, English Language teaching, and teacher education. She can be reached at cprabandari@swinburne.edu.my.

95. Chairil Anwar Korompot (cakorompot@unm.ac.id)

96. Chan Ka Long Roy (roylongckl@gmail.com)

Chan Ka Long Roy is a Lecturer at the Centre for Language Education of The Hong Kong University of Science and Technology. He obtained his Ph.D. (Applied English Linguistics) in the Chinese University of Hong Kong and his M.A. (International Language Education) in the Hong Kong University of Science and Technology. His research interests include World Englishes, Code-switching and Hong Kong English

97. Chan Nok Chin Lydia (lydiachan42@yahoo.com.hk)

Chan Nok Chin Lydia is a postgraduate student at Stockholm University. She obtained her B.A. (English) in the Chinese University of Hong Kong and is now studying her M.A. (Language Science) in Stockholm University. Her research interests include Hong Kong English and Syntax.

98. Charanjit Kaur Swaran (charanjit@fbk.upsi.edu.my)

Charanjit Kaur Swaran Singh is a lecturer at the Department of English Language and Literature, Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, since 2008. Her Bachelor's degree is in English language, in which she received in 2003 from University of Malaya. She completed her Diploma in Education (TESL) in 2004 from International Languages Teacher Training Institute (IPBA), Kuala Lumpur. She completed her Master's in Education (TESL) in 2009 from University of Malaya and Ph.D. in Language assessment in 2014, from Universiti Putra Malaysia. She has more than 15 years of teaching experience. Her articles have appeared in a number of reputable journals such as Studies in English Language and Education, Malaysian Journal of Learning and Instruction (MJLI), Pertanika Journal of Social Sciences & Humanities, Cakrawala, Journal of Language and Linguistics Studies (JLLS), among others.

99. Cheewala Badklang (cheewala.b@yru.ac.th)

Cheewala Badklang is a faculty member of the English Education Program of Yala Rajabhat University, Thailand. She earned her PhD in English as an International Language from Kasetsart University, Thailand. Her research interests are in the areas of discourse analysis, sociolinguistics, and classroom interaction.

100. Chenming Lyu (lyuchenming@gmail.com)

Chenming Lyu is a PhD candidate at School of English Studies of Shanghai International Studies University, China. His research interests are in the areas of teacher professional development, Materials development, and English Language Teaching.

101. Cherise Shi Ling Teo (shiling.teo@g.nie.edu.sg)

Cherise Shi Ling Teo was a primary school teacher before obtaining a PhD in English Language from the National University of Singapore. She is currently a lecturer in the English Language & Literature Academic Group in National Institute of Education, Nanyang Technological University in Singapore. Her research interests are teacher professional development, sociolinguistics, and (critical) discourse analysis

102. Cheung Yin Ling (yinling.cheung@nie.edu.sg)

Cheung Yin Ling earned her Ph.D. (Linguistics) from Purdue University, USA. She is Associate Professor at National Institute of Education, Nanyang Technological University, Singapore. She specializes in second language writing. She co-edited *Advances and Current Trends in Language Teacher Identity Research* (Routledge, 2015). She has published in journals such as *System*, *The Asia-Pacific Education Researcher*, and *RELC Journal*.

103. Chi Chen (chen.chi@connect.um.edu.mo)

Chen Chi is a post graduate majoring in English Studies at the Department of English, University of Macau, Macau SAR, China. His research interests are feedback literacy, inter disciplinary feedback, formative assessment, and language development.

104. Chie Kawashim (ckawashima1059@gmail.com)

105. Chiharu Kobayashi (tina.pegasus.rainbow@gmail.com)

Chiharu Kobayashi is a professor and the president at Toita Women's College, Japan. Her research interests cover motivating students and teachers, and improving the English of Japanese college slow starters. Her publications include Unicorn, widely used textbook for Japanese high school students, and papers on comparative literature.

106. Chihiro Nomura (mannsai.12.chihiro.8@gmail.com)

Chihiro Nomura teaches English at a public high school in Hokkaido, Japan. She obtained her Master's degree in Education from Hokkaido University of Education. Her research interests include personality, development of identity, L2 learning motivation, and TESOL.

107. Chin-Wen Chien (chinwenc@ms24.hinet.net)

Chin-Wen Chien received her Doctor of Education degree from the University of Washington (Seattle, USA). She is an associate professor in Department of English Instruction of National Tsing Hua University in Taiwan. Her research interests include language education, language teacher education, and curriculum and instruction.

108. Chisato Matano (chisatomatano@gmail.com)

Chisato MATANO is currently a Doctoral student of Kwansai Gakuin University, Graduate School of Education in Japan. She is also an EFL teacher in Momoyama Primary School attached to Kyoto University of Education and teaches English to children in grades 1-6. Her research interest is teacher education in primary English education. In particular, she is currently interested in exploratory practice.

109. Chris Asanti (chrisasanti16@gmail.com)

Chris Asanti is a lecturer at the Cultural Sciences Faculty, Mulawarman University. She received her master degree from Monash University in 2011. Her hobby in reading has inspired her to involve in some research and develop her teaching methods, specifically in reading and critical literacy. She can be reached at her email: chris.asanti@fib.unmul.ac.id

110. Christina Lhaksmita (lhaksmita.anandari@gmail.com)

Christina Lhaksmita Anandari is a faculty member of the English Education Department at Sanata Dharma, Indonesia. She earned her Master's degree in Curriculum and Instruction from Boston University (BU), US. Her research interests are in the areas of English Language Teaching, extensive reading, and educational psychology. She is also the co-founder of IERA.

111. Christine Jiaqi Dong (dj001115@gmail.com)

Christine Jiaqi DONG is a 4th year undergraduate student of English studies at the University of Macau. Her research interest is L2 listening assessment.

112. Cicik Nuraeni (cicik@bsi.ac.id)

Cicik Nuraeni graduated with a Master Degree from UNINDRA majoring in English Language Education in 2014. Currently, a lecturer in English Department at Universitas Bina Sarana Informatika. Main focuses of research interest are English Language Teaching and Mobile-Assisted Language Learning. Part of a reviewer on a national accredited journal in a private university in Indonesia. Active as a member of the English Studies Association in Indonesia (ESAI) and Association of Indonesian Lecturer (ADI).

113. Citra Kurniawan (citra.kurniawan.fip@um.ac.id)

Citra Kurniawan is a practitioner and lecturer of the Department of Educational Technology, Faculty of Education, Universitas Negeri Malang. Experience as a telecommunication practitioner obtained while working in telecommunications providers in Indonesia and practitioners of learning technology. Research interests include Educational Technology, data mining, machine learning, computer networks, telecommunications engineering, and learning techniques.

114. Citra Puteri Utami (citraputeri2001@gmail.com)

Citra Puteri Utami is a sixth semester student majoring in English Education at UIN Raden Intan Lampung. Citra is a passionate girl. She is known as a girl who is persistent in achieving her goals. Even though she often failed, it did not make her give up at all. She can work well in a team. She has won some competition in the academic and non-academic fields from the regency, provincial, and national levels. Her research interests are in the areas of Technology in Language Teaching and Learning.

115. Clara Herlina Karjo (herlinaclara01@gmail.com)

Clara Herlina Karjo is a faculty member of the English Department, Bina Nusantara University Jakarta. She completed her doctoral degree from Applied Linguistics, Atma Jaya University, Jakarta. Her research interests include applied linguistics, digital discourse, translation, and phonology.

116. Claudio Diaz (claudi Diaz@udec.cl; claudi Diaz71@gmail.com)

Claudio Díaz Larenas is a faculty member of the Curriculum and Instruction Department of Universidad de Concepción, Chile. He earned his PhD in Education and Master in Applied Linguistics from Universidad de Concepción, Chile. His research interests are in the areas of teacher education and language assessment.

117. Clay Williams (williams@aiu.ac.jp)

Dr. Clay Williams is a professor in the English Language Teaching Practices program at Akita International University, a graduate-level training program for English language teachers in Japan. His research interests include cross-script literacy acquisition, cross-cultural teacher training, the genesis of language development in the human species, and technology for foreign language acquisition.

118. Dahlya Indra Nurwanti (dahlyanurwanti@uinsgd.ac.id)

Dahlya Indra Nurwanti is a faculty member of the English Education Department of Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia. She earned her master's degree in English Education from Universitas Negeri Semarang (UNNES). Her research interests include teaching English to young learners, curriculum and material development, and teacher professional development.

119. Daniel Hooper (tywardreathdan@gmail.com)

Daniel Hooper is a lecturer in the Education Department at Hakuoh University. He has taught in Japan for 16 years, predominantly in tertiary education and the English conversation school industry. His research interests include learner and teacher identity, communities of practice, and the private English conversation school (eikaiwa) industry.

120. Danning Sun (sunsarah778@gmail.com)

Danning Sun is a MA student of the School of Foreign Languages at Southeast University, Nanjing China. Her research interests are in the areas of second language acquisition and applied linguistics.

121. Danti Pudjiati (dantipudjiati@stkipkusumanegara.ac.id)

Danti Pudjiati is a faculty member of the English Department of STKIP Kusuma Negara, Jakarta, Indonesia. She also had an experience to teach English in Universitas Islam Negeri Jakarta. She earned her undergraduate degree in Sanata Dharma University, Yogyakarta, Indonesia and master degree in Universitas Indonesia. Her research interests are in the areas of English Language Teaching, translation and MALL

122. Daryati (daryati_sr@unj.ac.id)

Daryati is a Lecture of Vocational Education of Building Construction, Faculty of Engineering, Universitas Negeri Jakarta, Indonesia. He earned his master in Mining Engineering from Institut Teknologi Bandung (ITB), Indonesia. His research interests are in Concrete Structure, soil mechanics, water resources, vocational education etc.

123. David Imamyartha (david.fkip@unej.ac.id)

David Imamyartha is a faculty member in English education study program at FKIP Universitas Jember. His research interests include CLIL, TELL, and language assessment.

124. Dea Punjung Sari (deasugiono23@gmail.com)

Dea Punjung Sari is an English Language Education Department learner of Universitas InternasionalBatam, Indonesia. Now, she is doing her 6th semester of her study. The research that she is interested in are about Classroom Action Research, Teaching English for Young Learners, and Issues in Learning Englishes.

125. Dea Silvani (dea.silvani@unsil.ac.id)

Dea Silvani is a faculty member of the English Education Department of Universitas Siliwangi, Indonesia. She earned her magister degree from Universitas Sebelas Maret, Indonesia. Her research interests are in the areas of teaching methodology, second language acquisition, and ESP.

126. Debora Tri Ragawanti (debora.ragawanti@uksw.edu)

Debora Tri Ragawanti is a senior lecturer at the English Language Education department of Universitas Kristen Satya Wacana, Salatiga. She earned her Ph.D. from Universitas Negeri Semarang in 2020. Her research interests are teacher professional development and reflective practices.

127. Deirra Ayu Kusmana (deirraayukusmana@gmail.com)

Deirra Ayu Kusmana is a magister of English language education student at Jakarta State University. She received a bachelor's degree in English language education program from Sultan Ageng Tirtayasa University. She is interested in the pedagogical domain of English language education and teaching activities as a practitioner.

128. Delsa Miranty (delsa12@untirta.ac.id)

Delsa Miranty is a faculty member of the English Education Department, Sultan Ageng Tirtayasa University (Untirta). She has researched and published in the area of TEFL (listening and writing skills). She earned her doctoral degree in the Faculty of Letters from Universitas Negeri Malang, Indonesia. She can be reached at delsa12@untirta.ac.id

129. Deng Yuchen (yuchen20210417@gmail.com)

First name: Yuchen. Last name: Deng. Nationality: China. Affiliation: Sichuan Normal University. Title: Student. Status of presenter: First

130. Deni Sapta Nugraha (sapta27@gmail.com)

Deni Sapta Nugraha is a postgraduate student of the Applied Linguistics Program of Universitas Negeri Jakarta, Indonesia. He teaches Aviation English in Politeknik Penerbangan Indonesia Curug, Tangerang Banten. His research interests are in ESP, English Language skills, and SLA.

131. Dennis P. Laffey (dplaffey@gmail.com)

Dennis Laffey is a professor of English at Pukyong National University in Busan, South Korea. He has taught EFL in Japan (from 1998 to 2008) and Korea (since 2008) to learners from kindergarten through adult levels. His research interests include vocabulary acquisition, learner motivation, and gamification of the EFL classroom.

132. Dennisya Marwa (dennisyamarwa39@gmail.com)

Dennisya Marwa is a graduate student of English Language Education Program of Universitas Negeri Padang, Indonesia. She got her bachelor degree in English Education Department at UIN Sultan Syarif Kasim Riau, Pekanbaru, Indonesia. She is pursuing her study in Universitas Negeri Padang. Currently, she is conducting her thesis as soon as possible to complete her master degree.

133. Devilito Prasetyo Tatipang (devilitoprasetyotatipang@gmail.com)

134. Dewanti Ratna Pertiwi (dewantiratna@itda.ac.id)

Dewanti Ratna Pertiwi is a lecturer at Institut Teknologi Dirgantara Adisutjipto. She got her master degree in 2014 from Universitas Sanata Dharma. She is interested in TELL, project- based learning, ESP, and TPACK. She has written some articles in journals.

135. Dewi Christa Kobis (dechriskobis@gmail.com)

Dewi Christa Kobis obtained her master degree from Universitas Sanata Dharma, Yogyakarta in 2015 and have been teaching English at Secondary and University level since then. She is currently a first year Ph.D student at Multilingualism Doctoral School of University of Pannonia and sponsored by Tempus Foundation through Stipendium Hungaricum. She also currently joined English Department of Universitas Sam Ratulangi as junior lecturer.

136. Dewi Novita (winovita10@gmail.com)

Dewi Novita is a lecturer of English education at Universitas Tanjungpura. She attended Trobe University from 2000 – 2002 where she got her degree in Graduate Diploma in TESOL and Master of Applied Linguistics. At present, she is completing her Doctorate study at Universitas Pendidikan Indonesia. Her research interest includes methods of teaching English and designing culturally familiar teaching materials.

137. Dewi Puspitasari (dewipuspitasari927@gmail.com)

Dewi Puspitasari is an English teacher of SMP Negeri 42 Buru. She earned her master degree at Postgraduate of English Education Study Program of Pattimura University, Indonesia. Her latest research focused in the area of working with students with special needs students in Ambon.

138. Dewi Rochsantiningasih (dewi_roch@hotmail.com)

139. Dewi Sari Wahyuni (dewisariwahyuni@gmail.com)

Dewi Sari Wahyuni is a postgraduate student at Padang State University majoring in Education. Her research interests are in the areas of global issues in language education, ELT, TEFL, TESOL, educational technology, ICT and education, and education for migrants and refugees.

140. Dewi Sartika (dewisartika21@students.unnes.ac.id)

Dewi Sartika is an English lecturer from Universitas Islam Ogan Komering Ilir Kayuagung, Indonesia. She is now studying on her doctorate at Universitas Negeri Semarang. English Language Teaching and Linguistics are two of her research interests.

141. Dewi Widyastuti (ewiwidyastuti@gmail.com)

Dewi Widyastuti is a faculty member of the English Letters Department of Universitas Sanata Dharma, Yogyakarta, Indonesia. She is currently pursuing her PhD in TESOL at Swinburne University of Technology, Sarawak, Malaysia. Her research interests are in the areas of identities and creative writing.

142. Dewi Yana (alifdewi1982@gmail.com)

Dewi Yanais a Doctoral Student of The Language Teacher Training Program of Universitas Negeri Padang. Her research focuses are in the areas of English Language Teaching, Pedagogy and Education, and TELL.

143. Diah Anita Pusparini (diahanitapusparini@gmail.com)

Diah Anita Pusparini was born in Pasuruan and finished her magister from Universitas Islam Malang in 2013. She is the lecturer of English Education Study Program in Faculty of Pedagogy and Psychology Universitas PGRI Wiranegara. She loves writing prose and poetry. Music is also her life. Now she is building her expertise in Digital and Technology for English Teaching.

144. Diah Kristina (diahkristina@staff.uns.ac.id)

145. Diah Kurniati (diah.kurniati@umk.ac.id)

Diah Kurniati is a lecturer of the English Department of Universitas Muria Kudus, Central Java Province, Indonesia. She earned her doctorate degree in English Language Education from Semarang State University (UNNES), Indonesia. Her research interests are in the areas of Language Assessment, English Language Teaching, and Teaching English for Special Needs Students.

146. Diah Royani Meisani (meisani_diah.r@ub.ac.id)

Diah Royani Meisani is an English lecturer at Universitas Brawijaya, Indonesia. Her professional and research interests include Teaching English to Young Learners (TEYL), parental involvement, teacher professional development, as well as English for Specific Purposes (ESP). Besides publishing articles in scholarly journals, she has also been serving as a reviewer for several journals.

147. Dian Ekawati (ekawati_dian76@student.upi.edu)

Dian Ekawati is a faculty member of the English Education Department of Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia. She earned her master's degree in English Education from Universitas Pendidikan Indonesia (UPI) Bandung. Her research interests are in teacher professional development, teacher preparation program, Applied Linguistics, and ELT Assessment. Education from Universitas Pendidikan Indonesia (UPI) Bandung. Her research interests include critical literacy as well as teaching reading and writing.

148. Dian Rahma Santoso (dian.rahma.2102219@students.um.ac.id)

Dian Rahma Santoso teaches at the English Education Study Program, Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo. At the same time, she is taking a doctoral program at Universitas Negeri Malang. She received the bachelor degree at Universitas Muhammadiyah Malang, while the Master Degree at Universitas Islam Malang.

149. Dian Rianita (dianrianita@unilak.ac.id)

Dian Rianita is a lecturer of the ESP in the Faculty of Administration - Universitas Lancang Kuning - Pekanbaru. She got her Bachelor's Degree in English Language and Literature at Universitas Andalas University and her Master of Applied Linguistics from the University of New South Wales University - Sydney. Now she is taking her Doctorate Program in Applied English Linguistics at Universitas Katolik Atma Jaya Indonesia in Jakarta. Her research interest is Computer-Mediated Discourse Analysis (i.e. Conversation Analysis, Pragmatics and Sociolinguistics), Humor Studies, and Intercultural Studies.

150. Dian Savitri (savitri.dian88@gmail.com)

Dian Savitri is an English Teacher in SMPN 2 Tayu, Pati. She is studying a Master Program in Ahmad Dahlan University, Yogyakarta, majoring in English Language Teaching. Her research interests are in the areas of English language teaching, language testing and assessment, and language planning, management and policy.

151. Dias Tiara Putri Utomo (diastiar@umla.ac.id)

Dias Tiara Putri Utomo is a lecturer in Nursing Study Program of Universitas Muhammadiyah Lamongan, Indonesia. She got her Master degree at Universitas Negeri Surabaya in 2018. Her research interests are English Language Teaching, Teaching English with Technology, and English for Specific Purposes.

152. Didi Suherdi (suherdi_d@upi.edu)

Didi Suherdi is an author, a researcher, and a professor of English Language Teaching and currently the Chair of English Education Studies Universitas Pendidikan Indonesia and the founder of Celtics (Center of Excellence for Language Teaching Initiatives, Creativities, and Services). His primary interest includes English teaching methodology, classroom discourse analysis, classroom studies, students' learning engagement, teacher's scaffolding, teacher training and education, and ICT in the teaching of English.

153. Didi Sukyadi (dsukyadi@upi.edu)

Didi Sukyadi is a faculty member of the English Language Education Study Program of Universitas Pendidikan Indonesia Bandung. He earned his Master in Primary Education from University of London, UK in 1997 and Doctor in Linguistics from Universitas Pendidikan Indonesia in 2005. His research interests are linguistics, applied linguistics and language teaching.

154. Dierra Ayu Kusmana (deirraayukusmana@gmail.com)

Dierra Ayu Kusmana is a magister of English language education student at the Jakarta State University. She received a bachelor's degree in English language education program from Sultan Ageng Tirtayasa University. She is interested in the pedagogical domain of English language education and teaching activities as a practitioner.

155. Dina Rachmawati (dina@untirta.ac.id)

Dr. Dina Rachmawati, M.Pd is a lecturer of English Education Department and a Coordinator of International Affairs of UNTIRTA. Her research expertise is in the field of TEFL, materials development of TEFL, and teacher professional development. She was awarded Visiting Scholar Grant to OSU USA in 2015 by the MCE Indonesia. She is an editorial board member of JELS and a reviewer for RILL Journal. She can be reached at dina@untirta.ac.id

156. Dinar Dipta (dinardipta@unida.gontor.ac.id)

Dinar Dipta gained her master of English Language Teaching degree from Sebelas Maret University. Currently, she is a lecturer of English Language Education Department University of Darussalam Gontor. Her research interests include speaking skill, teaching speaking methodology, linguistics, sociolinguistics, pragmatics, and exploring new techniques to teach speaking skill.

157. Dini Noor Arini (dini_noorarini@ulm.ac.id)

Dini Noor Arini is a faculty member of the English Language Education Study Program at Universitas Lambung Mangkurat, Indonesia. She earned her master degree in English Language Teaching from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of English Language Teaching and Technology in ELT

158. Djatmika (djatmika@staff.uns.ac.id)

159. Dodi Siraj Muamar Zain (dodisiraj@ump.ac.id)

160. Don Yao (yb87710@um.edu.mo)

Don Yao is a 4th year Ph.D. candidate majoring in English linguistics at the University of Macau. He is now a research assistant in Language Assessment Seminar Research (LAsER) group and co-chair of Asian Association for Language Assessment Student Committee (AALA SC). He is also an editorial board member of Journal of Language Testing & Assessment. His research interest mainly focuses on test fairness, language assessment for immigration, validation research, and automated writing evaluation.

161. Donghyun Kim (dh3009@hufs.ac.kr)

Donghyun Kim (corresponding author) is a Ph.D. candidate of the TESOL Department of Hankuk University of Foreign Studies, South Korea. He is an instructor of the English Literature Department of Korea Open University. His research interests are in the areas of EFL, English writing, natural language analysis, and smart learning.

162. Donna Lim (donna.lim@nie.edu.sg)

Dr Donna Lim is a lecturer with the National Institute of Education, Nanyang Technological University, Singapore. She specialises in primary English Language methodology. Her interest area is in developing literacy with a focus on teaching writing. She has

163. Durotun Nasihah (durotun@unisma.ac.id)

Durotun Nasihah is a faculty member of the English Department of Islamic University of Malang, Indonesia. She earned her Doctor in Linguistics from Padjajaran University, Bandung, Indonesia. Her research interests are in the areas of applied linguistics, pragmatic and linguistics cognitive.

164. Dwi Agustina (dwiagustina.unikal@gmail.com)

165. Dwi Arni Siti Margiyanti (dwi.arni@walisongo.ac.id)

Dwi Arni Siti Margiyanti is a lecturer at English Department of UIN Walisongo, Semarang, Indonesia. She earned her Master Degree of English Education from Universitas Negeri Semarang. Her research interests are Applied Linguistics, Extensive Reading and Writing, and Discourse Analysis.

166. Dwi Fita Heriyawati (dwifitaheriyawati@unisma.ac.id)

Dwi Fita Heriyawati earned the doctorate degree in English Education, State University of Malang and has been working with teaching English Language Teaching and Literature for almost 13 years. Her research area focuses on reading comprehension, writing, TEFL, and ICT language learning and has published some papers in reputable international and national journals.

167. Dwi Poedjiastutie (dwi_p@umm.ac.id)

Dwi Poedjiastutie is a professor and a senior lecturer at the English Department, University Muhammadiyah Malang Indonesia. She is an active researcher and her work has appeared in a number of international journals. Her research focuses on studies of second language acquisition including large scale studies on International on needs analysis for national curriculum development. She can be contacted on dwi.poedjiastutie@postgrad.curtin.edu.au or dpoedjiastutie@yahoo.com or dwi_p@umm.ac.id

168. Dwi Rosita Sari (dwirositasari@unipma.ac.id)

Dwi Rosita Sari is a faculty member of the English Department of Universitas PGRI Madiun, Indonesia. Currently, she is pursuing her PhD degree in Department of Education and Human Potentials Development of National Dong Hwa University, Taiwan, R.O.C. her research interests are in the areas of Multicultural Education and English Language Teaching.

169. Dwi Setiyadi (dwisetiyadi@unipma.ac.id)

Dwi Setiyadi is a faculty member of the department of magister Bahasa Indonesia of Universitas PGRI Madiun, Indonesia. He earned his doctoral degree in linguistics from Universitas Sebelas Maret, Indonesia. His research interests are in the areas of linguistics and English language teaching.

170. Dwi Sloria Suharti (dwislوريا@upi.edu)

Dwi Sloria Suharti is an English language education faculty member at Universitas Muhammadiyah Tangerang in Indonesia. She is currently enrolled in a doctoral degree in English language education at Universitas Pendidikan Indonesia in Bandung. Her research interests include English Language Teaching, Technology-enhanced Language Learning, Teaching English as a Foreign Language (EFL), EFL reading comprehension, and EFL writing.

171. Dwiyani Pratiwi (dwiyani_pratiwi@uny.ac.id)

Dwiyani Pratiwi is a faculty member of English Education Department, Universitas Negeri Yogyakarta, Indonesia. She earned her Doctorate degree in English Language Education from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of English language teaching and teacher education.

172. Dyah Setyowati Ciptaningrum (dyah_ciptaningrum@uny.ac.id)

Dyah Setyowati Ciptaningrum is a senior lecturer lecturer in the Department of English Language Education, Faculty of Languages and Arts, Universitas Negeri Yogyakarta, Indonesia. Her research interests cover ICT in English language teaching, TPACK, and teacher professional learning.

173. Eka Indah Nuraini (ekaindahnuraini@unida.gontor.ac.id)

Eka Indah Nuraini is currently serving as an English lecturer in the English Language Education Department of the University of Darussalam Gontor, Indonesia. She obtained her Master's degree in English Education Program from Universitas Sebelas Maret (UNS), Indonesia. Her research interests are in the areas of English Language Teaching, CALL, and MALL.

174. Eka Puteri Elyani (eka.elyani@ulm.ac.id)

Eka Puteri Elyani is teaching at the English Language Education Study Program of FKIP Universitas Lambung Mangkurat, Banjarmasin, Indonesia. She is interested in teaching English for foreign language, CALL, and the innovation in English Education.

175. Eka Rosita (eros.ardi44@gmail.com)

Eka Rosita is a student of English education in master program of Universitas Muhammadiyah Parepare. She graduated from Universitas Negeri Makassar for her bachelor degree in 2013 and is currently teaching English in Senior high school Wajo. She is interested in psycholinguistics, education, language and culture.

176. Eka Yuni Kurniati (ekayuni.kurniati@uinsu.ac.id)

Eka Yuni Kurniati is a master student of English education at the State Islamic University of North Sumatra. Coming from an educational background motivates her to pursue a career in education. Along with teaching, she is interested in doing research and writing a paper related to students' issues in learning English. She has published three of her writings in the journal. Her latest research, "Interlanguage Analysis on Students' Writing on WhatsApp App in Second Language Learning: An Error Review," was published in 2021.

177. Ekawati Marhaenny Dukut (ekawati@unika.ac.id)

Ekawati Marhaenny Dukut has been teaching not only English language skill courses but also Popular Culture and American Studies which is her specialty for more than 20 years. Being the Head of TJI (The Java Institute) at Soegijapranata Catholic University has insisted her in doing cultural hybrid research about the Western and Eastern culture, which includes the popular Batik Semarang.

178. Eko Suhartoyo (eko.suhartoyo.2102219@students.um.ac.id)

Eko Suhartoyo is a doctorate student in English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. His research interests mainly in the area of critical thinking, writing, and students with special needs. Besides, he is also a lecturer at Universitas Islam Malang and regularly teaches writing and grammar courses. Email: eko.suhartoyo.2102219@students.um.ac.id

179. Eleni Petraki (Eleni.Petraki@canberra.edu.au)

Eleni Petraki is an Associate Professor and Program Director of TESOL and Foreign Language Teaching at the University of Canberra, Australia. She has worked as a second and foreign language teacher and teacher educator for approximately 30 years. Her experience in teaching English as a second language has been accumulated in different countries including Vietnam, Greece, UK, USA, and Australia. Her research interests include intercultural communication, discourse analysis and curriculum design.

180. Elih Sutisna Yanto (elihsutisnayanto@gmail.com)

Elih Sutisna Yanto obtained his MA in English Education at Universitas Profesor DR. Hamka, Jakarta, Indonesia, in 2012. He is a lecturer at Universitas Singaperbangsa Karawang, West Java, Indonesia. His professional interests include language teaching methodology, systemic functional linguistics (SFL) in language education and the use of corpus in teaching grammar.

181. Elis Homsini Maolida (elishomsini@upi.edu)

Elis Homsini Maolida is a student of Doctorate Program in English Education, Universitas Pendidikan Indonesia.

182. Elke Stracke (elke.stracke@canberra.edu.au)

Elke Stracke is an Associate Professor in Applied Linguistics and TESOL and Associate Dean (Research & Development) in the Faculty of Education at the University of Canberra, Australia. Her current research interests focus on motivation, autonomy, blended language learning, curriculum development, and feedback and assessment in doctoral education.

183. Ella Wulandari (wulan.dari.jogja@gmail.com)

Ella Wulandari is a faculty member of the English Language Education Department of Universitas Negeri Yogyakarta, Indonesia. She is currently doing her PhD in curriculum and pedagogy in Deakin University, Australia. Her research interests are in the areas of teacher education and professional development, English Language Teaching, curriculum and materials development, classroom discourse and English as International Language pedagogy.

184. Elsa Rosalina (elsa.rosalina@ulm.ac.id; elsarosalina51@gmail.com)

Elsa Rosalina is an English Lecturer of Universitas Lambung Mangkurat. She is interested in Teaching English as a Foreign Language, Technology and Pedagogy in ELT, also Media development. In addition, she is also interested in the research of language teaching and learning

185. Elsa Widya Hapsari (elsawidya@unikarta.ac.id)

Elsa Widya Hapsari is a faculty member of the English Education Department of Universitas Kutai Kartanegara, Indonesia. He earned his master of education in Teaching English as a Foreign Language program, Chulalongkorn University, Thailand. His research interests are writing in a second language, language teaching methodology, and CALL.

186. Elvira Rosyida MR (elvira.mr.fs@um.ac.id)

Elvira Rosyida MR is a faculty member at Department of English, Faculty of Letters, Universitas Negeri Malang. She received her master's degree in English Language and Education from Universitas Lampung. Her research interests include the development of language skills among multilingual learners, and the use of social media for language learning.

187. Emiko Izumi (emiko@kwansei.ac.jp)

Emiko IZUMI (Ph.D.) is currently a professor at the School and the Graduate School of Education of Kwansei Gakuin University in Japan. She specializes in English education and applied linguistics. Her primary research interests include communication strategies, learner autonomy, evaluation and TEYL, especially focusing on literacy development and performance-based assessment. She is also involved in pre-service and in-service teacher training.

188. Emma Rosana Febriyanti (emma.rosana@ulm.ac.id)

Emma Rosana Febriyanti is a lecturer of the English Language Education Study Program of Universitas Lambung Mangkurat, Indonesia. She earned her Master in English Language Teaching from Universitas Negeri Malang. Her research interests are in English for Specific Purposes and English Language Teaching.

189. Emy Sudarwati (emy.sudarwati.2002219@students.um.ac.id)

Emy Sudarwati (corresponding author) is a lecturer in the English Literature Department of Brawijaya University, Malang, East Java, Indonesia. She is now pursuing her doctorate degree in Universitas Negeri Malang. Her interest in writing has been well declared through her papers published in reputable national and international journals.

190. Endang Setyaningsih (3endang_setyaningsih@staff.uns.ac.id)

Endang Setyaningsih is a lecturer at the English Education Department's lecturer. She earned her doctoral degree from Universitas Pendidikan Indonesia. Her research interests are in the area of Reading, Critical Literacy, and TELL.

191. Endang Sulistianingsih (endangsulistia@students.unnes.ac.id)

I am a lecturer of the English Education Study Program of Teacher Training and Education Faculty of Universitas Pancasakti Tegal. I have finished my undergraduate program at Universitas Pancasakti Tegal in the major of English Education in 2010. Then I continued my graduate program at Semarang State University in 2011 and got a Master's Degree in English Education in 2013. Now, I am a doctoral student at Universitas Negeri Semarang. I am expertise in Education, Language Skills, and English for Young Learners. I have written some research and also presented them.

192. Entusiastik (entusiastik@uniska-kediri.ac.id)

Entusiastik started teaching at FKIP, Universitas Islam Kediri in 2018. With this role, she has gained the access to train both pre- and in-service teachers. Alongside this work, she's been serving as a program consultant for English Massive -an official English learning program run by the city government, for which she helped design the curriculum and workshops for the tutors.

193. Eni Suriyah (enisuriyah100@gmail.com)

Eni Suriyah is a student of the English Department of State Institute of Islamic Studies (IAIN) Salatiga, Indonesia. She is now studying English Education in the 7th semester. She is interested in research focused on English education, English Language Teaching, Technology in Education, and Teaching BIPA (Bahasa Indonesia Bagi Penutur Asing).

194. Erfiati (erfiati@gmail.com)

Erfiati is an associate expert Widyaiswara at Aceh Religious Education and Training Center. She earned her Doctoral Degree in Teaching of Islamic Education from Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia. Her research interests is in the area of RE-STEAM.

195. Eri Kurniawan (eri_kurniawan@upi.edu)

Eri Kurniawan is a faculty member of the English Language and Literature Program of Universitas Pendidikan Indonesia, Bandung, Indonesia. Upon completion of his MA and PhD at the University of Iowa, USA in linguistics, he has done extensive investigation on grammatical description of Sundanese, (critical) discourse/text analysis and academic writing. He has published extensively in international journals.

196. Eric Dheva Tachta Armada (ericdhevat@student.uns.ac.id)

Eric Dheva Tachta Armada is a Graduate Student of the English Department of Universitas Sebelas Maret, Indonesia. His research interests are in the areas of Technology Enhanced Learning, ICT in Education and Digital Media in Education.

197. Eric Sulindra (eric@ukwms.ac.id)

Eric Sulindra is an English Lecturer in the Vocational Faculty, Widya Mandala Surabaya Catholic University. He is currently teaching Business English and English for Specific Purposes in the university. He earned his Master in English Language Education from Widya Mandala Surabaya Catholic University. Besides teaching, his research interest is in Constructivism and Scaffolding techniques in English Language Teaching.

198. Erlik Widiyani Styati (erlikwidiyani@unipma.ac.id)

Erlik Widiyani Styati is one of the lecturers of English Language Teaching in Universitas PGRI Madiun. She is interested in teaching writing and TEFL. She is also interested in joining seminars and conferences. She published her articles in some national and international journals such as 3L: The Southeast Asian Journal of English Language Studies, IJAL, Dinamika Ilmu, Lingua Cultura, JEES, and Linguista.

199. Erlina (erlinahamid@yahoo.com)

Erlina is a faculty member of the English Education Study Program of Universitas Sriwijaya, Indonesia. She earned her M.Ed. in Education from Flinders University, Australia. Her research interests are in the areas of teacher professional development and English Language Teaching methodology.

200. Erna Iftanti (ernataufic72@gmail.com)

Erna Iftanti is an English lecturer at UIN Sayyid Ali Rahmatullah Tulungagung since 2009. She previously taught English in Brawijaya University and STIBA Malang since 1996. She got her Bachelor degree in English Language and Literature from Diponegoro University. Then continue her Master and doctorate Programs in English Education from State University of Malang. She keeps trying to improve her professional by taking some short courses, doing research on TEFL, and attending some conferences like TEFLIN and AsiaTEFL.

201. Ester Widawati Tedjo (esttedjo@ukwms.ac.id)

Ester Widawati Tedjo is an English lecturer of Vocational Faculty of Widya Mandala Surabaya Catholic University, Indonesia. She earned her Master in English Language Education from Universitas Negeri Malang. Her research interests are in the areas of teaching and learning of English as a foreign language (EFL), EFL assessment and evaluation, and English business communication.

202. Euihyun Kim (skypian@sen.go.kr)

Euihyun Kim teaches at Duksung Girls' Middle School in Seoul, S. Korea. He has been teaching English to middle school students since 2009. He is mainly interested in learning-centered Instruction, e-learning, assessment in EFL context, and teaching beginner level learners.

203. Eun Hee Kim (ekim@kdu.ac.kr)

Eun Hee Kim is an assistant professor in College of Liberal Arts at Far East University in Korea. She received her master's in TEFL and doctoral degree in Curriculum and Instruction from Kansas State University. Her research interests include curriculum design and development, Asian students at all levels, NNESTs' empowerment and NESTs' cultural and racial awareness.

204. Eun-Ju Kim (exk188@gmail.com)

Eun-Ju Kim is a faculty member of the English Department of Hanyang Women's University, Korea. She earned her PhD in Applied Linguistics from Pennsylvania State University (PSU), US. Her research interests include interpreting EFL language learning and teaching practice through sociocultural theoretical view.

205. Eunsook Kwon (eunsook26@kmu.kr)

Eunsook Kwon received her Ph.D. in English Education from Keimyung University in Korea. She is a guest assistant professor in the Institute of Humanities at Keimyung University. Her current research interests include teaching writing, writing strategies, and digital tools.

206. Eva Sulastri Sagita (eva@unigha.ac.id)

Eva Sulastri Sagita is a Lecturer at English Department of Universitas Jabal Ghafur, Indonesia. Have research interests in the areas of teacher professional development, Linguistics and Literacy for Education.

207. Evi Eliyanah (evi.eliyannah.fs@um.ac.id)

Evi Eliyanah teaches at the Department of English, Universitas Negeri Malang (UM), Indonesia, and a member of Indonesian Young Academy of Sciences (ALMI). She obtained her PhD from ANU. Her research areas include gender, popular culture, and higher education management. Her works have been published in reputable journals, such as Situations, International Journal of Indonesian Studies (IJIS), and Jurnal Studi Pemuda.

208. Evi Puspitasari (evimianto@gmail.com)

209. Evynurul Laily Zen (evynurul.laily.fs@um.ac.id)

Evynurul Laily Zen is a faculty member of the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. She earned her PhD in English Language and Linguistics from National University of Singapore (NUS) in 2020. Her research interests are in the areas of multilingual acquisition and education, language maintenance and shift, Family Language Policy (FLP), and multilingual learner corpora.

210. Fadhlansaini (fadhlansaini@iain-manado.ac.id)

Fadhlansaini is a faculty member of the English Education Study Program of Institut Agama Islam Negeri Manado, Indonesia. He earned his Master Degree in English Language Teaching from Manado State University, in Tondano, Indonesia. His research interests are in the areas of English Skills, Teacher Professional Development, and English Language Teaching.

211. Fahmi Hidayat (fahmihidayat@ulm.ac.id)

Fahmi Hidayat is a lecturer of the English Language Education Study Program of Universitas Lambung Mangkurat, Indonesia. He earned his Master in English Education from Universitas Pendidikan Indonesia. His research interests are in English Language Teaching and ICT in education.

212. Faieza Yaacob (faiezayaacob79@gmail.com)

Faieza Yaacob is an ESL teacher who has been teaching for 20 years. She received her First-degree B.Ed Tesl (Hons.) from Universiti Kebangsaan Malaysia, Bangi, and Master's degree in Tesol from Universiti Sains Malaysia. Currently, she is pursuing her Ph.D. in Tesol and her research interests are on online and mobile learning, and ELT.

213. Failasofah (failasofah@unja.ac.id)

Failasofah is a faculty member of the English Education program of Universitas Jambi, Indonesia. She earned her PhD in Applied Linguistics (Multilingual Education) from University of Pannonia, Hungary.

214. Faiz Ushbah Mubarak (faizum@polinema.ac.id)

Farida Ulfa has been a teaching staff at the Information Technology Department, Politeknik Negeri Malang since 2016. She earned her graduate degree (2012) in English Language Teaching from State University of Malang. Her fields of interest are in creative writing, English for Specific Purposes (ESP), and materials development. After hibernating for quite some time, she found her passion back in writing short stories, essays, and got an opportunity to publish a poem and short story anthology early this year (2021), entitled "Rintik Sedu Tahun Baru".

215. Faizatul Istiqomah (faizatul.istiqomah.2102219@students.um.ac.id)

Faizatul Istiqomah is a Ph.D. candidate in the Graduate School of English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. She obtained her master's degree in TESOL International from Monash University, Melbourne. Her current research interest is in the area of teaching English writing, English for specific purposes, extensive reading, and Systemic functional linguistics.

216. Fajri Zulia Ramdhani (zulia@staidenpasar.ac.id)

Fajri Zulia Ramdhani graduated from State Islamic University of Sunan Ampel, Surabaya in Islamic Studies. She has been a lecturer of STAI Denpasar Bali since 2020. Her research interests are in sociology of religion, islamic astronomy, etc.

217. Faradila Masuara (faradila.1902219@students.um.ac.id)

218. Fardini Sabilah (fardini@umm.ac.id)

Fardini Sabilah finished her PhD in Linguistics from Universitas Udayana, Bali, Indonesia. She is a faculty member in English Language Education Department, Universitas Muhammadiyah Malang. Her research scope is Intercultural Education and Teaching English to Young Learners.

219. Farida Ulfa (faridaulfa@polinema.ac.id)

Faiz Ushbah Mubarak has been an English lecturer at the Information Technology Department of Politeknik Negeri Malang since 2019. He graduated from State University of Malang majoring in English Language Teaching for his undergraduate (2014) and graduate (2018) programs. He is interested in the teaching of English for Specific Purposes, specifically in Information Technology. In addition, he also specializes in the media usage of English teaching and learning.

220. Faridah Abdul Rauf (faridahabdulrauf@iainpare.ac.id)

Faridah Abdul Rauf is a faculty member of the English Department of IAIN parepare, Indonesia. She earned her M.Pd in English Education Department of the University of Muhammadiyah Parepare. Her research interests are in the areas of teacher professional development and English Language Teaching, Discourse Analysis and English Learning Method.

221. Farisha Andi Baso (dhifa.marv@gmail.com)

Farisha Andi Baso, lahir di Ujung Pandang, 12 Januari 1984. Telah meraih gelar Sarjana Pendidikan (S. Pd) dari Universitas Negeri Makassar pada tahun 2004. Melanjutkan Pendidikan Magister Pendidikan Bahasa Inggris (M.Pd) selesai pada tahun 2008 pada universitas yang sama. Lalu menyelesaikan Pendidikan pada program Doktoral (S3) Pendidikan Bahasa Inggris pada Universitas Negeri Makassar pada tahun 2022. Saat ini menjadi dosen Pendidikan Bahasa Inggris pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dan telah menerbitkan beberapa artikel pada Exposure Jurnal dan AJHSS Journal.

222. Fatimah (fatimah@ub.ac.id)

Fatimah is a faculty member of the Department of English Literature, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia. Her research interests include Applied Linguistics, Academic Writing, English Skill Courses, English Language Assessment, and Second Language Acquisition. She earned her B.Ed. in English from IKIP Negeri Malang and M.Appl.Ling. from Monash University of Melbourne. She is currently doing her PhD in TESOL at the University of Sydney. Her ORCID ID is at <https://orcid.org/0000-0002-8127-7495>

223. Fatmawati (fatmawati@poltekbangsby.ac.id)

224. Fauzia Sehuddin (fauziasehuddin01@gmail.com)

Fauzia Sehuddin is a fresh graduate of the Postgraduate (Magister) of English Department of Universitas Negeri Makassar, Indonesia. Her research interests are in the areas of English Language Teaching and ICT.

225. Fauzia Shamim (fauzia.shamim@zu.edu.pk)

Dr Fauzia Shamim is Professor and Dean, Faculty Of Liberal Arts And Human Sciences, at Ziauddin University, Karachi, Pakistan. She is a founder, member, and Vice President of SPELT, Pakistan, and has served as Chair of TESOL International's Research Professional Council (2018-19). Her research interests include: Multimodal Digital Communication; Teaching English in Large Classes and Difficult Circumstances; Language-in-Education Policy and English as Medium of Instruction.

226. Fauziah (fauziahhumaira@gmail.com)

Fauziah is a faculty member of the English Department of Universitas Jabal Ghafur, Aceh. She earned her Master Degree from Universitas Pendidikan Indonesia. Her research interests are in the areas of English Language Teaching, L2 Motivation and Identity, and teacher professional development.

227. Fazri Nur Yusuf (fazrinuryusuf@upi.edu)

Fazri Nur Yusuf is an associate professor at Universitas Pendidikan Indonesia, Bandung. He has graduated from Universitas Negeri Malang. His research interests are teacher education, and English curriculum and instruction. He has published his research articles in many reputable journals.

228. Febriyanti Lestari (febriyanti.dl@uin-suka.ac.id)

Febriyanti Lestari is currently the secretary to the English Department of Universitas Islam Negeri (UIN) Sunan Kalijaga, Yogyakarta, Indonesia. She received a Fulbright Presidential PhD scholarship and studied Comparative Literature and Cultural Studies at the University of Arkansas. Her research interests are in the areas of Muslim literature and popular culture.

229. Febti Ismiatun (febtiismi@unisma.ac.id)

Febti Ismiatun earned the bachelor and master degree in English Education, Universitas Islam Malang and has been working with teaching English Language Teaching for almost 6 years. Her research area focuses on language learning strategies (LLSs) and has published some papers in reputable international and national journals such as The New English Teacher (NET), Journal of English Education, Literature and Culture, and Journal of English Educators Society.

230. Fenty Lidya Siregar (fenty.siregar2020@gmail.com)

Fenty L. Siregar, Ph.D. Fenty is a lecturer in the Faculty of Languages and Cultures at Maranatha Christian University. She attained her master's degree in English Language Education from De La Salle University, the Philippines and her doctorate from Victoria University of Wellington. Her research interests include teachers' beliefs, intercultural communicative competence, gender representation, and language policy.

231. Fera Sulastri (ferasulastri@unsil.ac.id)

Fera Sulastri, finishing her Master Degree in English Language Education from Sebelas Maret University, Solo, Indonesia, is a lecturer of English Education Department at Siliwangi University, Tasikmalaya, Indonesia. She is currently teaching Children's Literature and Creative Writing and her research interests are in the areas of English Language Teaching and Literature.

232. Fergina Lengkoan (ferginalengkoan@unima.ac.id)

Fergina Lengkoan is a Doctoral study programme at the Universitas Negeri Manado. She received a Master's degree in English Education Study Programme Universitas Negeri Manado and a bachelor's degree in English Education Department Universitas Negeri Manado. She is interested in English Language Teaching.

233. Fety Surfaifel (fetysurfaifel@upi.edu)

Fety Surfaifel is currently pursuing a Doctoral Program at the Indonesian University of Education, the English Education Study Program. Besides, she has completed her undergraduate program at Gajayana University Malang and graduated from the master's program in American Studies at GadjahMada University, Yogyakarta. She has been a lecturer at the University of Flores since 2000 and has taught Drama and Prose courses.

234. Fiftinova (fiftinova@fkip.unsri.ac.id)

Fiftinova is a faculty member of the English Education Study Program of Universitas Sriwijaya, Palembang, South Sumatra, Indonesia. She received her master's degree in English Language Teaching from Indonesia University of Education (UPI), Bandung, West Java, Indonesia. Her areas of interests and research are literature, critical reading, Genre-Based Approach in EFL contexts and Project-Based Drama Learning. Recently she has a great interest in teaching multimodal literacy.

235. Fika Megawati (fikamegawati@umsida.ac.id)

Dr. Fika Megawati, M.Pd. is an English lecturer at Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo, Indonesia. She has been involved in research projects focusing on Continuous Professional Development for pre-service English teachers, Social Emotional Learning in ELT, and Reflective Practice. To support her professional development, she is also actively joining teacher associations in ELT as well as international conferences in ELT areas.

236. Fikri Asih Wigati (fikri_aw@upi.edu)

Fikri Asih wigati is a lecturer of English Education Program, now she is taking a doctoral degree and writing a dissertation about ESP in Industry.

237. Fina Luthfiah (finaluthfiah114@gmail.com)

Fina Luthfiah is a Student of the Undergraduate Program in Vocational Education of Building Construction, Faculty of Engineering, Universitas Negeri Jakarta, Indonesia. She has interest in vocational education research and has been a member of the vocational literacy research team for nine month.

238. Finita Dewi (finita@upi.edu)

Finita Dewi is an English Lecturer at Universitas Pendidikan Indonesia, Purwakarta Campus. She is also the Director of Teacher Professional Development in Indonesia Technology-Enhanced Language Learning Association (iTELL). Besides having extended experiences in EFL teaching and training for more than 20 years, she has a great passion and interest in the area of educational technology. Together with her team, she plans, designs, and develops e-learning materials, and also organizes some technology-focused teacher professional development programs for teachers across Indonesia.

239. Fiona L. Sadagopan (fionalsada@gmail.com)

Fiona L. Sadagopan is a Senior Lecturer and Academic Leader in the School of Marketing and Management in Asia Pacific University of Technology and Innovation. Her fields of interest include intercultural communication, student motivation and curriculum and syllabus design. She is currently a post-graduate student at Taylor's University, Malaysia, and a life member of MELTA.

240. Firima Zona Tanjung (zona_borneo@upi.edu)

Firima Zona Tanjung is currently a doctoral student at Universitas Pendidikan Indonesia. She also teaches at the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Borneo Tarakan. Her research interests cover areas such as English language, English Language Teaching, and professional identity development.

241. Firman Parlindungan (firman@utu.ac.id)

Firman Parlindungan is a senior lecturer and is currently the head of Curriculum and Language Development Center at Universitas Teuku Umar, Aceh, Indonesia. He earned his doctoral degree from The Ohio State University, USA. focusing on reading and literacy for early and middle childhood education. His research interests include literacy teaching and learning, identity and culture, and language socialization.

242. Fitri Agustin (agustinfriti78@gmail.com)

Fitri Agustinis an English teacher at SMAN 2 Bandar Lampung who is currently pursuing her doctoral degree at Indonesia University of Education, Bandung. Her research interests are in Teacher Professional Development, English Language Teaching, and Curriculum Development.

243. Fitri Awaliyatush Sholihah (fitriawaliy@unisma.ac.id)

244. Fitri Radhiyani (fitri.radhiyani@unm.ac.id)

Fitri Radhiyani is a faculty member of English Department, Faculty of Languages and Literature, Universitas Negeri Makassar. Her research interests are applied linguistics, classroom interaction, and teacher professional development.

245. Fitriatul Masitoh (fitriatul.masitoh.2102219@students.um.ac.id)

Fitriatul Masitoh is a Ph.D. candidate in the Graduate School of English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. She obtained her master in education from Universitas Negeri Sebelas Maret. Her current research interest is in the area of teaching English writing, ICT, English for special needs, and Systemic functional linguistics.

246. Fivy Andries (fivyandries@unima.ac.id)

247. Francisca Maria Ivone (francisca.maria.fs@um.ac.id)

Francisca Maria Ivone is an assistant professor of the English Department in the Faculty of Letters in Universitas Negeri Malang. She earned her PhD in English from University of Queensland, Australia. Her research interests are in the areas of CALL, Extensive Reading, English Language Teaching, Listening, and Autonomous Learning.

248. Fuad Abdul Hamied (fuadah@upi.edu)

Fuad Abdul Hamied is an English language professor in Universitas Pendidikan Indonesia, Bandung. He finished both his master's and doctorate degree from Southern Illinois University, USA. His research interests are language testing, assessment, and language policy, and his articles have been published in many reputable journals worldwide.

249. G. K. Verosha (kalverosha@gmail.com)

Ms. G.K. Verosha, presently works as an Assistant Lecturer at the National Institute of Education (NIE), Sri Lanka. Her duties at NIE are to contribute to the curriculum and material development process and teacher training programmes. She is interested in research areas related to curriculum development and material development for English language. She is a master degree holder from University of Kelaniya, Sri Lanka.

250. Galuh Nur Rohmah (galuh98@bsi.uin-malang.ac.id)

Galuh Nur Rohmah is a lecturer at Universitas Islam Negeri Maulana Malik Ibrahim, Malang, East Java. Her research interests are Writing for Academic Purposes, Applied Linguistics, and Narrative Inquiry on ELT. She completes her doctoral degree on ELT at Universitas Negeri Malang, East Java, Indonesia. Her email address is galuh98@bsi.uin-malang.ac.id.

251. Gao Xinran (gxr11300228@gmail.com)

Gao Xinran is a student of the English Department of Harbin Engineering University, China. She is studying for a master's degree in English translation in this university. Her research interests are in the areas of English Language Teaching, Translation of Scientific English, and Translation for Business Purposes.

252. Geminastiti Sakkir (geminastitisakkir@unm.ac.id)

Geminastiti Sakkir is a faculty member of the English Department of Universitas Negeri Makassar, Indonesia. She earned her Magister and Doctoral in English Education from Universitas Negeri Makassar, Indonesia. Her research interests are in the areas of teacher professional development, English Language Teaching, ICT, Writing, and CALL.

253. Gene Thompson (thompson@rikkyo.ac.jp)

Gene Thompson is an Associate Professor in the Department of Global Business at Rikkyo University and a member of the EMI Oxford research network. His EMI-related research focuses on learner self-beliefs, behaviour, and success, appearing in journals such as the International Journal of Bilingual Education and Bilingualism, Studies in Higher Education, and Language Teaching Research.

254. Geraldine Kwek (geraldine.kwek@gmail.com)

Geraldine Kwek is an Assistant Professor at the English Language and Literature Academic Group in the National Institute of Education (NIE-NTU) Singapore. She was a primary school teacher before earning her PhD from the University of Cambridge, UK. Her research interests lie mainly in phonetics and phonology, sociophonetic variation and change in varieties of English, and pronunciation teaching and learning considerable teaching experience with young learners and finds it fulfilling to work with fellow educators to enhance EL teaching and learning

255. Giang Nguyen (giangnh@hanu.edu.vn)

Giang Nguyen is a Senior Lecturer in the English Department and the Vice Director of the Master of TESOL (International) at Hanoi University, Vietnam. She obtained her PhD at the University of Canberra, Australia. Her research interests focus on CALL/blended language learning, intercultural communication, and teacher professional development.

256. Gillian Hubbard

257. Golda Juliet Tulung (gtulung@unsrat.ac.id)

Golda Juliet Tulung is a faculty member of the English Department of Sam Ratulangi University, Indonesia. She earned her PhD in Education from the University of Ottawa, Canada. Her research focuses on the field of language teaching and learning including communicative tasks, language learning strategies, gender and local culture in language learning.

258. Griffin Johnstad D. Sanchez (griffinjohnstadsanchez04@gmail.com)

Griffin Johnstad D. Sanchez is a 4th year college student of the BA English Language program of University of Baguio, Baguio City, Philippines. He worked as an ESL teacher for almost 2 years at Ashbill Online Tutorial Services. His research interests are in the areas of Discourse Analysis and Bilingualism.

259. Guangxiang Liu (s1907834@gmail.com)

Guangxiang Liu is a Ph.D. in Applied English Linguistics student in the Department of English, The Chinese University of Hong Kong, Hong Kong. His research interests include language identity and investment, digital literacies, sociolinguistics. His recent research has appeared in leading SSCI journals *System*, *Journal of Pragmatics*, *Journal of Linguistic Anthropology*.

260. Gufron (gufron.raihan@pradita.ac.id)

My name is Gufron. I am an English lecturer attached to Universitas Pradita Serpong. I have joined Pradita since 2011, teaching General English. Before this university, I was with INTI International College Malaysia, teaching English for hospitality for four years. Currently, I am pursuing a PhD program at UIA Malaysia.

261. Gumawang Jati (gumawang.jati@gmail.com)

Gumawang Jati is a senior lecturer at Institut Teknologi Bandung. He is also the President of Indonesia Technology-Enhanced Language Learning Association (iTELL). He has extended experiences in EFL teacher training focusing on technology integration in EFL context. He had present in many seminars and workshops in both national and international events.

262. Guo Ziwei (guoziwei522@gmail.com)

Guo Ziwei is a postgraduate student of Department of Foreign Languages of Harbin Engineering University, China. She received her bachelor's degree in Economics from Heilongjiang University, China. She is studying for a master's degree in MTI. Her study mainly focuses on translation practice, but she also shows interest in the area of English Language Teaching.

263. Guoxuan Pan (3207972878@qq.com)

Guoxuan Pan is a postgraduate student of Grade 2 in Foreign Languages School of Sichuan Normal University, China. She is a student who mainly studies English teaching as a foreign language. Her research interest is primarily English teaching and learning in high school.

264. Gusti Ayu Putu Diah Permata Sari AR (diahpermatasari.ar@gmail.com)

Gusti Ayu Putu Diah Permata Sari AR is one of the lecturers at the Communication Science Department - Dharma Duta Faculty-STAHN Mpu Kuturan Singaraja. She pursued her bachelor's degree and master's degree majoring in the English Education Department, Ganesha University of Education. Her research focuses on English language teaching, literacy development, communication science, etc.

265. Gusti Nur Hafifah (gustihafifah@fkip.um-surabaya.ac.id)

Gusti Ayu Putu Diah Permata Sari AR is one of the lecturers at the Communication Science Department - Dharma Duta Faculty-STAHN Mpu Kuturan Singaraja. She pursued her bachelor's degree and master's degree majoring in the English Education Department, Ganesha University of Education. Her research focuses on English language teaching, literacy development, communication science, etc.

266. Gyöngyi Fábíán

267. Hadiatus Sholiha (sholihah.hadiatus@gmail.com)

Hadiatus Sholiha is a teacher in RA Manarul Islam Malang, Indonesia. She earned her Bachelor degree in Psychology from Universitas Negeri Surabaya, Indonesia. Her research interest is in the area of Education and Development Psychology.

268. Hae-Ri Kim (hrkim@snue.ac.kr)

Hae-Ri Kim is a professor of the Department of English Education at Seoul National University of Education, Korea. Her teaching and research areas are Literacy Education, Children's Literature in Education, EFL Materials Development, and Developing EFL Teacher Training Programs. Currently she has been developing various teacher training programs for primary school English teachers.

269. Haein Park (cong236cong236cong236@gmail.com)

Haein Park is a teacher at Samsung Elementary School, Seoul, Korea. She is on her Ed.D course in the field of primary English education from Seoul National University of Education. She is currently interested in teaching English to primary EFL learners using Children's literature.

270. Hafizah P. Pratiwi (hafizahp.2020@student.uny.ac.id)

Hae-Ri Kim is a professor of the Department of English Education at Seoul National University of Education, Korea. Her teaching and research areas are Literacy Education, Children's Literature in Education, EFL Materials Development, and Developing EFL Teacher Training Programs. Currently she has been developing various teacher training programs for primary school English teachers.

271. Hai-Long Huynh (longhuynh.vn@gmail.com)

Hai-Long Huynh is a Ph.D student in TESOL of the Department of English of National Taiwan Normal University. He earned his M.A in TESOL from University of Southern Queensland, Australia. His research interests include digital literacy, language assessment, academic writing and CALL.

272. Halim Ahmad Faizin (halim@pnm.ac.id)

Halim Ahmad Faizin is a lecturer of the English Study Program of State Polytechnic of Madiun, Indonesia. He earned his Bachelor Degree from Universitas Negeri Malang, and his Master Degree from Monash University, Australia. His research interests are in the areas of Language and Culture, Bilingualism, Second Language Acquisition, and English Language Teaching.

273. Halissa Dewi Purnama (halissadewipurnama@gmail.com)

Halissa Dewi Purnama is a student of the English Language Education Study Program of Universitas Lambung Mangkurat, Indonesia. After graduating from high school, she continued her study at the English Language Education Study Program of Lambung Mangkurat University in 2018.

274. Hamamah (hamamah@ub.ac.id)

Hamamah is an academic at the The Faculty of Cultural Studies, Universitas Brawijaya, Indonesia. She completed her Ph.D. at the University of New South Wales (UNSW), Sydney, Australia. Her fields of interest encompass Academic Writing, Writing for Publications, TEFL, and Internalization for Higher Education. Hamamah is also recently appointed as the Vice Coordinator of TEFLIN in East Java Region.

275. Hamzah

Hamzah is a head of master program of English Language Education of Universitas Negeri Padang, Indonesia. She earned his doctoral degree in Universitas Indonesia. Now, He is active as lecturer in undergraduate and graduate program. Further, he also served as head of CALL Laboratory of Universitas Negeri Padang.

276. Hanafi Bilmona (hanafibilmona@gmail.com)

Hanafi Bilmona is a lecturer of the English study program of Universitas Pattimura in Ambon city of Maluku, Indonesia. He earned his M.Pd in English education from the Indonesia University of Education (UPI). His research interests are in the areas of English Language Education and Teaching, Plagiarism in Academic Writing, language and Cultural Communication.

277. Hanandyo Dardjito (hanandyo@ustjogja.ac.id)

Hanandyo Dardjito is a teaching staff of Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia. He earned his PhD from Charles Darwin University, Australia. His research interests are in the areas of instructional technology, teacher professional development, and English Language Teaching.

278. Hanna Maria Panggabean (hannapanggabean15@gmail.com)

Hanna Maria Panggabean is a faculty member of Hospitality Study Program of Politeknik IT&B Medan, Indonesia. She earned her master degree in Foreign Languages and Applied Linguistics from Yuan Ze University, Taiwan. Her research interests are in the areas of Global Englishes and English as Specific Purpose.

279. Harits Masduqi (harits.masduqi.fs@um.ac.id)

Harits Masduqi is a faculty member of the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. His research interests include Applied Linguistics/TESOL, Creative Writing, Discourse Analysis, and Indonesian Studies. He earned his B.Ed. and M.Ed. in English from Universitas Islam Malang, M.Ed. in TESOL from Monash University of Melbourne, Certificate in English Language Teaching from University of Cambridge, and Certificate in Advanced Skills for Academic Success from University of Sydney. His ORCID ID is at <https://orcid.org/0000-0002-7661-7088>

280. Harumi Manik Ayu Yamin (harumi.m@ui.ac.id)

Harumi Manik Ayu Yamin is a lecturer at the English Studies Program, Faculty of Humanities, Universitas Indonesia, where she received her master's degree in Linguistics (Language Teaching). Her research interests are in the areas of teacher professional development, English Language Teaching, and intercultural communication.

281. Harunur Rosyid

282. Haryanto Atmowardoyo (haryanto@unm.ac.id)

Haryanto Atmowardoyo is a Professor of English Education Study Program at State University of Makassar. His course is in teaching EFL. His research interests are in the areas of methodology and EFL teaching.

283. Hasan Mohsen Al-Wadi (hasan.alwadi@gmail.com)

Hasan Mohsen Al-Wadi is an associate professor in the English Language Education Department – Bahrain Teachers College, University of Bahrain. He holds Ed.D. in TESOL from the University of Exeter-U.K, Postgraduate Certificate in Academic Practice from the St. John York University, U.K. and M.Ed in Curriculum Development from the University of Bahrain. He is a senior fellow to the AHE, U.K.

284. Hashimah Mohd. Yunus (Hashimah.MohdYunus@taylors.edu.my)

Hashimah Mohd. Yunus is currently a Senior Research Fellow in Taylor's University Malaysia. She has retired as a lecturer and Deputy Director of Center of Education and Training in Renewable Energy, Energy Efficiency and Green Technology (CETREE) in Universiti Sains Malaysia (USM). Her field of expertise is Science Education, Green Technology Education, Teacher Education and Curriculum Studies.

285. Hasmianti (hasmiati01@gmail.com)

Hasmiati is a lecturer and her master's degree and doctoral degree were obtained at the State University of Makassar. Her research focuses include curriculum & material development and language testing and ICT in language teaching.

286. Hasnawati (hasnawati@unismuh.ac.id)

287. Hastini (hastini@untad.ac.id)

Hastini has become an active lecturer in English Education Study Program, Tadulako University, Indonesia since 2000. She did her MA in Queensland University, Australia. Her research interests are in the area of language teacher professional development, Informal digital learning of English, and English language teaching

288. Havid Ardi (havid.ardi@fbs.unp.ac.id)

Havid Ardi is a faculty member of the English Department at Universitas Negeri Padang, Indonesia. He earned his Doctoral Degree in Linguistics from Universitas Sebelas Maret, Indonesia. His research interests are in the areas of applied linguistics in ELT, ELT, translation, and translation studies.

289. Hendri Yawan (hendriyawan4lpdp@gmail.com)

Hendri Yawan is a junior lecturer of the English Department of Universitas Sembilanbelas November, Kolaka. He earned his Master in Education expertise in teaching practice from Monash University, Australia. His research interests are in the areas of teacher professional development, English Language Teaching, Teacher Education, Digital learning.

290. Heni Ari Nur Rohmawati (heniarinurr@gmail.com)

Heni Ari Nur Rohmawati is a student of the Graduate English Education Study Program of Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia. Her research interests are in the areas of English Language Teaching, instructional technology, and language assessment.

291. Henni (henni_hk@yahoo.com)

Henni, S.S., M.Hum. Henni is a lecturer in the Faculty of Languages and Cultures at Maranatha Christian University. She attained her bachelor degree from MCU majoring in English Literature and her master from Padjadjaran University majoring in English Linguistics. Her research interests include issues in education, discourse analysis and semiotics.

292. Henny Dwi Iswati (hennyiswati@unesa.ac.id)

Henny Dwi Iswati is a lecturer in the Department of English at the Faculty Languages and Arts, State University of Surabaya. Her research interest and expertise lie in critical reading, reading for research functional grammar, virtual learning and systemic functional linguistics.

293. Henny Herawati (herawatihen@gmail.com)

Henny Herawati is a faculty member of the English Language Education Study Program of Universitas Sanata Dharma, Indonesia. She earned her PhD in Education- TESOL from Monash University, Australia. Her research interests are L2 creative writing, creativity in EFL learning, and literature in EFL learning.

294. Henny Indira (hennysipowpow@gmail.com)

Henny Indira is an English teacher in MI Manarul Islam Malang, Indonesia. She earned her Bachelor degree in English Language and Teaching from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of English Language Teaching, Teaching Methodology and Teaching English for Young Learners.

295. Herditya Wahyu Widodo (herditya.widodo.fs@um.ac.id)

Herditya Wahyu Widodo, S.S., M.A. is a lecturer (Dosen) at Faculty of Letters, State University of Malang (Fakultas Sastra Universitas Negeri Malang), Indonesia. His interests are in Cultural Studies, Film Studies, and American Studies. He currently lives in Malang, East Java, Indonesia.

296. Herlina Usman (herlina@unj.ac.id)

297. Hermawati Syarif, Yenni Rozimela are professors in English Language Teaching at Padang State University-Indonesia. As her supervisors, they significantly contributed to complete this study.

298. Hesti Wahyuni Anggraini (hwanggraini@fkip.unsri.ac.id)

Hesti Wahyuni Anggraini is a faculty member of the English Education Study Program of Universitas Sriwijaya, Palembang, Indonesia, Indonesia. She earned her Master's in English Education from Graduate School of Universitas Sriwijaya, Palembang, Indonesia. She is interested in conducting studies in the areas of English Language Teaching, English as. Foreign Language Learning, and Educational Psychology.

299. Hidayah Nor (hidayahnor@uin-antasari.ac.id)

Hidayah Nor is an English Education Department lecturer at UIN Antasari Banjarmasin. She is interested in English Language Teaching and Teacher Professional Development. She has made English modules for her main areas of interest include Listening, Writing, Instructional Design, Business English and presented papers at national and international conferences on ELT.

300. Hilda Rakerda (hildamenuelis@gmail.com)

Hilda Rakerda is a lecturer in English Education Study Program, Institut Agama Islam Negeri Pontianak, Indonesia. Currently, she has been doing researches in teacher professional development and technology-enhance language learning field.

301. Hiroko Arao (arao@edu.mie-u.ac.jp)

Hiroko Arao teaches English in the faculty of education at Mie University in Japan.

302. Hiroyuki Ida (ida2011hiroyuki@gmail.com)

Hiroyuki Ida: Dr. Ida's research covers academic literacies in terms of curriculum and pedagogy. He has recently applied the perspective from academic literacies to English language teaching, and started investigating emergent phenomena of English language teaching by using posthumanist theories. He is currently appointed as an assistant professor at Josai University

303. Hiroyuki Obari (obari119@gmail.com)

Dr. Hiroyuki Obari is Professor Emeritus at Aoyama Gakuin University. He now teaches part-time in the Faculty of Law, Waseda University. He received his M.A. from Columbia University (TESOL), and Ph.D. from the University of Tsukuba (Computer Science). He served as a visiting researcher at the University of Oxford (1998, 2007, 2018~2020). He specializes in CALL, TESOL, Worldview Studies, and EdTech.

304. Hồ Đình Phương Khanh (khanhhdp@ueh.edu.vn)

Dinh Phuong Khanh Ho is currently an English lecturer at University of Economics Ho Chi Minh City. She got a Master's degree in Applied Linguistics from Curtin University in 2011. She is interested in applying new teaching methods and technology to provide students with better learning experiences.

305. Htun Win (tunwin.english@gmail.com)

After teaching English for 25 years, Mr. Htun Win is now an EFL Associate Professor at a tertiary institution of Myanmar. His research interests focus on English language teaching, particularly the application of learning theories and learning strategies into practice in an EFL context. Literature teaching is also an area of interest.

306. Humairah Fauziah (humairah.fauziah@gmail.com)

Humairah Fauziah is a lecturer of the Education Program at Universitas Trunojoyo Madura. She is now taking her doctor degree at Universitas Negeri Malang. She obtained her master degree from Universitas Negeri Malang and her bachelor's degree from Universitas Islam Malang. Email: humairah.fauziah.2102219@students.um.ac.id; humairah.fauziah@gmail.com

307. Husnawadi (husnawadi1985@uinmataram.ac.id)

308. Huyen Nguyen Thi Thuong (thuonghuyen0212@gmail.com)

Huyen Nguyen Thi Thuong is a lecturer of English at University of Thai Nguyen Medicine and Pharmacy, Vietnam, holds a Master in TESOL from National University in Vietnam. Her current research interests involve Curriculum and Materials Development, ESP, language teaching methods and approaches.

309. I Dewa Gede Rat Dwiyan Putra (ratdwiyanaputra@uhnsugriwa.ac.id)

I Dewa Gede Rat Dwiyan Putra is a faculty member of the English Language Education Department of Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Bali, Indonesia. He earned his Doctoral Degree in English Language Education from Universitas Negeri Malang, Indonesia. His research interests include ICT and writing.

310. I Putu Yoga Purandina (yogapurandina@gmail.com)

I Putu Yoga Purandina is a faculty member of the Dharma Acarya (Teacher Training and Education) Department of Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja, Bali, Indonesia. She earned her M.Pd. in English Language Education from Ganesha University of Education, Singaraja, Bali, Indonesia. Her research interests are in the areas of teacher professional development, English Language Teaching, Teaching English for Young Learners, and Digital Literacy.

311. I-Chung Ke (ichungke@g.yzu.edu.tw)

I-Chung Ke is a faculty member of Foreign Languages and Applied Linguistics of Yuan Ze University, Taiwan. He earned his PhD in the Department of Curriculum and Teaching, Illinois, USA. His main research areas are Cultural Globalization and Education, Global English.

312. I'anatul Avifah (ianatulavifah@gmail.com)

I'anatul Avifah is a graduate of MA in TESOL with a pathway to Educational Technology at The University of Manchester, United Kingdom. She has a big interest in technology and language learning, Teaching English as a Foreign Language (TEFL) and educational technology. She is currently working in the Department of English Language Education at Universitas Billfath.

313. Ianatuz Zahro (ianatuzzahro@gmail.com)

Ianatuz Zahro is a lecturer of the Faculty of Education S1 Early Childhood Education, University of PGRI Argopuro Jember, Indonesia. She earned her master degree in English Education from Universitas Islam Malang (UNISMA), Indonesia. Her research interests are in the areas of English for Academic Purpose (EAP) and English for Specific Purpose (ESP).

314. Ibrahim Ibrahim (ibr195@umkt.ac.id)

Ibrahim Ibrahim is a faculty member of the English Education Department of Universitas Muhammadiyah Kalimantan Timur, Indonesia. He earned his master degree in Teaching English to Speakers of Other Languages program, Monash University, Australia. His research interests are English language teaching and CALL.

315. Ida Wardani (idawardani@fkip.unmul.ac.id)

Ida Wardani is currently a lecturer at the English Language Department of Mulawarman University in Samarinda, Indonesia where she teaches courses of Reading Comprehension, Introduction to Educational Science, and so on. She graduated from State University of Surabaya. Her research interest covers Reading Comprehension in EFL Context.

316. Ifan Iskandar (ifaniskandar@unj.ac.id)

Ifan Iskandar is a faculty member of the English Magister Program of the Department of Universitas Negeri Jakarta, Indonesia. He earned her Doctor in Applied Linguistics from Universitas Negeri Jakarta, Indonesia. His research interests are in the areas of teacher professional development, English Language Teaching, and Linguistics.

317. Ignasia Yuyun (ignasia_y@ukrida.ac.id)

Ignasia Yuyun is a faculty member of the English Department of Universitas Kristen Krida Wacana, Indonesia. She earned her bachelor's degree in English Education from Universitas Sanata Dharma Yogyakarta and her master's degree in English Education from Universitas Pendidikan Indonesia, Indonesia. Her research interests are in Technology-Enhanced Language Learning, Educational Technology, Curriculum and Technology Design, EFL Teacher Knowledge, and Content Writing.

318. Ignatius Harjanto (harjanto@ukwms.ac.id)

Ignatius Harjanto is a faculty member of the English Department of Universitas Katolik Widya Mandala Surabaya, Indonesia. He earned his Doctorate degree in English Language Education from Universitas Negeri Malang, Indonesia. His research interests are in the areas of English Language Teaching, teacher professional development, and Discourse.

319. Iin Hermianto (academic.cnlpearson@gmail.com)

Iin Hermiyanto has been dedicating his life to English teaching since 24 years ago in various leading educational institutions both formal and non-formal. He has had experience as an ELT trainer for teachers and school students, a resource person for Televisi Edukasi, and a national instructor. The award that he has won is the Outstanding Teacher at Banten provincial level and a nominated teacher with the best paper and innovative work at the national level. His motto is: Create Your Happiness by Sharing and Giving.

320. Ika Fitriani (iiekafitri@gmail.com)

Ika Fitriani is an English facilitator and learning designer in sekolah.mu. She has been actively writing and presenting in a number of national and international scientific forums. Her major interests of research are research method, instructional media, strategies, and techniques, English for young learners, English across curriculum, and educational technology. For further inquiries, Ika can be reached through iiekafitri@gmail.com.

321. Ika Harianingsih (ikaharianingsih@gmail.com)

Ika Harianingsih earned her bachelor's degree in the English education at the University of Muhammadiyah Malang. She is currently studying at the Universiti Sultan Zainal Abidin University (UniSZa), Trengganu, Malaysia, taking master by research. Her research focuses on related issues on Teaching and Learning Methods and English Language Teaching.

322. Ika Lestari Damayanti (ikalestaridamayanti@upi.edu)

Ika Lestari Damayanti is an Associate Professor in the Department of English Education, Universitas Pendidikan Indonesia (UPI). She earned her Master's degree in TEYL from University of Warwick UK and Doctorate degree from University of Wollongong, Australia. She has conducted extensive research and workshops on EFL methodology, genre pedagogy, multi-literacy and storytelling.

323. Ilza Mayuni (ilza.mayuni@unj.ac.id)

Ilza Mayuni is a faculty member of a Postgraduate Program of Applied Linguistics, A professor in Applied Linguistics, Universitas Negeri Jakarta, Indonesia. Her research interests include literacy development, critical literacy, TEFL, and applied linguistics.

324. Ima Fitriyah (ima.fitriyah.2102219@students.um.ac.id)

Ima Fitriyah is a faculty member of the English Language Education, State Islamic Institute of Kediri, Indonesia. She is currently doing her Ph.D. education at Universitas Negeri Malang, Indonesia. Her research interests include language testing and assessment, language teacher identity, teacher assessment literacy, and curriculum, material development.

325. Ima Normalia Kusmayanti (kusmayanti@telkomuniversity.ac.id)

Ima Normalia Kusmayanti is a faculty member of the Industrial Engineering Department in Universitas Telkom, Indonesia. She earned her bachelor degree in English Literature and master degree in English Education from Indonesia University of Education (UPI). Her research focuses are in the areas of English language teaching, computer-assisted language learning, and material developments.

326. Imam Santosa (Imam_santosa@mncu.ac.id; imsmsantosa_9906921006@mhs.unj.ac.id)

Imam Santosa is a faculty member of the English Department of Universitas Media Nusantara Citra, Indonesia. He currently studies in Doctoral program of Applied Linguistics from Universitas Negeri Jakarta. Her research interests are in the areas of teacher professional development, English Language Teaching, and ICT in language Teaching

327. Imelda Gozali (imelda.gozali.2102219@students.um.ac.id)

Imelda Gozali is a Ph.D. candidate in the Graduate School of English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. She obtained her master degree in English Language Education from Universitas Katolik Widya Mandala Surabaya, where she is also working as a faculty member. Her current research interest is in teaching English writing, the use of technology in language learning and teachers' professional development.

328. Indah Asriani Siregar (indahsiregar1712@gmail.com)

Indah Asriani Siregar Indah Asriani Siregar is a student of English Applied Linguistics Study Program of Postgraduate School State University of Medan (UNIMED). In 2019, she graduated from the State University of Medan (UNIMED) with a Bachelor's degree. Her research interests include linguistics and lexicostatistics.

329. Indah Wardaty Saud (indah.saud@iain-manado.ac.id)

Indah Wardaty Saud is a faculty member of the English Education Study Program of Institut Agama Islam Negeri Manado, Indonesia. She earned her magister degree in English Language Teaching from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of English Language Teaching, English Skills, and English Literature.

330. Indra Hartoyo (ohart_73@yahoo.com)

Indra Hartoyo is a faculty member of English Language and Literature Department of Universitas Negeri Medan (UNIMED), Indonesia. He was borned in October 1974 in Binjai. He earned his Sarjana Degree (S.Pd.) in English majoring from IKIP Negeri Medan, North Sumatera (1997), His M.Hum. in English Applied Linguistics (2005) from Universitas Negeri Medan. He has been teaching a number of courses on English Education Study Program over the years, and more specific courses on TEFL, Curriculum and Text Book Analysis, and Literature in ELT. His research and publication interests include Teaching Methods, Curriculum Development, and Teaching Media.

331. Ira Irzawati (irairzawati@gmail.com)

Ira Irzawati is a faculty member of the English Education Study Program of Musi Charitas Catholic University, Indonesia. She earned her master degree from Sriwijaya University. Her research interests are in the areas of English language teaching, language teaching media, and teaching material development.

332. Ira Maria Fran Lumbanbatu (ira.lumbanbatu.fs@um.ac.id)

Ira Maria Fran Lumbanbatu is a faculty member at Department of English, Faculty of Letters, Universitas Negeri Malang. She received her master's degree in English Applied Linguistics from Universitas Negeri Medan (UNIMED) in 2013. She has interest in linguistics specifically in the areas of Family Language Policy (FLP), Language acquisition and maintenance.

333. Ira Mutiaraningrum (ira.mutiaraningrum@gmail.com)

Ira Mutiaraningrum is an ESP lecturer from Politeknik Negeri Sambas, Indonesia. She is now pursuing her doctoral degree at Universitas Negeri Semarang, Indonesia. Her research interest covers learning autonomy, especially self-regulated learning, information literacy, critical thinking, and feedback in EFL learning.

334. Irfan Rifai (rifairifan188@gmail.com)

Irfan Rifai is a faculty member of the English Department of Bina Nusantara University, Jakarta, Indonesia. He earned his PhD in Reading and Literacy from the Ohio State University, United States. Irfan does research in Teacher Education, Pedagogic Theory, Reading and Literacy Instructions, and Language Education.

335. Irina N. Lazareva (lazar_irina@mail.ru)

Irina N. Lazareva is Associate Professor of General Education Science at Far Eastern Federal University. Her research interests include educational responses to structural shifts; educational development in language settings; teacher education; second language writing.

336. Iris Ngan-Leng Mak (ngmak@cityu.mo)

337. Irma Dwi KS (irmadks.26@gmail.com)

Irma Dwi KS (Co-Presenter) is an English Teacher of State Senior High School 2 at Purbalingga Regency, Central Java, Indonesia. Her bachelor's degree, majoring in English Education from UNNES.

338. Irpan Apandi Batubara (irpanbatubara@upi.edu)

Irpan Apandi Batubara is doing his doctoral degree at Universitas Pendidikan Indonesia at present. He started his career as a lecturer in 2014 and he is now an Assistant Professor at Universitas Muslim Nusantara Al Washliyah in Medan. His research interests are in the areas of teaching method, collaborative Learning, teacher professional development, and applied linguistics.

339. Irsyad Nugraha (irsyad080383@upi.edu)

Irsyad Nugraha is a lecturer of English at English Language Education Department, Institut Pendidikan Indonesia (IPI) Garut and he is currently pursuing his doctoral program in Universitas Pendidikan Indonesia (UPI) Bandung. His research interest includes Language policy, EFL and multimodal analysis.

340. Israa Abdulhadi Qari (iaqari@kau.edu.sa)

Israa Abdulhadi Qari is an assistant professor who teaches in the English Language Institute at King AbdulAziz University in Jeddah, Saudi Arabia. She obtained her master's degree and doctorate certificate from the UK (2008 and 2017 respectively) Her research interests include: cross-cultural comparative politeness research, intercultural pragmatics, Arabic politeness, politeness and gender, interlanguage pragmatics and error analysis.

341. Israt Jahan (shantiewu@ewubd.edu)

Israt Jahan as an Assistant Professor teaches BA and MA in English in the department of English at East West University, Bangladesh. She has published several papers in national and international peer-reviewed journals. She is a PhD researcher at Bangladesh University of Professionals under the supervision of Professor Fakrul Alam.

342. Issy Yuliasri (issy.yuliasri@mail.unnes.ac.id)

Issy Yuliasri is a Professor of Applied Linguistics in Universitas Negeri Semarang. Her research interests are Translation and ELT. She has contributed in the writing of "Alice in a World of Wonderlands: The Translations of Lewis Carroll's Masterpiece" published by Oak Knoll Press in cooperation with The Lewis Carroll Society of North America, New Castle (2015).

343. Istanti Hermagustiana (istanti.ana81@gmail.com)

Istanti Hermagustiana graduated with MA from Queensland University and PhD from Makassar State University. She has been a faculty member of English Language Education Department at Mulawarman University since 2003. Her teaching and research interests lie in the areas of teacher cognition, language acquisition, English language teaching, gender studies and English skills development.

344. Isti Siti Saleha Gandana (istigandana@upi.edu)

Isti Siti Saleha Gandana is a lecturer of English Language Education at Universitas Pendidikan Indonesia. Her academic interests range from literature, gender equity in education, cultural studies to exploring innovative language teaching, especially in the context of teaching English as a foreign language.

345. Iswandany Kaslan (eonekaslan@yahoo.com)

Iswandany Kaslan is a faculty member of English Education Study Program, the Graduate School of the State Islamic University of Sulthan Thaha Saifuddin, Jambi. He earned his Doctor degree from Malang State University, Malang, East Java, Indonesia. His research interests include the areas of Language Proficiency and Curriculum Development.

346. Ita Permatasari (permatasari.ita@pnm.ac.id)

Ita Permatasari is a lecturer of English Study Program of State Polytechnic of Madiun, Indonesia. She earned her Bachelor Degree from Universitas Negeri Malang, and her Master Degree from Sebelas Maret University. Her research interests are in the areas of English Language Teaching and Second Language Acquisition.

347. Jalu Wintang Widodo (jalu.18032@mhs.unesa.ac.id)

Jalu Wintang Widodo is an English Education student in Universitas Negeri Surabaya. His research interests are in the area of English language teaching, critical thinking, and cultures. He also participated in events related with English education and global cultures, such as International Model United Nations Conference 2021, UNESA 6th English Teaching Conference 2021, and UNG International English Student Conference 2022.

348. Januarius Mujiyanto (yanmujiyanto@mail.unnes.ac.id)

Januarius Mujiyanto is a Professor of Applied Linguistics in Universitas Negeri Semarang. His expertise is in Translation/Interpreting, Styles and Structures in Literature (Stylistics). Some of his works are An Introduction to The Philosophy of Science, Introduction to Systemic Functional Grammar, English for Science and Technology.

349. Jasmine Kong-Yan Tang (tangj@geneseo.edu)

350. Jayanthi Rajendran (jayanthirajendran.sse@saveetha.com)

Jayanthi Rajendran is a Professor and Head of the Department of English Language and Linguistics, Saveetha Institute of Medical and Technical Sciences. She earned her PhD in English Language and Literature from University of Madras, Chennai, India. Her research interests are in the areas of teacher professional development, English Language Teaching, and Literature.

351. Jeffrey Maxwell (jmaxwell@tiu.ac.jp)

Jeffrey Maxwell is a Global Teaching Fellow and Lecturer at Tokyo International University in Japan. He has over 20 years of experience at programs in China, Korea, and the United States. He earned his M.A. TESOL from Portland State University. His research interests include English Language Teaching, assessment, task based language teaching, and intercultural communication.

352. Jehan Cruz (j_cruz@kufs.ac.jp)

Jehan Cruz is currently an Assistant Professor of English as a foreign language at Kyoto University of Foreign Studies in Japan. She has been an English language teacher at various Japanese Universities. Her research interest has been related in the promotion of intercultural competence through tandem language learning, developing learner autonomy, reflective teaching practices, language policy and planning in the context of Japan.

353. Jenny Elvinna Manurung (Jenny.EM@univ-tridianti.ac.id)

Jenny Elvinna Manurung is a lecturer of English education at Tridianti University Palembang. She graduated from Sriwijaya University for her master study and majoring in English education. She also graduated from State University of Yogyakarta (UNY) for her undergraduate study majoring in English education. Her research interests cover TEFL Methodology, Second Language Acquisition, and English Semantics.

354. Jiancheng Qian (qjc2000@sina.com)

Dr. Jiancheng Qian is a professor of English at Zhengzhou University, Zhengzhou, China. Her research interests include Second Language Learning and Teaching, Written Corrective Feedback, Technology in Teaching, and Sociolinguistics.

355. Jianzhu Chen (cjianzhu@s.eduhk.hk)

Jianzhu Chen is a Research Assistant in the Department of English Language Education at the Education University of Hong Kong. Her research interests include Computer Assisted Language Learning and English as an International Language.

356. Jihyeon Jeon (dearjeon@ewha.ac.kr)

Jihyeon Jeon is a professor at Ewha Woman's University, Seoul, Korea. She has served as the president of AsiaTEFL for finance and publication (2017-2020). Her recent publications appear in the English for Specific Purposes and TESOL Encyclopedia of ELT (2018). Her recent talks include teacher communication from the perspectives of interpersonal communication.

357. Jim Yee Him Chan (egjim.chan@gmail.com)

Jim Y.H. Chan is Associate Professor in Faculty of Education, University of Hong Kong. His research interests include Global Englishes and English as a lingua franca, language attitudes/identities, bilingual education, and ELT pedagogies. Some of his work has been published in TESOL Quarterly, Language Teaching Research, World Englishes, Language and Education, System, Language Assessment Quarterly and Journal of Multilingual/Multicultural Development.

358. Jinnan Kou (koujinnan@dlut.edu.cn)

Jinnan Kou is a faculty member in applied linguistics at the School of Foreign Languages, Dalian University of Technology, in Dalian, China. Her research interests include English for specific and academic purposes, foreign language education and instructed second language acquisition.

359. Jinrong Guis (lbd985211@gmail.com)

Jinrong Guis a postgraduate student of Grade 2 in Foreign Languages School of Sichuan Normal University, China. She is a student who mainly studies English teaching and learning as a foreign language. Her research interests are primarily second language acquisition, teaching and learning of English vocabulary.

360. Jiyoung Han (hufsmonica@gmail.com)

Jiyoung Han (corresponding author) is currently studying for her Ph.D. in TESOL (Teaching English to Speakers of Other Languages) at the Hankuk University of Foreign Studies, Seoul, Korea. Her research interests include language policy, language testing, and L2 oral interaction.

361. Jocelyn L. Alimondo (jalimondo75@gmail.com)

Jocelyn L. Alimondo is the current Administrator of the Diocese of Baguio-Schools, located at Baguio City Philippines. She had been an English Teacher for almost 23 years and held supervisory and managerial positions in various offices. Her research interests are topics related to Language and Literature and Culture.

362. Jocelyn L. Gagalang (jocelyn.gagalang@urs.edu.ph)

Dr. Jocelyn L. Gagalang is an Associate Professor V and former Dean of College of Social Sciences. She has been teaching English language and other allied subjects for more than 23 years in the University of Rizal System. She has authored books in language and education, and presented researches in international conferences. Her research interests include language learning and teaching pedagogies.

363. Johanes Leonardi Taloko (jltaloko@ukwms.ac.id)

Johanes Leonardi Taloko is a faculty member of the English Department of Widya Mandala Catholic University Surabaya, Indonesia. He earned his M.Sc in Education from Rijksuniversiteit Groningen (RuG), The Netherlands. He is currently taking his doctorate degree in Universitas Negeri Malang, Indonesia. His research interests are in the areas of English Language Teaching and CALL.

364. Johannes Ananto Prayogo (johannes.ananto.fs@um.ac.id)

Johannes Ananto Prayogo is a senior lecturer in English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. His teaching and research interests include linguistics in ELT, applied linguistics, literature, listening, language testing and assessment.

365. John Chi (johnchi@umd.edu)

John Chi is a Ph.D. student of Applied Linguistics and Language Education at the University of Maryland. His research focuses on heritage language education, with an emphasis on minority dialect speakers in the context of community-based schools. He is also interested in identity, humanizing pedagogy, teacher preparation, and TESOL.

366. Joko Priyana (joko.priyana@uny.ac.id)

Joko Priyana is a faculty member of English Language Education Study Program of Universitas Negeri Yogyakarta, Indonesia. He earned his MA from University of Canberra and PhD from Macquarie University, Australia. His research interests are in the areas of Materials Development and English Language Teaching.

367. Jookyoung Jung (jookyoung.jung@gmail.com)

Jookyoung Jung is an Assistant Professor at the Department of English, the Chinese University of Hong Kong. Her research interests include task-based language teaching (TBLT), second language (L2) reading and writing, technology-mediated L2 learning, and the role of individual differences in second language acquisition (SLA). Her recent work has appeared in journals such as IRAL, System, Language Teaching Research, and Studies in Second Language Acquisition.

368. Juana Sagaray (saga1404@hotmail.com)

Juana Sagaray is the Project Manager at the British Council Venezuela. She has over 25 years of experience as a teacher trainer for teachers of English. She earned her PhD in Education from Universidad Pedagógica Experimental Libertador, Venezuela. She has designed ELT materials and has managed monitoring and evaluation education projects. She is a researcher and lecturer.

369. Ju Seong Lee (jslee@eduhk.hk)

Ju Seong Lee is an Assistant Professor in the Department of English Language Education at the Education University of Hong Kong. His research interests include Informal Digital Learning of English and English as an International Language.

370. Judy Ann I. Siki (judyannsiki21@gmail.com)

Judy Ann I. Siki is a 4th year college student of the BA English Language program of University of Baguio, Baguio City, Philippines. She worked as an ESL teacher for almost 1 year at Ashbill Online Tutorial Services. Her research interests are in the areas of Discourse Analysis and Linguistics

371. Judy Yin (isabella@knue.ac.kr)

Judy Yin is a professor in the English Education Department at Korea National University of Education. Her research interest is in teaching speaking and writing and she has published a number of studies in teacher education. Her recent studies focused on collaborative writing, enhancing group feedback, and reflective teaching.

372. Juffrizal (juf_ely@fbs.unp.ac.id)

Juffrizal is a Professor of linguistics. He is an English lecturer from the faculty of languages and arts UNP. He earned his Doctoral degree from Udayana University, Indonesia. His research interests are in the areas of linguistics Typology and Anthropological Linguistics.

373. Jumariati (jumariati01@ulm.ac.id)

Jumariati is teaching at the English Language Education Study Program of FKIP of Universitas Lambung Mangkurat in Banjarmasin, Indonesia. Her research interests cover the areas of teaching writing skills, developing teaching materials, assessment in language teaching, and technology in language teaching and learning.

374. Junjun Muhamad Ramdani (j.ramdani@unsw.edu.au; junjunmuhamad@unsil.ac.id)

Junjun Muhamad Ramdani is currently a PhD candidate at the School of Education, University of New South Wales, Australia. He is also a faculty member of the English Education Department of Universitas Siliwangi, Indonesia. He has taught English for eight years. His research interests are teaching English speaking, TELL, teacher professional development, and qualitative research in ELT.

375. Jurianto (jurianto@fib.unair.ac.id)

Jurianto is a faculty member of the English literature department of Universitas Airlangga, Indonesia. He earned his M.Ed. in teaching English to speakers of other languages from Monash University, Australia. His research interests are in the areas of English language teaching and second language writing.

376. Kadek Sonia Piscayanti (yanmujiyanto@mail.unnes.ac.id)

Kadek Sonia Piscayanti is a doctor candidate in Universitas Negeri Semarang. Her research interest is in the teaching of literature in the EFL context. Some of her books are *Burning Hair* (poetry anthology), *The Art of Literature* (Poetry and Prose Fiction), *The Story of A Tree* (a script anthology). Her upcoming book is *Kayu's Magical Dreams*.

377. Kalsum (kalsum@iaipare.ac.id)

Kalsum is a faculty member of the English Department of IAIN parepare, Indonesia. She earned her M.Pd in English Education Department of University of Muhammadiyah Parepare. Her research interests are in the areas of teacher professional development and English language teaching.

378. Kammer Tuahman Sipayung (kammertuahmansipayung@gmail.com)

Kammer Tuahman Sipayung is a secretary on English Language Education at FKIP of Universitas HKBP Nommensen. He earned her PhD in programme of Linguistics from Universitas Sumatra Utara (USU), Medan, Indonesia. He started to study at USU from 2015 until 2018. His research interests are in the areas of teaching English language, Translation and Linguistics.

379. Kamsinah (kamsinah@unhas.ac.id)

Kamsinah is a faculty member of the English Department of Hasanuddin University, Indonesia. She earned her Doctoral Degree in Linguistics field from Hasanuddin University. Her research interests are in the areas of linguistics, sociolinguistics and teacher professional development.

380. Kardi Nurhadi (kardi.nurhadi84@gmail.com)

Kardi Nurhadi is a teacher educator in the Department of English at the Faculty of Education, Universitas Wiralodra, Jawa Barat, Indonesia. His research interests lie in extensive reading, critical reading and literacy, academic reading, multimodality, systemic functional linguistics in language education, narrative inquiry, teacher professional development and emotional geography in language education.

381. Karlina Karadila Yustisia (karlina@unmer.ac.id)

Karlina Karadila Yustisia is a member of Diploma Three in English Program in Universitas Merdeka Malang. She earned her Master in English Education from Universitas Islam Malang. Her research interest is in the areas of Technology in Language Teaching and Learning.

382. Karolis Anaktototy (wakwyoya@gmail.com)

Kardi Nurhadi is a teacher educator in the Department of English at the Faculty of Education, Universitas Wiralodra, Jawa Barat, Indonesia. His research interests lie in extensive reading, critical reading and literacy, academic reading, multimodality, systemic functional linguistics in language education, narrative inquiry, teacher professional development and emotional geography in language education.

383. Kaukabilla Alya Parangu (kaukabilla.20008@mhs.unesa.ac.id)

Kaukabilla Alya Parangu is a doctoral student in faculty member of the English Department of Universitas Negeri Surabaya, Indonesia. She is earning her PhD in English education and literature, Indonesia. Her research interests are in teaching English using technology, English Language Teaching, and Literature.

384. Kazuko Takahashi (kzktkhsh@gmail.com)

Kazuko Takahashi is an English teacher at a senior high school in Japan. She is interested in the importance of output and the potential for collaborative dialogues in EFL settings. In addition, her research explores her work fostering learners' ability to think and express their opinions in the target language.

385. Kelly Sng (kellysng16@gmail.com)

Kelly Sng is an undergraduate student at the National Institute of Education, Nanyang Technological University, Singapore. She was admitted to the Teaching Scholars Programme in 2019 and currently majors in English Literature. Her research interests are in the areas of young adult literature, pleasure reading and extensive reading.

386. Kenta Sugawara (sugawara.kenta@h.hokkyodai.ac.jp)

Kenta Sugawara is an Associate Professor of International and Regional Studies at Hokkaido University of Education, Japan. He earned his PhD from Hokkaido University. His current research interests include the language learning vision and motivation, as well as student engagement in academic work.

387. Kevin Bartlett (kevinab17@gmail.com)

Kevin Alan Bartlett currently works as an Associate Professor in the Department of English at Mukogawa Women's University, Japan. Originally from Australia, his research interests are in the areas of Applied Linguistics, Socio-cultural Anthropology and Japanese Studies, and focus on cultural and linguistic inclusivity in the EFL classroom.

388. Khairani Dian Anisa (khairani.dianisa@student.uns.ac.id)

Khairani Dian Anisa is a graduate student of the English Education Graduate Program at Universitas Sebelas Maret. Her research interests are in the area of Gamification, Language Assessment, and Sociolinguistics.

389. Khandoker Montasir Hassan (montasirjnu@gmail.com)

Khandoker Montasir Hassan is Associate Professor and Director at Institute of Modern Languages, Jagannath University, Dhaka. He has recently submitted his PhD thesis in Applied Linguistics and ELT at Jahangirnagar University, Dhaka, Bangladesh. His areas of interest include ELT methodology, syllabus design, and discourse analysis. He has already published 11 research articles in national and international journals.

390. Khine Zin Thant (khaingzint96@gmail.com)

Khaing Zin Thant is a Library Assistant-3at the Mandalay University, Mandalay, Ministry of Education, Myanmar. She received a bachelor's degree in library science from Yadanarbon University in Myanmar. Her current research interest is teacher training and professional development.

391. Khotimah Mahmudah (khotimah.mahmudah@uinjambi.ac.id)

Khotimah Mahmudah is a faculty member of the English Department of UIN Sulthan Thaha Saifuddin Jambi, Indonesia. She completed her master's degree at Sebelas Maret University (UNS), Surakarta. Her research interests are in the field of Technology in Language Teaching and Learning, Design based Research, and Enhancing EFL Students' reading and writing skills.

392. Khulaifiah (khulaifiah@edu.uir.ac.id)

Khulaifiah has currently engaging in research on autonomous learning issues and learning strategies for developing EFL learners' self-efficacy. She presently resides in Pekanbaru, and works as the teacher and an Associate Professor at Universitas Islam Riau, the Department of Education. She has published numerous papers such as in pegegog.net, uir.ac.id, unm.ac.id, unp.ac.id. SCOPUS ID: 57226385461

393. Khusnul Khotimah (khusnul.khotimah.2102219@students.um.ac.id)

Khusnul Khotimah is a faculty member of English Education Department of Universitas Mataram, Indonesia. She is currently doing her doctoral program in English Language Education in Universitas Negeri Malang, Indonesia. She has been actively involved in national and international teacher (researcher) professional development activities. Her research interests include language teaching methodology, learner and teacher autonomy, and teacher professional development.

394. Kiantoro Andiek Setiawan (qant_leonheart@yahoo.com)

Kiantoro Andiek Setiawan is a linguist, researcher, and English lecturer at Academy of Pharmacy of Putra Indonesia Malang. His areas of interests are critical discourse analysis and language teaching. He is now a teaching and research assistant at English Department of Universitas Brawijaya; currently working on some research in the field of education, training and development of English language.

395. Kidai Hasegawa (kidai.hase1025@gmail.com)

Kidai Hasegawa is a student in the Faculty of Education at Chiba University. He is interested in investigating primary English education to improve students' prosodic competence. He also explores how learners foster English prosody with chants.

396. Kilryoung Lee (klee@hufs.ac.kr)

Kilryoung Lee is a Professor in the Department of English Education at the Hankuk University of Foreign Studies, Seoul. His academic interests include teacher education, teaching listening/speaking, and nativeness/non-nativeness.

397. Kiwan Sung (paulsung906@gmail.com)

Kiwan Sung is Professor at Kyung Hee University in Korea and was former president of the Korea Association of Multimedia-Assisted Language Learning. He co-edited *Secondary School English Education in Asia: From Policy to Practice* (2015) and has published various books and article on ELT whiling researching on teaching methodologies, skills areas, critical theory and pedagogy, etc.

398. Kuan leong Mak (makqueenie@outlook.com; queenie@kwnc.edu.mo)

Kuan leong Mak holds a MEd in Teaching English to Speakers of Other Languages (TESOL) from the University of Wollongong, Australia, and a MA in Translation Studies from the University of Macau, China. Her research interests focus on multimedia-assisted and technology-enhanced language teaching and learning

399. Kunlawadee Farrell (kunlawadeefarrell@gmail.com)

Kunlawadee Farrell is a lecturer at the faculty of Technical Education, Rajamangala University of Technology Isan Khon Kaen Campus, Thailand. She graduated with a master's degree in English at Khon Kaen University, Thailand. Her core competencies are English phonetics and is supervisor of undergraduate research in the area of learning English as a foreign language, in which Narisra Aremart and Yuwasin Kaewkamsee were her advisees.

400. Kurniasih (kurniasih@unisma.ac.id)

Kurniasih is a doctoral candidate in English Language Teaching (ELT) at Universitas Negeri Malang, Indonesia. She pursued her master's degree at The English and Foreign Languages University, India focusing on English Language Education (ELE). Her research interests are language teaching methodology and foreign language classroom anxiety (FLA).

401. Kusumarasyati (kusumarasyati@unesa.ac.id)

Kusumarasyati is a lecturer at the English Department of Universitas Negeri Surabaya. She obtained her doctorate degree in TESOL from Monash University, Australia. Her research interests include reading comprehension, listening comprehension, language learning strategies, language assessment, and language teacher education.

402. Kyaw Sein (kyawseinsasankhar@gmail.com)

Kyaw Sein has joined in the profession of English language teaching since 2013 and has been teaching English language at Private High Schools and English Language Learning Centers for 9 years. He has established himself as a professional and reliable English teacher with the qualifications required in an English teacher and he is always improving his capacity and bringing developments in his profession. Moreover, he also serves as a volunteer English teacher at Monasteries, Churches, IDP Camps and orphanages, and teaches English to the needy. Currently, he is working as an English tutor at Manaw Yadana Private High School, Myitkyina, Kachin State, Ministry of Education, Myanmar, and he is also working as a volunteer English teacher at Yuzana Monastery and orphanages. He always has a grand thirst for knowledge on English language and teaching English. He keeps on learning new innovative things that help him improve his subject matter and teaching. He has published four international academic papers and he is still in other proceedings for his research papers. Being a passionate English teacher, he has participated in many national and international research conferences and webinars. He feels privileged and excited for having the opportunity to attend and present his paper in the 20th AsiaTEFL International Conference 2022.

403. Kyungja Ahn (kjahn21@gmail.com)

Kyungja Ahn is a professor in English Education Department at Seoul National University of Education in South Korea. She received her Ph.D. in Applied Linguistics from Pennsylvania State University. Her research interests include second language teacher education, second language learning and teaching, second language writing, and language planning and educational policy.

404. La Sunra (la.sunra@unm.ac.id)

La Sunra is a faculty member of English Department, Faculty of Languages and Literature, Universitas Negeri Makassar. His research interests include Applied Linguistics, reflective teaching practice, critical thinking, corrective feedback, teacher professional development, language teaching methods and approaches, classroom management, and communication strategy.

405. Lady Silk Moonlight (lady@poltekbangsby.ac.id)

406. Laely Hidayati (laelyhidayati@ub.ac.id)

Laely Hidayati is a faculty member of the School of Medicine of Universitas Brawijaya. She earned her Master's degree in English Language Teaching from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of English for Specific Purposes, Teaching English as a Foreign Language, and English Skills.

407. Laila Puspitasari Anggraini (lila.sujatmoko@gmail.com)

Laila Puspitasari Anggraini is a Maritime English lecturer for about 11 years. In her career as a lecturer, she is also trusted to hold the responsibility as Head of Internal Quality Assurance at Sekolah Tinggi Ilmu Pelayaran (STIP), Jakarta. Her research interests are in the area of learning process development, Professional English Language Teaching, and Quality of Education Implementation.

408. Laila Rochmawati (lailarochmawati@poltekbangsby.ac.id)

Laila Rochmawati is a faculty member of the aeronautical communication officer Department of Politeknik Penerbangan Surabaya, Indonesia. She achieved her doctorate degree in educational technology from Universitas Negeri Surabaya, Indonesia. Her research interests are in the areas of teacher English Specific Purpose, English Language Teaching, and educational technology. She is an Aviation English educator, and Aviation English Proficiency Rater under the ministry of transportation.

409. Lailatun Nurul Aniq (aniqlailatunnurul@student.uns.ac.id)

Lailatun Nurul Aniq received the M.Pd. degree in English language education from Universitas Sebelas Maret Surakarta, Indonesia in 2021. He is preoccupied as a reviewer in some journals, conferences, and research communities, e.g., ICCTE and ICEAR. His research interests are in the areas of digital literacy, English Language Teaching, and curriculum development.

410. Lakshmi K. (lakshmik41011.sse@saveetha.com)

Lakshmi K is a Phd Research Scholar of English Language and Linguistics in saveetha school of engineering, SIMATS, Chennai Tamilnadu, India. She graduated law degree (B.L.) in Krishnadevaraya University Andhra Pradesh and also she graduated BA English Literature and Post Graduated MA English Literature in Madras University, Chennai ,Tamilnadu, India.

411. Lan wang (17481562@life.hkbu.edu.hk)

Wang Lan, Lecturer, College English Department, North China University of Technology

412. Lan, Wei-Hua (lanflora3@gmail.com)

Lan, Wei-Hua is a Ph.D. student of the English Department of National Taiwan Normal University. Her research interests are in the areas of family literacy in the EFL context and EFL literacy development in preschool and primary education.

413. Lanoke Intan Paradita (lantaranta@gmail.com)

Lanoke Intan Paradita is a faculty member of the Arabic Education Department at Universitas Muhammadiyah Yogyakarta. Currently, she is pursuing a doctoral degree program in Language, Education, and Society at the Ohio State University under Fulbright Scholarship. She is interested in researching Extensive Reading, Listening, and Viewing in EFL context.

414. Lantip Diat Prasajo

415. Le Dinh Bao Quoc(ledinhbaoquoc@gmail.com)

Le Dinh Bao Quoc holds an MA in TESOL and is pursuing his Doctorate in Education (Ed.D). He's been working in ELT for 20 years as a teacher, teacher trainer, and curriculum designer. He's presented at many international TESOL Conferences. His research interests include education management, professional development, and teaching practices.

416. Le Thanh Ha (halt@hnue.edu.vn)

Le Thanh Ha is a teacher trainer and researcher at Teaching Methodology Division under the Faculty of English, Hanoi National University of Education, Vietnam. She obtained her M.A in Applied Linguistics from University of Groningen, the Netherlands. Her research interests include language teacher education and assessment in higher education.

417. Leil Badrah Zaki (iinzaki17@gmail.com)

Leil Badrah Zaki is a faculty member of the English Department of Universitas InternasionalBatam. She had been working as an English lecturer and BIPA tutor since 2018. Her research interests are English for Specific Purposes, Curriculum and Developing English skills.

418. Lestari Kasih (lestarikasih25@uin-malang.ac.id)

Lestari Kasih is a lecturer on psycholinguistics of Humanities Faculty at UIN Maulana Malik Ibrahim, Malang and a researcher on the area of sign language, language disorder, and pragmatics. She got her master degree in English Language Teaching from Islamic University of Malang (2021).

419. Lestari setyowati (lestari.setyowati.fs@um.ac.id)

Lestari Setyowati is a full time lecturer of English Education Department, Faculty of Letters, State University of Malang, East Java, Indonesia. She earned her Bachelor's, Master's, and Doctoral degree in ELT from State University of Malang. Her subjects' interests are EFL Writing, Instructional media, ELT and environmental education, literature, and ELT.

420. Li Liu (2622664828@qq.com)

Li Liu is a postgraduate student of the School of Foreign Studies of Harbin Engineering University, China. Her major is Foreign Linguistics and Applied Linguistics. Her research interests are in the areas of intercultural communication competence and English Language Teaching.

421. Li Meilin (ab81754@connect.um.edu.mo)

Meilin Li is an undergraduate student majoring in English Studies at the University of Macau, and will chase her master's degree at the University of Hong Kong. Her research interest covers sociolinguistics, and second language acquisition.

422. Li Yukun (13001761799@163.com)

Li Yukun is a post-graduate student at Harbin Engineering University, China. Her major is Master of Translation and Interpreting(MTI). Her research interest is English translation.

423. Lia Nurmalia (lia.lnm@bsi.ac.id)

Lia Nurmalia is a lecturer of English Department of Universitas Bina Sarana Informatika (Universitas BSI), Jakarta, Indonesia. She earned her M.Hum in Applied Linguistics from Universitas Negeri Jakarta, Indonesia. Her research interests are in the areas of Translation Studies, Linguistics, and English Language Teaching.

424. Libin Duan (lbd985211@gmail.com)

Libin Duan is a faculty member of the English Department of Sichuan Normal University, China. She earned her MA in English literature from Sichuan Normal University, China. Her research interests are in the areas of intercultural communication, English language teaching, and pragmatics.

425. Lily Xiaoran Shi (shixr666@gmail.com)

Lily Xiaoran Shi is a 4TH year undergraduate student of English studies at the University of Macau. Her research interest is L2 listening assessment.

426. Lim Jia Lih (limjialih94@gmail.com)

Lim Jia Lih is a primary school teacher teaching English and Science in English in a rural primary school in Kapit, Sarawak, Malaysia. She graduated with a Bachelor of Teaching in TESL for primary education from an Institute of Teacher Education Malaysia. She is interested in early literacy and children's literature. She is also a Silver Certified Instructor for Whole Brain Teaching of America.

427. Listiani (listianiriyanto@gmail.com)

Listiani is a faculty member of the English Education Department of Universitas Muhammadiyah Purwokerto, Indonesia. She is pursuing her study at the Doctoral School of Educational Science at the University of Szeged (SZTE), Hungary. Her research interests are English language pedagogy and CALL.

428. Litasari Widyastuti Suwarsono (litasari@telkomuniversity.ac.id)

Litasari Widyastuti Suwarsono is a faculty member of the Industrial Engineering Department of Universitas Telkom, Indonesia. She earned her Master degree in Psychology from Padjadjaran University, Indonesia. She focuses her research in the areas of individual and organizational learning and well-being.

429. Loh Chin Ee (chinee.loh@nie.edu.sg; KS3476@e.ntu.edu.sg)

Loh Chin Ee is Associate Professor and Deputy Head (Research) at the English Language and Literature Academic Group at the National Institute of Education, Nanyang Technological University, Singapore. Her research focuses on literacy and literature education. Her most recent book is Literature Education in the Asia Pacific: Policies, Practices and Perspectives in Global Times (Routledge, 2018).

430. Loo Shih Min (shihmin@unimap.edu.my)

Dr. Loo Shih Min is a senior lecturer at Centre for Liberal Sciences, Universiti Malaysia Perlis, Malaysia, teaching English proficiency and Academic English courses. Her current research interests include computer-assisted language learning, intercultural communication and English for Academic purpose.

431. Louisa Sarah Kamanasa (likalmero@gmail.com)

Louisa Sarah Kamanasa is now a lecturer at PSDKU of Pattimura University. She holds a master's degree of English Education from Pattimura University. Her current research interests include EFL teachers' beliefs and practices, academic literacy development, technology in enhancing education, and foreign language education.

432. Luan Lan (524906660amy@gmail.com)

Luan Lan is an associate professor of the School of Foreign Studies of Harbin Engineering University, China. She earned her PhD in Applied Linguistics from Shanghai International Studies University, China. Her research interests are in the areas of foreign language teaching and testing.

433. Luki Ayu Widowati (lukiayuwidowati036@gmail.com)

434. Lukman Hakim (lukman_hakim@upi.edu)

Lukman Hakim is a faculty member at the English Language Education, Indonesia University of Education. His current research interests include language learning strategies, systemic functional linguistics, and multimodality in the field of education. He has involved in several journal management teams and applied linguistics conference organizing committee and is a member of applied linguistics and functional linguistics associations.

435. Lulu Laela Amalia (luluamalia@upi.edu)

Lulu Laela Amalia is a lecturer at Universitas Pendidikan Indonesia (UPI), Bandung, West Java. Her research interests are TEFL, Reflective Practice, Teacher Professional Development, and Narrative Inquiry in ELT. She completed her doctoral degree on ELT at Universitas Negeri Malang, East Java, Indonesia. Her email address is luluamalia@upi.edu.

436. Lulus Irawati (lulusirawati@unipma.ac.id)

Lulus Irawati is a lecturer in ELT Department and Post Graduate Program in Universitas PGRI Madiun. She is interested in Applied Linguistics, Language Teaching media, and ELT Skills. She earned her master degree of English Language Teaching from Universitas Sebelas Maret and she earned her Doctorate Degree of English Language Teaching in Universitas Negeri Malang.

437. Lusiana Dewi Kusumayati (lusianakusumayati@gmail.com)

Lusiana Dewi Kusumayati is a faculty member of the Air Transportation Management Department of Politeknik Penerbangan Surabaya, Indonesia. Her research interests are in the area of teaching English for Specific Purposes and English Language Education. She is an Aviation English educator under the ministry of transportation.

438. Lusia Ani Puspandari (lusiaeni@ppns.ac.id)

Lusia Ani Puspandari is a student of PhD Program of English Department in Malang State University. She is a lecturer in Shipbuilding Polytechnic in Surabaya and she finished her Post Graduate study in English Language Teaching from Widya Mandala Catholic University. Her position as an English Lecturer in Shipbuilding Polytechnic (PPNS) motivates her to expand more about teaching English for Vocational Higher Education. Her research interests are based on her teaching experiences in Vocational Higher Education in Shipbuilding Polytechnic, such as in Teacher Professional Development, ESP and Applied Linguistics.

439. Lyla Anggerwina Kusuma (lyla.kusuma@students.mq.edu.au)

Lyla Anggerwina Kusuma is a lecturer from STID Al-Hadid Surabaya as well as a PhD candidate from Macquarie University, Sydney, Australia. She is a MoRA scholarship awardee and has been teaching English for more than 10 years. Her research interests are in the areas of teacher cognition, ESP, English for young learners and multilingualism in Education.

440. Lynsey Mori (l_mori@kufs.ac.jp)

Lynsey Mori l_mori@kufs.ac.jp Associate Professor at Kyoto University of Foreign Studies. Educationalist, world explorer and lifelong learner. Mainly educated in Great Britain with short interludes living in the US, Sweden and traveling in Europe before finally settling in Japan in 2003. MA in TEFL and EdD candidate. Mother, daughter, wife, teacher, and eternal student.

441. Lystiana Nurhayat Hakim (tianaghea@gmail.com)

Lystiana Nurhayat Hakim is a lecturer of English Education Department, Universitas Perjuangan Tasikmalaya. She is interested in TESOL Methodology, Teaching Media, and ESP. She has experience in Lesson Study for Learning Community and she developed School-University Program in Tasikmalaya, West Java.

442. M. Affandi Arianto (affandia@fbs.unp.ac.id)

443. M. Rafli (mrafli@upi.edu)

M. Rafli is a postgraduate English student at English Education Program, School of Post Graduate Studies, Indonesia University of Education (UPI) Bandung. Besides being a student, he is also an English teacher at Tunas Unggul Global Interactive School. His interests are in Speaking, Writing, and English for Public Speaking.

444. M. Sayid Wijaya (sayidwijaya@radenintan.ac.id)

M Sayid Wijaya is an English lecturer at the English Language Education Department of UIN Raden Intan Lampung, Indonesia. Her research interests are in the area of Second Language Reading, Language Assessment, and Research in English Language Teaching.

445. M. Tegar (tegarmuhamad747@gmail.com)

M. Tegar is an English teacher at SMP Muhammadiyah 8 Antapani, Bandung and he is also a postgraduate English student at English Education Program, School of PostGraduate Studies, Indonesia University of Education (UPI) Bandung. His expertise is Reading, Speaking, and Writing Narrative Stories.

446. M. Zaim (mzaim@fbs.unp.ac.id)

M. Zaim is a faculty member of the English Department of Universitas Negeri Padang, Indonesia. He earned his Doctorate in Education from University of Tasmania, Australia. His research interests are in the areas of Linguistics, Language Teaching, and Language Assessment.

447. M. Zaini Miftah (m.zaini.2102219@students.um.ac.id)

M. Zaini Miftah is a faculty member of the Department of English Language Education, Faculty of Teacher Training and Education, Institut Agama Islam Negeri Palangka Raya, Indonesia. He earned his M.A. from Universitas Negeri Malang, Indonesia, and he is pursuing a Ph.D. at the same university. His research interests include L2 writing, ICT in ELT, blended learning, and teacher professional development. He is currently chief editor of the Journal on English as a Foreign Language.

448. M. Fahmi Hariadi (fahmihariadi896@gmail.com)

M.Fahmi Hariadi. He earned his bachelor degree in English Education from the University of Brawijaya. He is now pursuing his master degree in Universitas Negeri Malang (UM) Indonesia. His publication topics include classroom management and electronic material development

449. Mabel Ortiz Navarrete (mortiz@ucsc.cl; mabeor@gmail.com)

Mabel Ortiz Navarrete is a faculty member of the English Department of Universidad Católica de la Santísima Concepción, Chile. She earned her PhD in Applied Linguistics from Universidad de Concepción and her Master of Arts in ICT from Universidad de la Frontera, Chile. Her research interests are in the areas of feedback, peer assessment and writing.

450. Made Hery Santosa (mhsantosa@undiksha.ac.id)

Made Hery Santosa is a lecturer and researcher at Universitas Pendidikan Ganesha. He is an editor and a reviewer in SAGE Open, Springer, TESOL, TESL EJ, Kasetsart, etc. He has published articles, books, and chapters in reputable journals and publications. His research interests include English as a Foreign Language, Educational Technology, CALL, Literacy, and Innovative Pedagogies.

451. Maemuna Muhayyan (maemarasyid@gmail.com)

Maemuna Muhayang, Lecturer at the English Department, Universitas Negeri Makassar, Indonesia. Her research interests are Language Instruction and Interpersonal Communication

452. Maiko Kimura (33060@mwu.jp)

Maiko Kimura teaches English at Mukogawa Women's University in Japan. Her main interest lies in how the vocabulary improves in learners' mental lexicon.

453. Malikhatul Lailiyah (malikhatul.lailiyah@unmer.ac.id)

Malikhatul Lailiyah is a member of Diploma Three in English Program in Universitas Merdeka Malang. She earned her Master in English Education from Universitas Negeri Malang. Her research interest is in the areas of Digitalization in Education, Collaborative Skills and Technologies, And Technology-Supported Learning.

454. Malila Carvalho de Almeida Prado (malila.prado@gmail.com)

Malila Prado is Assistant Professor at the English BNU-HKBU United International College in Zhuhai, China. She holds a master's degree and a PhD both in English Applied Linguistics from Universidade de Sao Paulo (Brazil). At the time of the study described in this paper, she was working as a lecturer at Fujian University of Technology.

455. Mansurni Abadi (mansurni@embode.co)

Mansurni Abadi, M.Phil is a member of Institute of ethnic studies, The National university of Malaysia. He earned his Degree In Human Resources Management from Institute of Business and informatics Darmajaya, Psychology from Chulalongkorn University, Thailand, and English studies diploma from American language institute Metro Manila, Philippine. Currently Beside studies, he works as fellow researchers in Embode International, NGO from Hong Kong which focuses on the workforce and savers asia, and digital platform that help immigrant workers to learn about financial literacy. His research interests are in the areas of sociology, anthropology, Malay studies, Asean studies, Teo and ethno-ecology, Alternative education, Human rights, student activism, and social psychology.

456. Mar'atun Shalihah (maratunmaskur@gmail.com)

Mar'atun Shalihah is a student of Universiti Teknologi MARA, one of the universities in Malaysia; she is taking a master of teaching English as a second language. She earned her degree in teacher training and education from Mataram University, Indonesia.

457. Margaret Gleeson

458. Marhamah (marhamahudri@usn.ac.id)

Marhamah pursued her bachelor in Universitas Alauddin Makassar, majoring in English Education. She then got her master's in teaching English to Speakers of Other Languages (TESOL) at Monash University, Australia. Her research interests are focused on Teaching English for Young Learners (TEYL), English as Foreign Language (EFL), and Teacher education.

459. Maria Asumpta Deny Kusumaningrum (asumpta.deny@gmail.com)

Maria Asumpta Deny Kusumaningrum, S.Pd., M.Hum. graduated from Magister Program, Sanata Dharma University, Yogyakarta in 2014. She has been a permanent lecturer at the Aerospace Engineering Study Program in Institut Teknologi Dirgantara Adisutjipto, Yogyakarta since 2016. Her research interest is in English for Specific Purposes.

460. Maria Christina Eko Setyarini (maria.setyarini@uksw.edu)

Maria Christina Eko Setyarini is a lecturer at the English language Education Program of The Faculty Language and Arts, Universitas Kristen Satya Wacana, Indonesia. She is currently pursuing her doctorate degree at Assumption University, Thailand. Her research interests are in Applied Linguistics, Second Language Acquisition, and Global Englishes.

461. Maria Hidayati (maria.hidayati.fs@um.ac.id)

Maria Hidayati is a faculty member of the Department of English, Universitas Negeri Malang (UM). She earned her undergraduate degree from UM majoring in English Literature and her Magister Pendidikan from the same university. Her areas of interests include teaching language skills, pragmatics, and sociolinguistics. Currently, she is pursuing her Doctor in Education (EdD) in NIE, NTU, Singapore.

462. Maria Teodora Ping (mariateodoraping@fkip.unmul.ac.id)

Maria Teodora Ping is a lecturer of the English Education Study Program, Mulawarman University Samarinda, Indonesia. She obtained her Doctor of Philosophy (Dr.phil.) degree from Technische Universität Dortmund, Germany, specializing in Language Education. Her research interests are mainly on reading instructions, particularly Dialogic Reading for Young Learners and Extensive Reading.

463. Maria-Teresa Fernandez (mtfernandez_litgram@yahoo.com)

Maria Teresa Fernandez is a consultant with 16 years' experience as a teacher trainer for teachers of English. She earned her PhD in Education from Universidad Pedagógica Experimental Libertador, Venezuela. She has a Master in Education, major Teaching English Literature. She has specialised in researching monitoring and evaluation for learning. She is an ELT materials writer, researcher and lecturer.

464. Maria Vincentia Eka Mulatsih (mv_ika@usd.ac.id)

Maria Vincentia Eka Mulatsih has been teaching some courses on literature such as Introduction to Literature, Prose in English Language Teaching, Drama, Poetry, and Play Performance at Sanata Dharma University since 2015. She graduated from GadjahMada University majoring in Literature for her bachelor and master degrees. She can be contacted at mv_ika@usd.ac.id.

465. Maria Vineki Riyadini (mariavineki.2020@student.uny.ac.id)

Maria Vineki Riyadini is a postgraduate student of English Language Education study program, Faculty of Languages and Arts, Universitas Negeri Yogyakarta, Indonesia. She earned her B.Ed. in English Language Education from Universitas Negeri Yogyakarta, Indonesia. Her research interests are in the areas of English Language Teaching, Technology in Language Teaching and Learning, and Curriculum Syllabus and Material Design.

466. Maria Virginia A. Kitan (virginia.kitan@gmail.com)

Maria Virginia Kitan is a faculty member of the English Department of University of Baguio, Philippines. She earned her PhD in Language Education in Saint Louis University, Baguio City, Philippines. Her research interests are in the areas of English Language Teaching and educational technology.

467. Mariana Ulfah Hoesny (marianah.ulfah@polinema.ac.id)

Mariana Ulfah Hoesny is an English lecturer in Electronic Engineering study program, State Polytechnic of Malang, Malang, Indonesia. She earned her master degree in Pendidikan Bahasa dan Sastra from State University of Surabaya. Currently, she is taking a doctoral degree in State University of Malang, Education Technology Department. Her research interests are integrating technology in EFL/ESP and ELT.

468. Marieta Acibar Dar (marieta.dar001@deped.gov.ph)

Marieta Acibar Dar is currently a Master Teacher at Pres. Sergio Osmeña Sr. High School. She is a full-fledged MA in Special Education and MA in Applied Linguistics at Centro Escolar University. Her interests are ELT, Teaching Reading, Psycholinguistics, Sociolinguistics, and Psycholinguistics. Currently, she is pursuing her doctoral degree at De La Salle University, Manila.

469. Marina Chashko (chashkomarina@gmail.com)

Marina Chashko is an ELT tutor and lecturer at the School of Foreign Languages, NRU HSE and a senior lecturer at the Sretensky Theological Academy in Moscow, Russia. She earned her PG Dip in Education and Pedagogical Sciences from the Moscow State Linguistic University, Russia. Her research interests are in the areas of Profession oriented English Language Teaching, Curriculum, Syllabus, and Material Design and Project-based learning.

470. Marisa Fran Lina (marisaf@iainsalatiga.ac.id)

Marisa Fran Lina is a faculty member of the English Department of State Institute of Islamic Studies (IAIN), Salatiga, Indonesia. She earned her Master Program in the English Education Department from Sebelas Maret University (UNS), Surakarta. Her research interests are in the areas of English Language Teaching, Translation, Linguistics and Technology in English Teaching.

471. Mark Fraser (mfraser@uow.edu.au)

Mark Fraser holds a EdD from the University of Wollongong, Australia, where he lectures in TESOL studies. He has worked in Taiwan, Japan and Australia as an English language teacher, researcher, and curriculum developer. Mark's research interests include professional identity, teacher education, and learning in the workplace. Mark is particularly interested in exploring the role of critical reflection in teacher education and its contribution to regenerating teacher identity and practices.

472. Mary (dawmary4@gmail.com)

After teaching English over 16 years, Mary is now an EFL Associate Professor at a tertiary institution of Myanmar. Her research interests focus on intercultural communication, particularly the relationship between language and culture in teaching university level students in EFL context. She is also a member of AsiaTEFL. She participated in (8) conferences and published some articles in different areas such as culture, education, gender, research methodology, literature, affective strategies and motivation which are her main research interests.

473. Masbirorotni (masbirorotni@unja.ac.id)

474. Masitowarni Siregar (siregarmasitowarni@yahoo.com)

475. Matthew P. Wallace (mpwallace@um.edu.mo)

Matthew P. Wallace is an Assistant Professor of Applied Linguistics in the Department of English. Previously, he has worked as a language teacher and curriculum designer in Japan, and as a graduate scholar in Singapore. His research up to this point has focused on second language listening comprehension, language assessment fairness, and language learner motivation. He currently serves as co-Director of the Language Assessment Seminar Research (LASeR) Group (<https://fah.um.edu.mo/laser/>).

476. Matthew Sung (cmatthew.sung@gmail.com)

Matthew Sung is Assistant Professor in the Department of English at City University of Hong Kong. He holds a PhD from Lancaster University. His research interests include sociolinguistics, language and identity, and second language education. His recent publications have appeared in *ELT Journal*, *Applied Linguistics Review*, *Journal of Multilingual and Multicultural Development*, *International Journal of Bilingual Education and Bilingualism*.

477. May Theint Thu (maytheint29@gmail.com)

As a senior assistant teacher, May Theint Thu has been working in Basic Education High School (Branch) Inle Region for two years. So there, she always highlights her qualifications and esteem factors and she spends most of her time on learning new things and research work to show about her own professional history as a means of connecting her experience for the progress of her learners and school in which she is working. She has presented two research papers and is still waiting for publication. Her current research focuses on 21st century skills and she is updating herself all the time to keep pace with the innovative teaching and learning strategies. Moreover, she has also got a lot of knowledge and experience in international conferences and webinars to keep abreast of trends in educational development and research.

478. Md. Asif Kamal (asifkamal1301@gmail.com)

Md. Asif Kamal is an associate professor working in the Department of English, American International University-Bangladesh (AIUB) since September 2009. He majored in English literature and teaches literature and functional English courses in the Department. Before joining AIUB as lecturer he used to teach in Victoria University of Bangladesh. Earlier he taught in The Anchorage, Dhaka. He is also involved in research activities. Several of his research articles are published in different referred national and international journals. He contributed as a book chapter writer in *The Routledge Handbook of English Language Education in Bangladesh* published by Routledge in 2021. He also co-authored *English for Academic Purposes 2: Essay and Report Writing Module*, an English language book for English classes in higher education institutions of Bangladesh published in 2017 by University Grant Commission of Bangladesh and supported by British Council under TELSHEB project. He is also a trained master trainer of this project. He presented papers in different local and international conferences in Australia, Malaysia, Thailand, India and Nepal. He is pursuing his PhD on Content and Language Integrated Learning (CLIL) in Bangladesh.

479. Md. Elias Uddin (eliasuddin@du.ac.bd)

Md. Elias Uddin is Assistant Professor in the Department of English, University of Dhaka, Bangladesh. He holds an MA in Applied Linguistics and English Language Teaching from the University of Dhaka. His research interests include language testing and assessment, learning strategies, learner motivation, materials design and development, and teacher education.

480. Mega Mulianing Maharani (megamulianing@unissula.ac.id)

Mega Mulianing Maharani is a lecturer of the English Education Study Program of UNISSULA, Indonesia. She is now continuing her study of Doctorate Program at UNNES, Indonesia, the place where she got her Master Degree. Her research interests are in the areas of writing and reading.

481. Meisuri (meisuriw@yahoo.com)

Meisuri is a faculty member of the English Department of Universitas Negeri Medan (UNIMED), Indonesia. She was born in May 1961 in Medan. She earned her Sarjana (Dra) in English majoring from IKIP Negeri Padang, West Sumatra (1985), her M.A. in Applied Linguistics (1997) from Sheffield University of England, UK. And her Ph.D in General Linguistics (2018) from the North Sumatra University (USU) Medan and Utah State University (America). She has been teaching a number of courses on English Applied Linguistics over the years, and more specific courses on (Classroom) Discourse Analysis. Her research and publication interests include Semantic-pragmatics, Oral Tradition, Curriculum & Material Development, and Teacher- Students Talks from different perspectives.

482. Melati (melati@unja.ac.id)

Melati is a lecturer in English Study Program of Universitas Jambi, Indonesia. She earned her masters degree in Cross Cultural Communication from University of Sydney, Australia. Her research interests are in Intercultural Communication and English Language Teaching areas.

483. Melisa Sri (melisasri@unsil.ac.id)

Melisa Sri earned her master degree in English Education at Universitas Sebelas Maret, Solo, Indonesia, in 2014. She is a lecturer at Universitas Siliwangi, West Java, Indonesia. Her professional interests include teaching reading and writing and teaching English for specific purposes.

484. Melti Oktavianda (oktavianda2022@gmail.com)

Melti Oktavianda is a junior lecturer of the Business Administration Department of Politeknik Negeri Pontianak, Indonesia. She holds her MA in Applied Linguistics and ELT from King's College London, United Kingdom. Her current research interests are mainly in the area of Psycholinguistics, Language Learning Strategies, and Bilingualism.

485. Meria Zakiyah Alfishuma (meria.zalfisuma@gmail.com)

Meria Zakiyah Alfishuma currently works as a lecturer in English Literature Study Program of Universitas Trunojoyo Madura. She earned her master degree in Language and Literature Education from State University of Surabaya, Indonesia. Her research interests are in the areas of literature, culture, and English literature teaching.

486. Merliyani Putri Anggraini (merlianiputri@gmail.com)

Merliyani Putri Anggraini is a doctoral degree holder candidate in English Language Teaching (ELT) at Universitas Negeri Malang, Indonesia. She earned her master's degree at the University of Lampung, which is in ELT. Her research interests are in the area of ELT, reading comprehension, technology-enhanced language learning, and individual differences.

487. Meyga Agustia Nindya (meygaan14@gmail.com)

Meyga Agustia Nindya earned her bachelor's and master's degree of the English Language Education study from Universitas Negeri Malang. She has been involved in a number of Prof. Widiati's research projects. Her area of interest includes TEFL and language assessment. She can be reached at meygaan14@gmail.com

488. Mi Kyong Kim (cpefl2006@daum.net)

Mi Kyong Kim is Assistant Professor in the Department of Liberal Arts at Chodang University, Chonnam, South Korea. Her primary research interest is critical theory in English Language Teaching (ELT). Dr. Kim is currently researching Project-Based Learning (PBL) and translanguaging practices on ELT in Korea.

489. Mi-Lim Ryoo (milimryoo@gmail.com)

Mi-Lim Ryoo is a professor of English Language and Literature at Korea Maritime University in South Korea. Her research interests include second language writing, L2 learner corpus studies, and ESP studies.

490. Miaoxing Ye (yemiaoxing@gmail.com)

Miaoxing Ye is a PhD student of the English Department of Karlsruhe University Of Education, Germany. Her research interests are in the areas of Global English(es), English Language Teaching, and Decolonization of Language Teaching.

491. Michael Wilkins (michaelrwilkins@gmail.com)

Michael Wilkins is from the West Coast of Canada. He has been teaching in Japan for 25 years. He currently teaches at Kwansai Gakuin University in Nishinomiya, Japan. His research interests include teacher training, learner autonomy, CALL, and speaking fluency development.

492. Miftahulhairah Anwar (miftahulhairah@unj.ac.id)

Miftahulhairah Anwar is the head of the Master's Program of language Education, Universitas Negeri Jakarta, Indonesia. Her research interests are discourse analysis, literature, and applied linguistics.

493. Miho Sato (tina.pegasus.rainbow@gmail.com)

Miho Sato is a professor and Head of the Dept. of International Communication and Culture at Toita Women's College, Japan. Her research interests cover motivating students and teachers, and improving the English of Japanese college students. She is currently actively involved in the field of teaching college students effective methods of teaching English language to children.

494. Miki Nakano (mik-nakano@hyo-med.ac.jp)

Miki Nakano is a lecturer at Hyogo College of Medicine, Hyogo, Japan. After teaching for two years in a high school, she started her studies in Education. She received her Ph.D. in Language and Culture from Osaka University. Her current research interests include conversation analysis, English for specific purposes, second language acquisition, and motivation in language learning.

495. Mirjam Anugerahwati (mirjam.anugerahwati.fs@um.ac.id)

Mirjam Anugerahwati is an associate professor at the English Department of Universitas Negeri Malang, where she has been teaching since 1990. She earned her Doctorate degree from the English Language Teaching program of Universitas Negeri Malang. Her research interests are in the areas of TEFL, Character Education, EYL and CCU.

496. Misdi (misdirina@gmail.com)

Misdi is a faculty member in the English Education Department of Universitas Swadaya Gunung Djati Cirebon- Indonesia. He has taught EFL for thirteen years. His research interests include TEFL methodology and academic writing.

497. Misnar (misnarma@gmail.com)

Misnar is a faculty member of the English Language Department of Universitas Almuslim, Indonesia. She earned her Magister Degree in English Language Education from Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia. Her research interests are in the areas of Lesson Study and curriculum development.

498. Misnawati (amirmisnawati@gmail.com; misnawati_amir@yahoo.com)

Misnawati is a doctoral student program at Universitas Negeri Makassar, Indonesia through a scholarship from Puslapdik Kemendikbudristek which is fully funded by LPDP Indonesia. Her interest includes language teaching methods and approaches, and technology in language teaching and learning. She has published some books and many articles in national and international journals.

499. Mitsue Allen-Tamai (allenmitsue@gmail.com)

Mitsue Allen Tamai is a professor of the English Department of Aoyama Gakuin University, Japan. She earned her EdD from Temple University. Her research interests are in the areas of teaching English to young learners, teacher development, and teacher training.

500. Moh. Arif Susanto (mohsusanto.19027@mhs.unesa.ac.id)

501. Moh. Taufik (moh.taufik09.edu@gmail.com)

Moh. Taufik is a postgraduate student of Universitas Negeri Malang, majoring in English Language Education (ELE). He earned his Bachelor Degree at Universitas Negeri Malang, Indonesia. His research interests are Teaching English as a Foreign Language (TEFL), and Computer-Assisted Language Learning. One of his publications is entitled 'Developing EFL Students' Writing Skill Through Self-Assessment Integrated With E-Portfolio', published at IJEE.

502. Mohammad Sajjad Hossen (mshossen31@gmail.com)

Mohammad Sajjad Hossen teaches English language and literature at public colleges affiliated with the National University of Bangladesh. He recently completed a postgraduate degree in Applied Linguistics from The University of Queensland, Australia. His research interests include language maintenance and language shift, trans-languaging, language and identity, language policy, bilingualism, multilingualism, bilingual education, linguistic imperialism, and global Englishes.

503. Monaliza Hernandez Mamac (missmonaliza.h@psu.ac.th)

Monaliza Hernandez Mamac is a foreign lecturer at the Faculty of Education of Prince of Songkla University Pattani. She earned her Master of Crosscultural and Applied Linguistics degree at the University of Sydney, Australia, receiving the MAK Halliday Medal in 2019. Her research interests are in Systemic Functional Linguistics, educational linguistics, subaltern linguistics, and legal discourse.

504. Monika Widyastuti Surtikanti (monikawidy72@gmail.com)

Monika Widyastuti Surtikanti is currently pursuing her doctoral degree in Linguistics Department, Universitas Sebelas Maret Solo, Indonesia with special concerns on pragmatics and discourse analysis. She is currently a faculty member of English Language Education Study Program at STKIP Pamane Talino Landak Region, West Kalimantan.

505. Morgan Zhou (morgan.zhou@nie.edu.sg)

Dr Morgan Zhou is from the Ministry of Education, Singapore and seconded to the National Institute of Education, Nanyang Technological University, Singapore as a teaching fellow. As a former vice-principal and head of department (English), he is keenly interested in primary English Language teaching methods and passionate about strengthening the education of learners with diverse abilities.

506. Muftihaturrahmah Burhamzah (amaburhamzah@unm.ac.id)

Muftihaturrahmah Burhamzah is a faculty member of the English Department of Universitas Negeri Makassar. She earned her Master Degree from Hasanuddin University in English language Studies. Her research interests are in the areas of Sociolinguistics, Discourse Analysis, and English Language Teaching.

507. Murni Mahmud (murnimahmud@unm.ac.id)

Murni Mahmud is a faculty member of the English Department of Universitas Negeri Makassar. She earned her PhD in Anthropology Linguistics from the Australian National University, Canberra, ACT, Australia. Her research interests are in the areas of Anthropology Linguistics, Sociolinguistics, Discourse Analysis, and English Language Teaching.

508. Mughits Rifai (mughits@upi.edu)

Mughits Rifai is a graduate student at the English Language Education Study Program of Universitas Pendidikan Indonesia Bandung. His research interests are English Language Teaching, learner autonomy, and technology-enhanced language learning.

509. Muh. Arief Muhsin (arief.m@unismuh.ac.id)

Muh. Arief Muhsin is a postdoctoral student in language and literature education at Universitas Negeri Surabaya. His Promoted and Co-promoted are Susanto and Slamet Setiawan. He is also a lecturer at Universitas Muhammadiyah Makassar. His focus study included English skills, research on ELT, and CALL. Now, he concentrated on finishing his postdoctoral study by choosing a topic dissertation in critical thinking.

510. Muhalim

511. Muhammad Ali Imran (muhaliimrannn@gmail.com)

Muhammad Ali Imran is a faculty member of Muhammadiyah Makassar University, Makassar, Indonesia. He earned his Magister Degree in Linguistics field from Gadjah Mada University. His research interests are in the areas of linguistics, psycholinguistics and teacher professional development.

512. Muhammad Basri Jafar (muhammadbasri@unm.ac.id)

Muhammad Basri Jafar is a professor at English Department, faculty of languages and literature, Universitas Negeri Makassar (UNM). He is also the head of the English Language Study Doctoral Program at the University and the first author's main supervisor. His PhD thesis at Victoria University, Australia, about ecological approach to researching biliteracy development of Indonesian bilingual children has resembled his research interests in Applied Linguistics and Biliteracy.

513. Muhammad Ilham Ali (ilhamali421@gmail.com)

Muhammad Ilham Ali is a doctoral student of Universitas Negeri Makassar, Indonesia. He earned his Magister degree in English Education from Universitas Negeri Makassar, Indonesia. His research interests are in the areas of Content Language and English Language Teaching.

514. Muhammad Irwanadri Azhari (irwanadria@gmail.com)

Muhammad Irwanadri Azhari is an undergraduate student of English Language Education study program of Universitas Negeri Malang, Indonesia. He is in his eighth semester and currently conducting an error analysis study to the seventh grade students writing English descriptive texts.

515. Muhammad Kholili (muhammad.kholili.2002217@students.um.ac.id)

Muhammad Kholili is a master degree student of the English Department of Universitas Negeri Malang, Indonesia. He earned his B.Ed. in English Language Education from Jember University, Indonesia. His research interests are in the areas of language teaching method and approach, teacher training and professional development, and technology in language teaching and learning.

516. Muhammad Mugni Assapari (mugniassapari2021@uinmataram.ac.id)

M. Mugni Assapari is a faculty of the English Department of Universitas Islam Negeri Mataram, NTB, Indonesia. He earned his Doctor in English Department and Education University of Ganesha (UNDIKSHA), Singaraja-Bali. His research interests are in English Language Teaching, Technology in Language Teaching and Learning.

517. Muhammad Nurahmad (mnurahmad@pasca.unhas.ac.id)

Muhammad Nurahmad is a faculty member of Muhammadiyah Makassar University, Makassar, Indonesia. He earned his Doctoral Degree in Linguistics field from Hasanuddin University. His research interests are in the areas of linguistics and teacher professional development.

518. Muhammad Ridha Anugrah Latief (ridhaanugrah@gmail.com)

Muhammad Ridha Anugrah Latief is a faculty member of English Department, Universitas Hasanuddin, Makassar, Indonesia. He earned his Master's degree in Translation Study from English Language Study Program Universitas Hasanuddin. His research interests are in the areas of English Language Teaching and Translation.

519. Muhammad Yoga Prabowo (muhammadyoga@student.unimelb.edu.au)

Muhammad Yoga Prabowo is a graduate student at the Melbourne Graduate School of Education, the University of Melbourne, Australia. He is pursuing a master's degree in Teaching English for Speakers of Other Languages (TESOL). His areas of interest are in educational data analytics and language assessment.

520. Muhammad Zammad Aslam (aslam_muhammad@ahsgs.uum.edu.my)

Muhammad Zammad Aslam holds a Master of Philosophy in English Linguistics. He is also currently pursuing his Ph.D. in Communication at Universiti Utara Malaysia. He is also a certified master teacher trainer and an English Language instructor. His research interests include Persuasive Communication and Technology in Teaching, Second Language Learning and Teaching, Political Leadership, Communication, and Sociolinguistics.

521. Mukhaiyar (mukhaiyar@fbs.unp.ac.id)

Mukhaiyar is a faculty member of the English Department at Universitas Negeri Padang, Indonesia. He earned his Doctoral Degree in Language Education from IKIP Jakarta (Universitas Negeri Jakarta), Indonesia. His research interests are in the areas of ELT and TESOL.

522. Mukhlash Abrar (mukhlash.abrar@unja.ac.id)

Mukhlash Abrar is a faculty member of the English Department of Universitas Jambi, Indonesia. He graduated from Queens University of Belfast (EdD in TESOL). His research interests are related to higher education, TESOL, speaking and qualitative research.

523. Mukrim (mukrim.tamrin@gmail.com)

Mukrim is a lecturer at the English Education Study Program, Tadulako University, Indonesia. He earned his PhD in language teacher education from University of Leeds, UK. His research interests are language teacher professional development, Informal digital learning of English, and teacher motivation.

524. Muliati (muliati@universitasbosowa.ac.id)

Mukrim is a lecturer at the English Education Study Program, Tadulako University, Indonesia. He earned his PhD in language teacher education from University of Leeds, UK. His research interests are language teacher professional development, Informal digital learning of English, and teacher motivation.

525. Mundi Rahayu (mundi@bsi.uin-malang.ac.id)

Mundi Rahayu is a lecturer in English Literature, Faculty of Humanities, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. She teaches English literary studies and Academic writing. Her research interests cover the topics of Literary studies, cultural studies and film studies.

526. Musdalifah (fkip.pbi.unimen@gmail.com)

Musdalifah is a faculty member of the English Education Department of Universitas Muhammadiyah Enrekang. She is continue her doctoral degree in English Education at Universitas Negeri Makassar, Indonesia. Her research interest is in the areas of English Language Teaching.

527. Mushoffan Prasetianto (m.prasetianto@ub.ac.id)

Mushoffan Prasetianto is an English lecturer at Faculty of Agriculture, Brawijaya University, Indonesia. He has been teaching General English, English for Specific Purposes (ESP), and English for Business since 2013. His research interests lie in English for Academic Purpose, English for Specific Purposes, Teaching English as Foreign Language (TEFL), and Materials Development. He can be contacted via email m.prasetianto@ub.ac.id.

528. Muslih Hambali (muslih.hambali@yahoo.com)

Muslih Hambali is a faculty member of the English Education Study Program, Language and Arts Department of Universitas Sriwijaya, Palembang, South Sumatra, Indonesia. He earned her master's degree from the University of Western Ontario. His areas of interest are English language teaching and linguistics.

529. Mustakim Sagita (aqimbate@gmail.com)

Mustakim Sagita is a Lecturer at English Department of Universitas Jabal Ghafur, Indonesia. Now, He is a Doctoral student at Ilmu Pendidikan Bahasa for English Program Universitas Negeri Semarang. His research interests are in the areas of teacher professional development, English Language Teaching, and CALL.

530. Mutiara Bilqis (bilqis.fkip@unej.ac.id)

Mutiara Bilqis is a junior lecturer in the English Education Study Program, Faculty of Education, University of Jember, Indonesia. She earned her master's degree from State University of Malang, Indonesia specifically for her research in foreign language anxiety and efforts in alleviating it. Her research interests cover psychology in language learning, second language acquisition, and learning strategies in foreign language learning.

531. Nadia Galis Cahya Anugrah (nadiagaliscahyaanugrah@gmail.com)

532. Nadya Isnan Furqoni (nadya.isnan@sekolahmu.co.id)

Nadya Isnan Furqoni is an English facilitator and Learning Designer at Sekolah.mu. As she took a short course of Educational Technology by IOWA State University, she started to explore more on how technology is used in ESL context. She has a big willingness to develop fun and meaningful online teaching materials. For further inquiries, Nadya can be reached at nadya.isnan@sekolahmu.co.id.

533. Nafiah (nefi_23@unusa.ac.id)

Dr. Nafiah obtained her doctoral degree from Universitas Negeri Malang in 2019. She is a lecturer in Pendidikan Guru Sekolah Dasar (PGSD) and the coordinator of Pendidikan Profesi Guru (PPG) Program. She is the vice dean of Teacher Training and Education faculty of Universitas Nahdlatul Ulama Surabaya. Her research interests are teacher professional development and Education based technology.

534. Nancy Lumban Batu (nancy.lumbanbatu@gmail.com)

Nancy Lumban Batu is an English lecturer at Sekolah Tinggi Ilmu Pelayaran, a maritime academy under the Ministry of Transportation. With more than 10 years of experience in teaching maritime cadets, she is dedicated to improving the students' English language skills.

535. Nandyan Ayu Nooryastuti (miss.nandyan@gmail.com)

Nandyan Ayu Nooryastuti is an English teacher at IONs International Education as one of the non-formal education centers in Yogyakarta. She likes to share her teaching experiences in some articles or papers of experiential learning.

536. Nargiza Kh. Kholmurodova

Nargiza Kh. Kholmurodova, a Senior faculty member at the Department of English at Shrof Rashidov Samarkand State University, at Samarkand in Uzbekistan, had graduated in English Linguistics from the World Languages University, in Tashkent. After teaching for four years at an academic lyceum, from 2013 onwards she has been teaching at the Department of English, Samarkand State University. She has published over twenty research papers.

537. Nasmilah (nasmilah@unhas.ac.id)

Nasmilah is a teaching staff of English department, Faculty of Cultural Sciences Hasanuddin University. She is also directing a private school of English. This Ph.D holder from The University of Newcastle Australia has research interests in EFL Teacher Training and Adult EFL learners. Nasmilah has presented papers in various national and international conferences.

538. Nasrin Pervin (nasrin.pervin@northsouth.edu)

Nasrin Pervin is a Senior lecturer of the Department of English and Modern Languages at North South University, Bangladesh where she teaches courses at undergrad level. She has completed her Masters in ELT from Nottingham Trent University, UK. She works in various genres of writing (e.g. Blog, Newspaper, Personal narrative, Poetry, Short story, Research paper, articles in different Journals, Book chapter etc. Her areas of interest are Education and Development, SLA, Learner and Teacher Autonomy, Language policy, Testing and Evaluation, Materials Development, Teaching Techniques, Syllabus Design, Psycholinguistics, Teaching Reading, Writing, Listening and Speaking.

539. Nasrullah (nasrullah01@ulm.ac.id)

Nasrullah is a faculty member of the English Department of Universitas Lambung Mangkurat. He is interested in Teaching English as a Foreign Language, and Technology and Pedagogy in ELT. In addition, he expands his interest in SLA and Teacher Professional Development.

540. Natanael Bania Asaf Putra (banianatanael@gmail.com)

Natanael Bania Asaf Putra is a student of English Language Program at Widya Mandala Catholic Surabaya University. His research interests are in forensic linguistics, sociolinguistics, and pragmatics. Furthermore, the interest subjects are corpus linguistics and clinical linguistics.

541. Nathalyn P. Lopez (nathslopez04@gmail.com)

Nathalyn P. Lopez is a 4th year student of the Bachelors of Arts in English Language of University of Baguio, Philippines. She is interested in learning more about linguistics and incorporating it into arts and music to understand more about it.

542. Natsuko Shintani (natsukos@kansai-u.ac.jp)

Natsuko Shintani is a professor at Kansai University, Osaka, Japan. She earned her PhD in Language Teaching and Learning from University of Auckland, New Zealand. Her research interests are the roles of interaction in second language acquisition, second language writing, and task-based language teaching.

543. Nenden Sri Lengkanawati (nendensl@upi.edu)

Nenden Sri Lengkanawati is Professor of English Education at Indonesia University of Education, Bandung. She is now in charge of teaching in undergraduate, master degree, and doctoral programs in the English Education Department. She has presented papers on ELT issues in national as well as international conferences and published articles in journals and co authored book chapters in the area of ELT teaching and learning.

544. Neny Isharyanti (neny.isharyanti@uksw.edu)

Neny Isharyanti currently teaches at the English Language Education department of Universitas Kristen Satya Wacana, Salatiga and serves as one of the board of directors of Indonesia Technology Language Learning (iTELL). She earned her PhD in Education at the University of Manchester, the United Kingdom. Her research is in teachers' employability and professionalism, technology-enhanced language learning and computer-mediated communication.

545. Nestiani Hutami (nestiani.hutami@iain-surakarta.ac.id)

Nestiani Hutami currently works as a lecturer in English Language Education Study Program of Universitas Islam Negeri Raden Mas Said Surakarta. She graduated from Universitas Gadjah Mada for her master degree, majoring in the American Studies program. Her research interests are literature, culture, and English literature teaching.

546. Nguyen Hoang Thao Phuong (phuong.nht@vlu.edu.vn)

Hoang Thao Phuong Nguyen is a full-time English lecturer at Van Lang University, Vietnam. Her research interests include experiential learning, architecture design, and educational management.

547. Nguyen Thi Hong Nhat (nguyenthihongnhat@hpu2.edu.vn)

Nguyen Thi Hong Nhat is the Dean of the Faculty of English, a teacher educator, and a lecturer of English at Hanoi Pedagogical University 2, Vietnam. She holds a Doctor degree from the University of Queensland. Her research interest is in the teaching of listening as a foreign language skill, EFL materials development, textbooks, curriculum development, teacher education, and CALL.

548. Nguyen Thi Huong Lan (lanth@hnue.edu.vn)

Hoang Thao Phuong Nguyen is a full-time English lecturer at Van Lang University, Vietnam. Her research interests include experiential learning, architecture design, and educational management.

549. Nguyen Thi Khanh Ly (nguyenthikhanhly@tnmc.edu.vn)

Nguyen Thi Khanh Ly is a faculty member of the Department of Foreign languages of University of Medicine and Pharmacy, Vietnam. She earned her M.A in English language from Laguna University of Philippines. Her research interests are in the areas of English for academics and specific purpose, Language Teaching Method and Approaches, Language Testing, Evaluation, and Assessment.

550. Nguyen Thi Mai Huong (ntmhuong@ulis.vnu.edu.vn)

Nguyen Thi Mai Huong is an Assoc. Professor Faculty of Post-graduate Studies, University of Languages and International Studies, Vietnam National University. She completed her PhD in the field of teacher education at the University of Nottingham, UK. Her research interests stem from the desire to contribute to English teacher education in Vietnam including English teacher education and professional teacher development.

551. Nguyen Thi Thanh Hong (nguyenthithanhong@tnmc.edu.vn)

Nguyen Thi Thanh Hong is a faculty member of the Department of Foreign languages of University of Medicine and Pharmacy, Vietnam. She earned her PhD in English language and literature from Batangas States University of Philippines. Her research interests are in the areas of English for academics and specific purpose, Language Teaching Method and Approaches, Language Testing, Evaluation, and Assessment.

552. Ni Luh Putu Eka Sulistia Dewi (sulistia.dewi@undiksha.ac.id)

Ni Luh Putu Eka Sulistia Dewi is a lecturer at Universitas Pendidikan Ganesha (Undiksha), Singaraja, Bali. Her research interests are TEYL, Assessments for Young Learners, and TEFL. She completes her doctoral degree on ELT from Universitas Negeri Malang, East Java, Indonesia. Her email address is sulistia.dewi@undiksha.ac.id.

553. Ni Ni Hlaing (ninihlaing59@gmail.com)

Professor Ni Ni Hlaing has over 37 years of teaching and administrative experience in prestigious institutions of Myanmar throughout her academic career. She has accomplished over 20 research projects in the field of ELT in Myanmar. Her ideas have been published, with more than 30 academic papers nationally and over 50 internationally. To keep abreast of trends in educational development and research she has also participated in international conferences.

554. Ni Putu Era Marsakawati (era.marsakawati@undiksha.ac.id)

Ni Putu Era Marsakawati is a faculty member of the English Diploma III Department of Universitas Pendidikan Ganesha, Indonesia. She holds a doctoral degree in English language education. Her research interests are in the area of English language teaching and teacher professional development. She can be reached at era.marsakawatiera@undiksha.ac.id.

555. Ni Wayan Mira Susanti (mirasuasanti@unram.ac.id)

Ni Wayan Mira Susanti is a faculty member of the English Department of Faculty of Teacher Training and Education University of Mataram Indonesia. She earned her Master Degree in Applied Linguistics (TESOL) from Macquarie University of Sydney Australia. Her research interests are in the areas of teacher professional development, English language teaching and material development.

556. Nia Kurniawati (nia@unsur.ac.id)

Nia Kurniawati is a doctoral degree student in Universitas Negeri Jakarta majoring applied linguistics and also a lecturer at English Education in Universitas Suryakencana. Cianjur. Her research interests cover EFL, TELL, and applied linguistics.

557. Nia Kurniawati (nia@unsur.ac.id)

Nia Kurniawati is a faculty member of the English Education Department of Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia. She earned her doctoral degree in English

558. Niamika El Khoiri (niamika.el.fs@um.ac.id)

Niamika el Khoiri is faculty member of the English Department, Universitas Negeri Malang (UM). She took the BA and Doctor (English Language Education), Universitas Negeri Malang, and her M.A. (TESOL studies) is from The University of Queensland, Brisbane, Australia. Her areas of expertise/research interest critical thinking, professional development, ELT, and assessment especially writing.

559. Nicole Moskowitz (nicoleamoskowitz@gmail.com)

Nicole Moskowitz is an Instructor of English as a Foreign Language (IEFL) at Kwansai Gakuin University in Japan. She has been teaching since 2005 in Japan, but also taught China and Vietnam. She is interested in how speaking fluency can be improved and speaking anxiety decreased through the use of technology.

560. Nicole Tavares (tavares@connect.hku.hk)

Nicole Tavares is a teacher-educator in the Faculty of Education at The University of Hong Kong (HKU). Her research interests range from good ELT and CLIL practices to e-learning, 21st Century Skills development and mistake-management. She holds multiple teaching awards, including the 2015 HKU Outstanding Teaching Award, 2020 HKU Teaching Innovation Award and her Faculty's 2020 Emergency Remote Teaching Award.

561. Nihta Vera Frely Liando (nihtaliando@unima.ac.id)

Nihta Vera Frely Liando is a Lecturer at the Universitas Negeri Manado. She received a Doctoral Philosophy from The University of Queensland, a Master's degree from the University of Adelaide, and a bachelor's degree in the English Education Department Universitas Negeri Manado. She is interested in English Language Teaching.

562. Niko Catharine Watanabe Schultz (dblhappiness1@gmail.com; n-schultz-5m5@eagle.sophia.ac.jp)

Niko Catharine Watanabe Schultz is a student in the TESOL M.A. Program in the Graduate School of Languages and Linguistics at Sophia University, Japan. She earned her B.A. in Japanese and B.S. in Mathematics from the University of Maryland, United States. Her research interests include language minorities, third language acquisition, translanguaging, and assessment.

563. Nina Inayati (ninainayati@gmail.com)

Nina Inayati teaches English language and education in the University of Muhammadiyah Malang (UMM), Indonesia. She obtained her Master of Education from the University of Adelaide, Australia. She has published textbooks, research papers, book chapters and conference proceedings. Her research interests are in technology in ELT, autonomous language learning, English as International Language, and English for Specific Purposes

564. Nina Setyaningsih (nina.setyaningsih@dsn.dinus.ac.id)

Nina Setyaningsih is a faculty member of the English Department of Universitas Dian Nuswantoro, Indonesia. She earned her Master's Degree in Linguistics from Diponegoro University, Semarang. Her research interests cover the areas of general linguistics, sociolinguistics, and language and culture.

565. Nina Wanda Cassandra (ninsandra25@gmail.com)

Nina Wanda Cassandra is currently a Ph.D. candidate at Universitas Pendidikan Indonesia, Bandung, Indonesia. Her research interest lies in the areas of classroom interaction, dialogic pedagogy, and teacher professional development.

566. Ninuk Indrayani (ninukindrayani@gmail.com)

Ninuk Indrayani is a lecturer of the English Department of Universitas Islam Negeri KH. Achmad Shiddiq Jember, Indonesia. She is a student of Doctoral degree in English Education from Universitas Negeri Malang (UM) Eighth Semester, Indonesia. Her research interests are in the areas of English Language Teaching and Learning, and English for Specific Purpose (ESP).

567. Ninuk Lustyantie (ninuk.lustyantie@unj.ac.id)

Ninuk Lustyantie is Coordinator of Doctoral Degree of Applied Linguistics Study Program, Postgraduate, Universitas Negeri Jakarta, Indonesia. She earned her Universitas Negeri Jakarta, Indonesia. Her research interests area in the areas Language Teaching.

568. Nirwana (nirwana.nirwana@uin-alauddin.ac.id)

Nirwanais a faculty member of the English and Literature Department of Alauddin Islamic State University of Makassar, Indonesia. She earned her Master Degree in English Education Program at Makassar State University. Her research interests are in the areas of sociolinguistic, English Phonology and ELT.

569. Nishat Zarin Haque (nishatzarin1105@gmail.com)

Nishat Zarin Haque is receiving her bachelor's degree in English and is a final-year student at Pabna University of Science and Technology (PUST). A passionate, adaptable, and active individual with a broad and keen interest in Education and Development, CLL, ELT, SLA, Cultural Studies, Literature Studies, Feminism, and Literary Criticism. She has actively collaborated with researchers in several other disciplines of English Language and Literature.

570. Nizar Ibnu (nizaribnusnizaribnus@gmail.com)

Nizar Ibnu is a faculty member of the English Language Teaching Department of IAIN Syekh Nurjati Cirebon, Indonesia. He earned his Master of Arts (M.A.) in Linguistics from Universitas Gadjah Mada (UGM), and Master of Education (M.Pd.) in English Education from Universitas Negeri Semarang (UNNES). His research interests are in the areas of English Language Teaching, Applied linguistics, and TELL.

571. Noble Lo (noble.lo@cpce-polyu.edu.hk)

Noble Lo completed his postgraduate degrees at HKU and the University of Oxford. He also obtained his Cambridge CELTA and Harvard CAEL. He is a Fellow of RSA, a Chartered Linguist of CIOL and an Ambassador of the Harvard Graduate School of Education. He served as a Member of the Senate at OUHK. He is currently teaching at PolyU CPCE..

572. Noer Jihad Saleh (noerjihadsaleh239@gmail.com)

Noer Jihad Saleh is the second advisor. He is one of the professors at Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia. He pursued his master degree at Loughborough University and Doctoral degree at Hasanuddin University. His area of research is in translation.

573. Noor Eka Chandra (nooreka_chandra@ulm.ac.id)

Noor Eka Chandra is a lecturer and the head coordinator of the English Language Education Study Program in Universitas Lambung Mangkurat, Indonesia. She earned her Doctorate from Universitas Negeri Malang, Indonesia, in 2016. Her research focus is mainly in the areas of speaking skills and creative writing of the English Language.

574. Nor Asniza Ishak

Dr. Nor Asniza Ishak is a senior lecturer at the School of Educational Studies, Universiti Sains Malaysia, majoring in Science/STEM, Biology Education and Curriculum Studies. Her research interests are in the area of Science/STEM Education, Biology Education, Curriculum Studies, Curriculum and Instruction, SDGs, Environmental Education.

575. Nora Fulda (norafudhla@fbs.unp.ac.id)

Nora Fulda is a lecturer at the English Department of Universitas Negeri Padang. She took her Master Degree at the same university. She has been teaching English since 2012. Her research deals with the teaching of writing, students' writing strategies, and teacher professional development.

576. Nora Ronita Dewi (noradewi@unimed.ac.id)

Nora Ronita Dewi is a lecturer of English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan. She graduated from English Education Study Program Universitas Negeri Medan in 2002 and English Literature, Universitas Negeri Medan in 2023, and English Applied Linguistics Post Graduates Universitas Negeri Medan in 2006. Her research interests are related to Curriculum Development, ICT, and innovative teaching methods and strategies, and ESP.

577. Noriko Akiho-Toyoda (noriko-toyoda@nuhw.ac.jp)

Noriko Akiho-Toyoda is an associate professor of Niigata University of Health and Welfare. She studied SLA at Birkbeck (London) and completed a PhD (Applied Linguistic) course without a dissertation at Meikai University in Japan. She is currently taking Ed.D course at UNICAF University for ICT management at higher educational institutes. Her academic interests are in the area of SLA, particularly the multilingual/translanguaging environment of immigrants children and ICT.

578. Nova Ariani (nova.ariani.fs@um.ac.id)

Nova Ariani is a faculty member the Department of English, Universitas Negeri Malang. She received a bachelor's degree in English language teaching from Universitas Negeri Malang and a master's degree in TESOL from Monash University. Her research interests include academic literacy and writing assessment. She is currently pursuing her PhD in the University of Auckland, New Zealand.

579. Nova Lingga Pitaloka (novalinggapitaloka@fkip.unsri.ac.id)

Nova Lingga Pitaloka is a faculty member of the English Education Study Program of Universitas Sriwijaya, Palembang, Indonesia, Indonesia. She earned her Master's in English Education from Graduate School of Universitas Sriwijaya, Palembang, Indonesia. She mostly conducted studies in the areas of English Language Teaching and technology in language teaching and learning.

580. Novalita Fransisca Tungka (novalita@unsimar.ac.id)

Novalita Fransisca Tungka is a faculty member of the English Department of Universitas Sintuwu Maroso, Poso, Indonesia. Her research interests are in curriculum and material development, instructional design, literacy and technology, and TEFL.

581. Novia Trisanti (novia.santi@mail.unnes.ac.id)

Novia Trisanti is a faculty member of the English Department at Universitas Negeri Semarang, Indonesia. She earned her Master Degree on English Education in 2004, and she is now a Doctoral Student at UPI Bandung researching Multimodal Assessment. Her research interests are EFL teaching and learning, Assessment, SLA, and Multimodality in language teaching.

582. Novi Prihananto (noviprihananto@unigamalang.ac.id)

Novi Prihananto is a senior lecturer at the English Department, Faculty of Social & Cultural Sciences, Gajayana University of Malang, Indonesia. He completed his MPd at the State University of Malang. He earned his doctoral degree from the University of New England, Armidale, NSW, Australia. His research interests are in the areas of TEFL, teacher professional development, and EFL Curriculum.

583. Novita Diana (novitadiana111@gmail.com)

Novita Diana is a lecturer at Jabal Ghafur University, Aceh-Indonesia. She focuses on the field of SFL. Her research interests are SFL, ICT-based learning, and English language learning.

584. Nuning Wahyu Astuti (nuning.wahyu@iain-surakarta.ac.id)

Nuning Wahyu Astuti is a lecturer in the English Department of UIN Raden Mas Said Surakarta, Indonesia. She earned her Master Degree from Monash University, Australia. Her research interests are in the areas of Intercultural Communication, English Language Teaching, and Bilingualism.

585. Nunun Indrasari (nununindrasari@gmail.com)

Nunun Indrasari is an English lecturer at the English Language Education Department of UIN Raden Intan Lampung, Indonesia. Her research interests are in the area of English Language Teaching, Teaching English as a Foreign Language, and technology-enhanced language learning.

586. Nunung Fajaryani (nunung.fajaryani@unja.ac.id)

587. Nunung Suryati (nunung.suryati.fs@um.ac.id)

Nunung Suryati earned her Ph.D degree in Education from the University of Newcastle, NSW, Australia. She has more than 20 years of experience working as a teacher educator at the English Department, Faculty of Letters, Universitas Negeri Malang (UM) Indonesia, where she is currently teaching. Her current research interests include lesson study, literacy pedagogy, and coursebook evaluation. Her publication topics include classroom interaction, oral corrective feedback, lesson study, and teacher education.

588. Nur Adheliya Septiarananda (istanti.ana81@gmail.com)

Nur Adheliya Septiarananda is a graduate student of the English Language Education Department of Universitas Mulawarman, Indonesia. She earned her S.Pd in English Education with her interest in technology and classroom assessments. She is now teaching English at an elementary school in Samarinda.

589. Nur Aeni (nur_aeni@unm.ac.id)

Dr. Nur Aeni, S.Pd.,M.Pd is a lecturer senior of English Education Department at Universitas Negeri Makassar. She attended some International Conference as the Presenter. Namely: Brown Bag Seminar at Northern Illinois University, DeKalb, USA, Closing Ceremony of PKPI in 2016 at Northern Illinois University, DeKalb, IL, USA. International Conference on language education, TEFLIN International Conference in 2018, AsiaTEFL 2020 International Conference (Kintex.Goyang South Korea, virtually) . She is a member of TEFLIN and AsiaTEFL. Her research interests are Teaching English as Foreign language (TEFL), Teaching English Oral Communication & ELT Material Development and Evaluation. She can be reached at ainiminollahi@gmail.com & nur_aeni@unm.ac.id

590. Nur Aisyah Zulkifli (nur'aisyah.zulkifli@uin-suska.ac.id)

Nur Aisyah Zulkifli is a lecturer at English Education Department Sultan Syarif Kasim Riau - Indonesia. She is a Ph.D. candidate of English Language Pedagogy at Padang State University.

591. Nur Arifah Draji (nurarifah_drajati@staff.uns.ac.id)

Dr. Nur Arifah Draji, M.Pd. is a lecturer of the English Language Education Department of Universitas Sebelas Maret (UNS). She earned her Bachelor's Degree from UNS. She completed her Magister Degree and Ph.D. in Universitas Negeri Jakarta. She contributed to several reputable journals. Her research interests lie in technology in language learning, TPACK, Multimodal, and IDLE.

592. Nur Halimah (nurhalimah@iain-manado.ac.id)

Nur Halimah is a faculty member of the English Education Study Program of Institut Agama Islam Negeri Manado, Indonesia. She earned her magister degree in Linguistics from Universitas Samratulangi Manado, Indonesia. Her research interests are in the areas of Ethnolinguistic, English Language Teaching, English Skills.

593. Nur Hayati (nur.hayati.fs@um.ac.id)

Nur Hayati is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She is currently a third-year PhD student in the Faculty of Education, Monash University, Australia. Her research interests are in the areas of reflective practice, teacher cognition, teacher education and teacher professional development.

594. Nurhusnil Khatimah (nurhusnilkhatimah@gmail.com)

Nurhusnil Khatimah is a faculty member of the English Education Department of Universitas Sulawesi Barat, Indonesia. She earned her Magister degree in English Education from Universitas Negeri Makassar, Indonesia. Her research interests are in the areas of Vocabulary and English Language Teaching.

595. Nur Laily Lupita Sari (nurlailylupitasari@gmail.com)

Nur Laily Lupita Sari finished both of her bachelor's and master's degree from Universitas Negeri Malang (UM) majoring in English Language Teaching program. She is currently a lecturer in Universitas Billfath. Her research interests include ELT, technology, and teacher professional development.

596. Nur Mukminatien (nur.mukminatien.fs@um.ac.id)

Nur Mukminatien is a professor in ELT at Universitas Negeri Malang (UM), Indonesia. Her research interests are the teaching of writing, instructional design, syllabus development, and lesson planning. She spends her time assisting junior lecturers and postgraduate students in research, community services, and article publication for their professional development.

597. Nur Patria Pujitama Sari (nurpatriaps@gmail.com)

Nur Patria Pujitama Sari is a dedicated marine English teacher who strives to motivate pupils to achieve academic and personal success. Since 2020, she has been a lecturer at Sekolah Tinggi Ilmu Pelayaran (STIP). She completed her Bachelor's degree at the State University of Jakarta in 2014 and her Master's degree at Indraprasta University in 2020.

598. Nuraeningsih (nuraeningsih@umk.ac.id)

Nuraeningsih is an English teacher at English Education Department of Universitas Muria Kudus, Indonesia. She has conducted some research on Extensive Reading, English Language Teaching and Material Development.

599. Nurani Hartini (nuranihartini@gmail.com)

Nurani Hartini is an English lecturer in the English Education Department, Faculty of Education and Science, Universitas Swadaya Gunung Djati, Indonesia. Her research interests include Applied linguistics and Intercultural Communication.

600. Nurdin Noni (nurdinnoni@yahoo.com)

Nurdin Noni is a Professor in the English Education Study Program at State University of Makassar. He teaches courses related to Information and Communication of Technology (ICT) in English as a foreign language teaching. His main research is ICT in EFL teaching.

601. Nurenzia Yannuar (nurenzia.yannuar.fs@um.ac.id)

Nurenzia Yannuar received her PhD from Leiden University Centre for Linguistics, the Netherlands. She was a post-doc fellow at KITLV/ Royal Netherlands Institute of Southeast Asian and Caribbean Studies, exploring the sociolinguistics of plurilingualism in colonial Indonesia through a novel. She currently teaches at Universitas Negeri Malang. Her research interests include youth languages, colloquial languages, and linguistics landscape.

602. Nureza Dwi Anggraeni (anggraeni.resa@gmail.com)

Nureza Dwi Anggraeni is a lecturer at the University of Riau and a student of the Doctoral program in Applied Linguistics at the State University of Jakarta, Indonesia. She is interested in research in the fields of local and Indonesian language, literature and culture.

603. Nurfaizah Sahib (nurfaizahsahib19@gmail.com)

Nurfaizah Sahib is a student of State University of Makassar. She is a permanent lecturer at the Faculty of Teacher Training and Education, Bosowa University, Indonesia. She received Master of English Education degree from State University of Makassar. Her current field is EFL teaching. Her research interests are mobile learning model, methodology, and writing.

604. Nurhasanah (hasanahnur705@gmail.com)

Nurhasanah is a lecturer at mathematic education at Universitas Muhammadiyah Parepare. She pursued her bachelor degree at UMPAR, Indonesia, and master degree at Makassar State University, Indonesia. Her research interests are teaching media, statistical, algebra, mathematic issue. She has published articles in reputable journals and attended international conferences on education.

605. Nurhasanah Halim (nurhasanah.nhl@bsi.ac.id)

Nurhasanah Halim is a senior lecturer in the English Language Education. Her interests are in researches of Technology-enhanced Language Learning, Bi/ Multilingualism and Teaching Writing for Academic and Scientific Purposes. She is now taking her doctorate degree in Universitas Negeri Jakarta, majoring in Applied Linguistics.

606. Nurindah (nurindah@uho.ac.id)

Nurindah is a lecturer at Halu Oleo University, Kendari. Her research interests include classical and modern literary studies, student and lecturer self-efficacy, and the use of teaching technology in EFL classrooms, which she has presented or participated in national and international conferences and seminars. Her email address: nurindah@uho.ac.id.

607. Nurjannah (nurjannah55555@gmail.com)

Nurjannah is a doctoral student of Universitas Negeri Makassar, Indonesia. She earned his Magister degree in English Education from Universitas Negeri Makassar, Indonesia. Her research interests are in the areas of Content Language and English Language Teaching.

608. Nurjannah (nurjannah.amdas@gmail.com)

Nurjannah is a student of Muhammadiyah Enrekang, Indonesia. She continues her bachelor's degree in Fakultas Keguruan dan Ilmu Pendidikan majoring in English Education at Universitas Muhammadiyah Enrekang, Indonesia. Her research interest is in the areas of Content English Language Teaching.

609. Nurti Rahayu (rahayu_nurti@upi.edu)

Nurti Rahayu is a faculty member of the hotel management department of Trisakti School of Tourism, Jakarta. She is striving for her doctorate degree at English Language Education department at Universitas Pendidikan Indonesia, Bandung. Her research interests are language testing and assessment, English for Specific Purposes, and language and tourism.

610. Nurul Atma (nurulatma16@gmail.com)

Nurul Atma is a faculty member of the English Department of Universitas Halu Oleo, Indonesia. She earned her magister degree from Universitas Negeri Malang. Her research interests are English Language Teaching and Second Language Acquisition.

611. Nury Kurnia (nurykurnia@gmail.com)

Nury Kurnia is a lecturer of the Faculty of Education S1 Early Childhood Education, University of PGRI Argopuro Jember, Indonesia. She earned her master degree in English Education from Universitas Islam Malang (UNISMA), Indonesia. Her research interests are in the areas of English Language Teaching, Language and Linguistics.

612. Nyimas Triyana Safitri (triyana@unja.ac.id)

Nyimas Triyana Safitri is a lecturer in English Study Program of Universitas Jambi, Indonesia. She earned her doctoral degree in Education from Universitas Jambi, Indonesia. Her research interests are in Curriculum studies and English Language Teaching areas.

613. Oktariyani (oktariyani.yani@gmail.com)

Oktariyani is currently pursuing a Doctoral education in the Applied Linguistics Study Program, at the State University of Jakarta. She received research grants for novice lecturers from the Directorate of Research and Community Service, Directorate General of Research and Development Strengthening, Ministry of Research, Technology, and Higher Education, namely in 2018 and 2020. She is also actively writing articles and articles published in national journals.

614. Panachanok Chanwaiwit (chanwaiwit@gmail.com)

Panachanok Chanwaiwit is a lecturer at Chiangmai Rajabhat University. She holds a Bachelor's degree in English and a Master's degree in English teaching, and currently she receives a Doctoral degree in English for Professional Development from Mae Fah Luang University. Her research focuses on ELT, teacher education, and educational technology.

615. Park Punahm (punahm17@skuniv.ac.kr)

Punahm Park is an assistant professor and director of division of Global Business Languages (English) at Seo Kyeong University, Korea. Having done research on curriculum development and implementation in the EFL context, she has recently focused on content-based language teaching and learning for EFL university students.

616. Paula Hampp (paulahampp@unima.ac.id)

617. Paula Rombepajung (paularombepajung@unima.ac.id)

618. Pebby Ardin (pebbyar@telkomuniversity.ac.id)

Pebby Ardin is an English and Indonesian instructor of the Language Center of Telkom University. He earned his Undergraduate Degree from Islamic State University of Sunan Gunung Djati Bandung majoring in English Education. His research interests are in the areas of program development and language teaching.

619. Ping He (212076867@qq.com)

Ping He is a doctoral candidate at English Department, College of Foreign Languages and Literature, Wuhan University, China. His research interests include discourse studies, English for Academic Purposes and foreign language teaching.

620. Pipit Prihartanti Suharto (ppsuharto@upi.edu)

Pipit Prihartanti Suharto is a faculty member of the English Education Department of Universitas Perjuangan Tasikmalaya, Indonesia. She earned her M.A. in English Language Teaching (with Specialism in English for Young Learners) from Warwick University, England. She is currently pursuing her doctoral degree at Universitas Pendidikan Indonesia. Her research interests are in the areas of English for Young Learners, Metacognition, and Materials Development.

621. Piyapan Kantisa (jay_avenue@hotmail.com)

Piyapan Kantisa is a lecturer in the Department of Western Languages, Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University, Thailand. His current research interests cover pragmatics and sociocultural aspects in ELT, web-based instruction and blended learning.

622. Prapti Wigati Purwaningrum (prapti.pwp@bsi.ac.id)

Prapti Wigati Purwaningrum is a faculty member of the English Department of Universitas Bina Sarana Informatika, Jakarta, Indonesia. She earned master in Applied Linguistics from Universitas Negeri Jakarta, Indonesia in 2012. She currently takes doctoral program at Universitas Pendidikan Indonesia. Her research interests are in the areas of linguistics.

623. Pratiwi Retnaningdyah (pratiwiretnaningdyah@unesa.ac.id)

Pratiwi Retnaningdyah is a lecturer at the English Literature Study Program, Universitas Negeri Surabaya. She earned her PhD in Cultural Studies from The University of Melbourne, Australia. She currently teaches Literature and Culture-related courses. She is also active in the School Literacy Movement Task Force and Indonesian Extensive Reading Association. Her research interests are gender studies, postcolonial criticism, teaching literature in EFL classroom and literacy as social practice.

624. Preeyapha Wangmanee (preeyapha.bis@crru.ac.th)

Preeyapha Wangmanee is a faculty member of the Western Languages Program, Faculty of Humanities, at Chiang Rai, Thailand. She received her master's degree in English from Chiang Rai Rajabhat University, Thailand. Her research interests are in the area of teaching literature, language teaching methods and approaches.

625. Prisca Melenia Sari (priscamelenia21@gmail.com)

Prisca Melenia Sari graduated from Islamic State University of Sunan Gunung Djati in October 2021. She received a bachelor's degree in English Education, and her research interests are in intercultural perspective analysis. She is currently an English Teacher at Ican Training Centre.

626. Puji Astuti (puji.astuti.ssu@mail.unnes.ac.id)

Puji Astuti is an associate professor at Universitas Negeri Semarang, Indonesia. Her research interests include cooperative learning in TEFL, digital literacies, and identity construction. She published her articles in the TEFLIN Journal, the Indonesian Journal of Applied Linguistics, the Journal of AsiaTEFL, the Journal of Adolescent and Adult Literacy, and PASAA: A Journal of Language Teaching and Learning.

627. Punithavathy Rajaindaran (punitha25984@gmail.com)

Punithavathy Rajaindaran is an ESL teacher who has been serving in the education field for 11 years. She received her first degree in Communication, Dip. Ed (KPLI) in ELT and Master's degree in Tesol. Currently, she is pursuing her Ph.D. in Tesol, USM. Her research interests are OLT and ELT.

628. Pupung Purnawarman (pupung@upi.edu)

Pupung Purnawarman is a faculty member of the English Language Education Study Program of Universitas Pendidikan Indonesia Bandung. He earned his Ph.D in Instructional Design and Technology from Virginia Polytechnic Institute and State University, USA in 2011. His research interests are English Language Teaching, writing and feedback, Instructional Design and Technology, and ICT.

629. Purnama Cahya (Purnama.cahya@monash.edu)

Purnama Cahya is a doctoral student at Monash University, Australia through Faculty of Arts International Postgraduate Research Scholarship (FAIRPS). Her research interest involves L2 Motivation and English as Foreign Language (EFL) studies.

630. Purnama NF Lumban Batu (nancy.lumbanbatu@gmail.com)

631. Qi Wang (wangqi0000328@gmail.com)

Qi Wang is a graduate student in applied linguistics at the School of Foreign Languages, Dalian University of Technology, in Dalian, China. Her research interests include English for specific and academic purposes and second language acquisition.

632. Qisty Triani (qistitriani@telkomuniversity.ac.id)

Qisty Triani is an English instructor of the Language Center of Telkom University. She earned Undergraduate Degree from Indonesia University of Education majoring in English Literature. Her research interests are in the areas of material and test development.

633. Rachael Ruegg (rachaelruegg@gmail.com)

Rachael Ruegg is a Senior Lecturer in the School of Linguistics and Applied Language Studies and Director of the Academic and Professional Writing Programme at Victoria University of Wellington. She has taught both language and academic skills in New Zealand, Japan, Germany and China. Her research focusses on teaching and assessment of writing, English for Academic Purposes and English-medium Instruction.

634. Raden Aulia Utami Hidayat (rauliastaisgarut@gmail.com)

Raden Aulia Utami Hidayat is a postgraduate student of the English Department of Universitas Pendidikan Indonesia, Bandung, Indonesia. She is the last year student in the doctoral program at that university. Her research interests are in the areas of literacy, critical literacy and digital literacy.

635. Radiah Hamid (radiah@unismuh.ac.id)

636. Radiatan Mardiah (radiatan.mardiah@unja.ac.id)

Radiatan Mardiah is a lecturer in English Study Program of Universitas Jambi, Indonesia. She earned her masters degree in Linguistics from Universitas Padjadjaran, Indonesia. Her research interests are in Second Language Acquisition and English Language Teaching areas.

637. Rafi'ah Nur (rafiahnur15@gmail.com)

Rafi'ah Nur is a senior lecturer at Magister Program of English Language Education at Universitas Muhammadiyah Parepare, Indonesia. She earned her Doctoral in English Language Education Universitas Negeri Makassar. Her research interests include English Language Teaching, Curriculum and Material Development, English for Specific Purposes, and Language Testing and Evaluation.

638. Rafista Deviyanti (deviyanti.yamin.rafista@o365.u-szeged.hu)

Rafista Deviyanti is a doctoral student in the Educational Science Department of the University of Szeged, Hungary. Her research interests are in Second Language Acquisition, Teaching English to Young Learners, and Language Assessment for Young Learners.

639. Rahma Pitria Ningsih (rahmapitria@poliban.ac.id)

Rahma Pitria Ningsih is an English Lecturer of Politeknik Negeri Banjarmasin. She is interested in Teaching English as a foreign language and Teaching Media Development. She is also interested in research of English for Specific Purposes

640. Rahmadilla Kurniasari (rahmadillakurniasari@student.uns.ac.id)

641. Rahmab Hakim (rahman@untirta.ac.id)

Rahman Hakim, M.Pd is currently the head of the English Education Department of Universitas Sultan Ageng Tirtayasa. He has 15 years of experience in Teaching English as a Foreign language in Higher Education. His research expertise is in the field of TEFL, Innovation, and Technology Application in the Teaching of English as a Foreign Language.

642. Rahmat Djunaedi (rahmat@unsil.ac.id)

Rahmat Djunaedi is a faculty member of the English Education Department of Universitas Siliwangi, Indonesia. His research interests include teaching public speaking and critical discourse analysis in language education.

643. Rahmati Putri Yaniafari (yaniafari.fs@um.ac.id)

Rahmati Putri Yaniafari is an academic staff member at the Department of English, Universitas Negeri Malang. She has a keen interest in English Language Teaching, especially Pronunciation Teaching, ESP, Computer Assisted Language Learning (CALL), and CLIL (Content and Language Integrated Learning).

644. Raisa Fadilla (raisa.fadilla@ulm.ac.id)

Raisa Fadilla is a lecturer at the English Language Education Study Program of Universitas Lambung Mangkurat, Indonesia. She earned her master degree in English Language Teaching from Universitas Negeri Malang, Indonesia. She is interested in English Language Teaching, Curriculum and Instruction, and Teacher Professional Development.

645. Ratih Novita Sari (ratihnovitasari@uhamka.ac.id)

Ratih Novita Sari earned her Master's degree in English Education in 2014; she then pursued her education in Universitas Negeri Malang, Indonesia, in English Language Teaching. Her research interests include ICT in ELT, TEFL, and Second Language Writing. Recently she has worked as a lecturer at the Department of English Language Education, University of Muhammadiyah Prof. Dr. HAMKA. Her ORCID ID is <https://orcid.org/0000-0002-2566-1759>

646. Ratna A. Mahaputri (ratna10mahaputri@upi.edu)

Ratna A. Mahaputri is a doctoral student in Universitas Pendidikan Indonesia, West Java- Indonesia majoring in the English Education program. She is also a teacher educator in Universitas Swadaya Gunung jati Cirebon, Indonesia. Her current subject of teaching is Intercultural Communication, Extensive Listening and Public Speaking. Her research interests are Intercultural Communication in language education, Teacher/Students' identity, SFL and Global Englishes.

647. Ratu Utami (ratuutami0781@gmail.com)

Ratu Utami is an English teacher at SMP Itqan Islamic School, Bandung and she is also a postgraduate English student at English Education Program, School of Post Graduate Studies, Indonesia University of Education (UPI) Bandung. Her expertise is Teaching for Young Learners, Reading, and English for Specific Purposes.

648. Ratu Yilainti Natsir (ratuyulianti@gmail.com)

Ratu Yulianti Natsir, lahir di Ujung Pandang, 6 Juli 1985. Meraih gelar Sarjana Pendidikan (S.Pd) dari Universitas Muhammadiyah Makassar pada tahun 2007. Kemudian gelar Master (M.Pd) dari Universitas Negeri Makassar pada tahun 2011. Kemudian gelar Doktor (Dr) dari Universitas Negeri Makassar pada tahun 2022. Saat ini bertugas sebagai dosen bahasa Inggris di program pendidikan bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Dan telah menerbitkan beberapa artikel salah satunya pada KLASIKAL Journal pada tahun 2022 yang merupakan artikel terbaru. Pada tahun 2019 penulis menjadi salah satu presenter pada TEFLIN Medan.

649. Ravinder Gargesh (ravindergargesh@gmail.com)

Ravinder Gargesh is Professor and Head of the Department of English at Samarkand State University, Samarkand, [earlier Professor and Head, Department of Linguistics, University of Delhi, India]. He has supervised 14 PhD researchers, published 05 book, 102 research papers, edited 07 books, and has compiled (with a team) 08 dictionaries. Presently he is joint President of AsiaTEFL and also member of editorial boards of 04 journals, including the journal - World Englishes.

650. Refanja Rahmatillah (refanjarahmatillah@utu.ac.id)

Refanja Rahmatillah is a lecturer at Universitas Teuku Umar, Aceh, Indonesia, teaching English for academic purposes. He earned his master's degree in applied linguistics from The University of Queensland, Australia. He currently serves as the secretary of the Curriculum and Language Development Center of Universitas Teuku Umar. His research interests include English teaching, language testing and assessment, and digital media for language learning.

651. Refi Aksep Sativa (refi.sativa@upi.edu)

Refi Aksep Sativa is currently taking a Master's degree in English Language Education Program at Universitas Pendidikan Indonesia under Indonesia Endowment Fund for Education (LPDP) scholarship. She is interested in teacher training, language assessment, and technology in the classroom.

652. Refnaldi (refnaldi@fbs.unp.ac.id)

Refnaldi is a faculty member of the English Department of Universitas Negeri Padang, Indonesia. He earned his Doctorate in Education from Universitas Negeri Jakarta, Indonesia. His research interests are in the areas of Applied linguistics, English Language Teaching, and Language Assessment.

653. Reni Juliani (renijuliani@utu.ac.id)

Reni Juliani is a senior lecturer at the Department of Communication Science, Faculty of Social and Political Sciences, Universitas Teuku Umar, Aceh, Indonesia. Her research interests include communication studies, media, and social interaction involving varied methodological perspectives.

654. Reski Pilu (reskipilu.uncp@gmail.com)

Reski Pilu is a doctoral student program at Universitas Negeri Makassar, Indonesia through a scholarship from Puslapdik Kemendikbudristek which is fully funded by LPDP Indonesia. Her interest includes teaching methods and approaches and English language teaching. She has published some articles in national journals.

655. Restu January Hamid (restujbruary05@gmail.com)

Restu January Hamid is a faculty member of the English Education Study Program of Universitas Bosowa, Indonesia. She is studying in English Doctoral Program of Universitas Negeri Makassar. Her research interests are in the areas of English Language Education, teacher professional development, English Language Teaching, and digital content.

656. Restu Mufanti (restu.mufanti-1@student.uts.edu.au)

Restu Mufanti is currently studying curriculum for higher education in the school of International Studies and Education, Faculty of Arts and Social Sciences at the University of Technology. She is an academic staff of the Education Faculty at University of Muhammadiyah Ponorogo in Indonesia. Her areas of research interest include higher education curriculum, English language teaching, and research methodology.

657. Retno Hendryanti (rehendry@telkomuniversity.ac.id)

Retno Hendryanti is a faculty member of the Telecommunication Engineering Department of Universitas Telkom, Indonesia. She earned her PhD in Literacy, Culture, and Language Education from Indiana University Bloomington, USA. Her research interests are in the areas of CALL, EFL teacher professional development, and English Language Teaching.

658. Reza Fauzi Najib (rezafauzinajib97@gmail.com)

Reza Fauzi Najib is an English Lecturer at STTB-LPBAI Baleendah Bandung with 5+ years of experience in educating middle and high school students. Knowledgeable of English Language Standards, Modern Teaching Methods, and Assessment Systems.

659. Ria Rosdiana Jubhari (ac.riajubhari@gmail.com)

Ria Jubhari is the third advisor. She is a faculty member of Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia. Her master degree was in University of Canberra in 1996, and she earned her PhD in Monash University in 2004. Her research areas are English language teaching, culture, needs analysis, and academic writing.

660. Ribut Wahyudi (ribut@bsi.uin-malang.ac.id)

Ribut Wahyudi, Ph.D. is the Head of English Literature Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia. He has published book chapters, among others, with Palgrave Macmillan, Routledge, Multilingual Matters and Springer. He was an invited reviewer for Asian Englishes (Taylor & Francis) and book proposals in Critical Applied Linguistics submitted to Routledge - New York.

661. Rida Afrilyasanti (rida.afriyasanti.2102219@students.um.ac.id)

Rida Afrilyasanti is an EFL teacher in Sekolah Menengah Atas (senior high school) Negeri Taruna Nala Jawa Timur and a Ph.D. student of English Language Education in Universitas Negeri Malang, Indonesia. During her undergraduate degree, she was granted for student exchange program at HSU, California, U.S.A. Her current interest is on technological pedagogy, pedagogical innovation, and media literacy.

662. Rifqi Nasirun Nafis (rifqi.nasirun.2102218@students.um.ac.id)

663. Rika Andayani (rika.andayani@unj.ac.id)

Rika Andayani is a faculty member of the English Department of Universitas Negeri Jakarta, Indonesia. She earned her magister degree from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of information and communication technology in English language teaching, translation and interpreting.

664. Rina Astuti Purnamaningwulan (purnamaningwulan@gmail.com)

Rina Astuti Purnamaningwulan, M.Hum. is a full time lecturer at Sanata Dharma University Yogyakarta. She obtained her bachelor's degree in English Language Education and master's degree in English Language Studies – both from Sanata Dharma University. Her research interests include digital-transformative learning in ELT and educational technology. She can be contacted at rina.ap@usd.ac.id.

665. Rina Husnaini Febriyanti (rhfebriyanti@gmail.com)

Rina Husnaini Febriyanti is a faculty member of the English Department of Universitas Indraprasta PGRI, Jakarta, Indonesia. She has been taking a Doctoral Degree in the Department of Applied Linguistics at Universitas Negeri Jakarta, Jakarta, Indonesia. Her research interests are in the areas of Academic Writing, CALL, English Language Teaching, and English Literature.

666. Rina Sari (rinasari@bsi.uin-malang.ac.id)

Rina Sari is an English lecturer of Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Jalan Gajayana 50 Malang 65144, Indonesia. Her research interests are Teaching English as a Foreign Language, teaching English with ICT, and developing English teaching materials.

667. Rina Wahyu Setyaningrum (rina.19019@mhs.unesa.ac.id)

Rina W. Setyaningrum obtained her M.Ed. in Bilingual Education from Rangsit University, Thailand, and now is a PhD candidate in English Language and Literature Education at Universitas Negeri Surabaya. Her research interests are Teaching English to Young Learners, Bilingual Education and Content and Language Integrated Learning.

668. Rindana Meidianti (rindana@upi.edu)

Rindana Meidianti is a graduate student at Universitas Pendidikan Indonesia. Not only focusing on the educational field and teaching, she is into visual arts and also a part-time illustrator. The topics of culture, multimodality, and multiliteracy are her current interests.

669. Rini Intansari Meilani (intanmusthafa@upi.edu)

Rini Intansari Meilani earned Master's (MPd) and Doctor's (Dr) degrees in English Education from the School of Postgraduate Studies (SPs), Indonesia University of Education (UPI). She currently teaches English for Specific Purposes at the Faculty of Economics and Business Education at UPI. Her academic interests include ESP teacher cognition and course design. She can be reached at intanmusthafa@upi.edu

670. Rinny Rorimpandey (rinnyrorimpandey@unima.ac.id)

671. Ririn Pratiwi (zubaidipolinema@gmail.com)

Ririn Pratiwi Suharto is a faculty member at the English Department, Politeknik Negeri Malang, Indonesia. She earned her Master in English Literature from Universitas Diponegoro, Indonesia. Her research interests are in the areas of English Literature, and English for Specific Purposes.

672. Riski Lestiono (riskilestiono@umm.ac.id)

Riski Lestiono earned his M.A. in Linguistics from Radboud University Nijmegen, the Netherlands. He is currently pursuing Ph.D. in British-American Language and Culture in Kyung Hee University South Korea. His research interests are in the areas of teaching English pronunciation and technology-supported language learning.

673. Rita Handayani (rita_h@untirta.ac.id)

Rita Handayani is a faculty member of the English Department of Universitas Sultan Ageng Tirtayasa Banten, Indonesia. She earned her Master Degree in English Study Program from Universitas Pendidikan Indonesia (UPI) Bandung. Now she is in the process of finishing her doctoral degree in Applied Linguistics from Universitas Negeri Jakarta, Indonesia. Her research interests are in the areas of English Language Teaching and TEYL.

674. Rita Hartati (rhartati545@gmail.com)

Rita Hartati is a lecturer of English Language and Literature Department, Faculty of Language and Arts, Universitas Negeri Medan. She graduated from Linguistics, Post Graduates Universitas Sumatera Utara (USU). She joined as Deli Toastmaster membership in 2004 and actively participated as a guest for international speech contest in Indonesia, Malaysia and Singapore. Her research interests are related to innovative teaching method and strategy, public speaking competence, inner speech and gender.

675. Riyadi Santosa (riyadisantosa@staff.uns.ac.id)

676. Riyan Arthur (arthur@unj.ac.id)

Riyan Arthur is a Lecture of Vocational Education of Building Construction, Faculty of Engineering, Universitas Negeri Jakarta, Indonesia. He earned his doctoral in Educational Research and Evaluation from Universitas Negeri Jakarta (UNJ), Indonesia. His research interests are in the areas of Vocational Education, Educational Research and Evaluation, and Teaching.

677. Rizka Safriyani (rizkasafriyani@uinsby.ac.id)

678. Rizki Febri (hudorikiki@gmail.com)

Rizki Febri is a faculty member in English education study program at FKIP Universitas Jember. His research interests include Speaking, Writing, TELL, and language assessment.

679. Rizkiana Maharddhika (r-maharddhika@ub.ac.id)

Rizkiana Maharddhika is an English lecturer at the Faculty of Agriculture, Brawijaya University, Indonesia. She has been teaching General English, English for Specific Purposes (ESP), and English for Business since 2013. Her research interests lie on English for Specific Purposes, Language Assessment, Literacy, and Teaching English as Foreign Language (TEFL). She can be contacted via email: r-maharddhika@ub.ac.id or rizkianamaharddhika00@gmail.com.

680. Roger Palmer (palmerroger246@gmail.com)

Roger Palmer is from London, England and teaches in Japan. He was Keynote Speaker at the UiTM Blended Learning Colloquium (Malaysia, 2013) and ELT-Tech (Indonesia, 2016), and Plenary Speaker at TEFLIN (Indonesia, 2010) and CONAPLIN (Indonesia, 2017). His research interests include content-based instruction, genre-based pedagogy, ICT and semiotics.

681. Roghibatul Luthfiyyah (roghibatul.luthfiyyah@gmail.com)

Roghibatul Luthfiyyah is a faculty member of Universitas Swadaya Gunung Jati Cirebon, West Java-Indonesia. She is currently pursuing her doctorate degree at Universitas Negeri Malang. Her main research topic interests are in the area of assessment in language teaching, technology-enhanced language learning, and professional development.

682. Rohaniatul Makniyah (ms.ani.rohani@gmail.com)

Rohaniatul Makniyah is an English teacher of MAN 1 Kota Tangerang Banten. In 2013, she gained her master degree in Applied Linguistics from Universitas Atma Jaya Jakarta. Currently she is also a lecturer of Universitas Multimedia Nusantara teaching English for Academic Purposes. She has a strong passion for research especially in the field of education. She has presented in several workshops and conferences, including AsiaTEFL.

683. Rohaya Abdullah (faiezayaacob79@gmail.com)

Dr. Rohaya Abdullah is a senior lecturer at the School of Educational Studies, Universiti Sains Malaysia, majoring in Tesl, and Tesol. Her research interests are in the area of Tesl, TESOL, Learner Autonomy, Professional Teacher Development, and Teacher Education.

684. Rohmani Nur Indah (indah@bsi.uin-malang.ac.id)

Rohmani Nur Indah is an associate professor of Humanities Faculty at UIN Maulana Malik Ibrahim, Malang. She earned her Doctoral degree in ELT from State University of Malang (2013). She is a research fellow of Deakin University Australia and Catholic University of Pernambuco Brazil. Her current studies are on psycholinguistics, language disorder, and critical thinking.

685. Rosina Fransisca Joan Lekawael (rosina.lekawael@gmail.com)

Rosina F. J. Lekawael is a lecturer of the English study program of Universitas Pattimura in Ambon city of Maluku, Indonesia. She earned her MA in Linguistics from the Radboud University of Nijmegen, the Netherlands, and a Doctoral of Language Education from State University of Jakarta (UNJ) in Jakarta, Indonesia. Her research interests are in the areas of Linguistics, teacher professional development, and English Language Teaching.

686. Rosinta Norawati (rosinta.norawati@unja.ac.id)

Rosinta Norawati is a faculty member of the English Department of Universitas Jambi, Indonesia. She earned her Doctoral Degree in TEFL from Universitas Negeri Malang, Indonesia. Her research interests are in the areas of teacher professional development, and English Language Teaching.

687. Rosyadi Hidayati (Hidayatirosyadi@gmail.com)

Rosyadi Hidayati is a teacher of Indonesian Language for young learners of Mataram. NTB, Indonesia. She earned her education in language program at Matarama University of Mataram, her research interests are in English Language Teaching Technology in Language Teaching and Learning.

688. Rui Deng (dengruirui29@gmail.com)

Rui Deng is a master student of Foreign Linguistics and Applied Linguistics, the School of Foreign Studies, Northwestern Polytechnical University, Xi'an, China. Her research interests are in the area of academic English, metadiscourse, and modal adverbs.

689. Rusiana (rusiana@umk.ac.id)

Rusiana is a faculty member of the English Education Department of Universitas Muria Kudus, Indonesia. Her research interests are teaching English to Young Learners, Extensive Reading and English Language Teaching.

690. Rusmayani (usmagek@gmail.com)

Rusmayani is a faculty member of the islamic education of STAI Denpasar Bali, Indonesia since 2016. She earned her magister in evaluation of education from Ganesha University of, Singaraja. Her research interests are in the areas instructional media development, evaluation etc.

691. Ruwaida Abu Rass (roro.ab.sh.10@gmail.com)

Dr. Ruwaida Abu Rass is an EFL teacher educator. She is the head of the Master's program in Teaching English as a Foreign Language (TEFL) program, the UNESCO Chair-Holder for Multiculturalism in Teacher Education, and the coordinator of the program 'Accessing Higher Education to Arab students' at Beit Berl Academic College in Israel. Her main research interests are challenges facing Arab college students in writing in English, EFL teacher education, and multiculturalism. Dr. Abu Rass is the author of several articles related to EFL instruction and teacher education. She has won different scholarships like the International House Training and Development Scholarship, and the International UNESCO IITE Competition.

692. Ryan W. Smithers (ryanwsmithers@gmail.com)

Ryan W. Smithers is Associate Professor of Intercultural Studies at Otani University, Kyoto, Japan. He is also currently a Ph.D. candidate at Kyoto University. His research interests include classroom research, lifelong learning, and teacher cognition. In addition, he has published and presented extensively on matters related to learner motivation and has written numerous ESL textbooks.

693. S. M. Akramul Kabir (sak103@uclive.ac.nz)

S M Akramul Kabir works as a Research Assistant for Otago University, New Zealand. He holds a Ph.D. in Education from the University of Canterbury, New Zealand. He has been teaching English to both local and international students for more than 12 years. His areas of research interest include listening skills, teacher education, discourse analysis, and ICT in education.

694. S. A. D. Samaraweera (darshananie@gmail.com)

Dr. S.A.D. Samaraweera. At present, he is serving as the Deputy Director General of the Faculty of Languages, Humanities and Social Sciences at the National Institute of Education in Sri Lanka. He has obtained the Doctorate from the Management and Science University, Malaysia and the M.Phil in English from English and Foreign Languages University, Hyderabad, India. He is interested in research studies related to Education.

695. S. Jayanthi (jayanthiraj1802@gmail.com)

Mrs. S. Jayanthi is a Faculty member of the department of English in Meenakshi College for Women, Chennai. Completed two PG Degree's one in English Literature and the other in Journalism. Her MPhil thesis was Highly Commended from the University of Madras. She has recently submitted her Thesis for Doctor of Philosophy. Has more than 18 years of Teaching experience and had published research papers in Peer reviewed journals and has contributed chapters for many books. She is the editor for her College Newsletter 'Inhouse Samachar' and for her Department Magazine "Tattoo". Her Research interest includes Diaspora, English Language Teaching and Afro American

696. Sabreena Ahmed (sabreena.a@bracu.ac.bd)

Dr. Sabreena Ahmed is an Assistant Professor at the Department of English and Humanities, Brac School of Humanities and Social Sciences, BRAC University, Bangladesh. She has completed her Ph.D. from Kulliyah of Education, International Islamic University, Malaysia.

697. Safitry Wahyuni (safitry.skoikaltim@gmail.com)

Safitry Wahyuni is an English teacher at Sekolah Khusus Olahragawan Internasional, East Kalimantan, Indonesia. Her writings about her experiences in incorporating technology in ELT have been published in several books including a best practice published by SEAMEO Qitep in Language. Her research interests are in the areas of Educational Technology and Artificial Intelligence.

698. Saki Suemori (saki.suemori@gmail.com)

Saki Suemori is an Assistant Professor at University of Tsukuba, Japan. Her research interests include teacher psychology and teacher-student relationship.

699. Samsul Arifin (samsularifin@unipma.ac.id)

Samsul Arifin is a faculty member of the English department of Universitas PGRI Madiun, Indonesia. He earned his master's degree in English education from Universitas Sebelas Maret, Indonesia. His research interests are in the areas of English language teaching and EFL speaking.

700. Sanerita Tresnawaty Olli (saneritaolii@unima.ac.id)

Sanerita Tresnawaty Olli is a Lecturer at the Universitas Negeri Manado. She received a Master's degree in the Universitas Sam Ratulangi in Linguistics study, and a bachelor's degree in English Education Department IKIP Manado. She is interested in Linguistics and English Language Teaching.

701. Santi Erliana (santi.erliana.1902219@students.um.ac.id)

Santi Erliana is a faculty member of the English Department of Institut Agama Islam Negeri Palangka Raya, Indonesia. She is currently a Ph. D candidate in English Education in Universitas Negeri Malang, Indonesia. She earned her M. Pd in English Education from Universitas Negeri Malang (UM), Indonesia. Her research interests are in the areas of English Language Teaching, English as a Medium of Instruction and Interculture.

702. Sarah Kamagi (sarahkamagi@unima.ac.id)

703. Sarah Meisya Vira Laheba (sarahmeisyaa@gmail.com)

Sarah Meisya Vira Laheba is currently an undergraduate student of the English Language Education Study Program, Universitas Lambung Mangkurat, Indonesia. She enrolled in the program from 2018 until now. She is particularly interested in speaking skills and developing materials.

704. Sarah Rahmadian (sarah.r@kemenkeu.go.id)

Sarah Rahmadian is an educational data analyst at the Financial Education and Training Agency, Ministry of Finance of the Republic of Indonesia. She earned her bachelor's degree in psychology from Universitas Islam Negeri Syarif Hidayatullah and is currently pursuing a master's degree in professional psychology at the Universitas Persada Indonesia YAI. Her research interests are in the areas of psychometrics and human resource management.

705. Saran Shiroza (s-shiroza@sophia.ac.jp)

Saran Shiroza is an Assistant Professor in the Department of English Literature at Sophia University, Japan, where she teaches English and applied linguistics, including a course on Global Englishes. Her research interests include the global spread of English and its implications for ELT policies and practices in Japan and other non-English-speaking countries. Her research appears in English Today and other peer-reviewed journals.

706. Sari Karmina (sari.karmina.fs@um.ac.id)

Sari Karmina is a faculty member at the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. She received her PhD in Education from The University of Auckland, New Zealand. She is a pre-service and in-service trainer. Her research interests are in the area of teacher professional development, socio constructivism, teaching English for young learners, teaching English as a foreign language, and educational technologies.

707. Sary Silvhiany (ssilvhiany@unsri.ac.id)

Dr. Sary Silvhiany is a lecturer at English Education, Sriwijaya University. She earned her PhD from the Department of Literacy, Culture, and Language Education, Indiana University Bloomington and her MA from the University of Arizona, Tucson, USA and M.Pd. from Sriwijaya University. Her research focuses on literacy as social and critical practices, multiliteracies and multilingual inquiry pedagogy, & Teacher Education.

708. Satomi Fujii (satomifujii0321@gmail.com)

Satomi Fujii received her Ph. D. from the Graduate School of International Media, Communication, and Tourism Studies, Hokkaido University, Japan. She has years of experience in teaching English at high school, vocational school, and university. She is currently a researcher at Hokkaido University. Her research interests include willingness to communicate (WTC), language anxiety, individual factors, and EFL teaching.

709. Satyawati Surya (satyawatisurya@fkip.unmul.ac.id)

Satyawati Surya is a faculty member of English Language Education Department of Mulawarman University, Indonesia. She earned her M. Pd in English Education from Universitas Negeri Malang, Indonesia. Her teaching and research interests are in the areas of English language teaching, English skills development, and second language acquisition.

710. Sayit Abdul Karim (sayit.a.k@uty.ac.id)

Sayit Abdul Karim is a faculty member of the English Education Department of Universitas Teknologi Yogyakarta, Indonesia. He received his master's from Universitas Negeri Semarang, and Ph.D. from Universitas Negeri Malang. He was a visiting scholar at the Auckland University of Technology (AUT), New Zealand. His research interests mainly focus on TEFL, Teacher Professional Development, Sociolinguistics, and English for Specific Purposes.

711. Sayyidatul Fadilah (sayyidatul_fadhilah@walisongo.ac.id)

Sayyidatul Fadilah is a Head of English Education Department of UIN Walisongo, Semarang, Indonesia. She earned her Master Degree of English Education from Universitas Negeri Semarang. Her research interests are Extensive Reading and Writing, Language Teaching.

712. Septa Aryanika (septaaryanika@radenintan.ac.id)

Septa Aryanika is a teacher educator in English Department at the Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, Indonesia. Her research interests lie in writing, reading, literature, linguistics in language education, teacher professional development in language education.

713. Setya Yuwana Sudikan (setyayuwana@unesa.ac.id)

714. Setyo Prasiyanto Cahyono (setyo.cahyono@dsn.dinus.ac.id)

Setyo Prasiyanto Cahyono is a faculty member of the English Department of Universitas Dian Nuswantoro, Indonesia. He earned his Master's Degree in Applied Linguistics from Universitas Negeri Semarang. Currently, he is continuing his study at Doctoral program at Universitas Sebelas Maret Surakarta. His research interests are in the areas of systemic functional linguistics, appraisal studies, discourse analysis and applied linguistics.

715. Shangrela Genon Sieras (mdmsgsiers@gmail.com)

Shangrela Genon Sieras is an Associate Professor at the Department of English of the Mindanao State University(MSU) in Marawi City, Philippines. She received her Master of Arts in English Language Teaching from the MSU and her Ph.D. in English at the University of San Jose- Recoletos. Her research interests include linguistic landscape, discourse studies, Cebuano Visayan, sociolinguistics, and multilingualism

716. Shangwen Chen (shangwenchen1126@gmail.com)

Shangwen Chen is a current PhD student of English Department of University of Macau. Her research interests are in the areas of second language listening, English Language Teaching, and second language acquisition.

717. Shelly Xueting Ye (yexueting92@gmail.com)

Shelly Xueting YE is a PhD candidate in the Faculty of Arts and Humanities at the University of Macau. Her research interests include L2 listening assessment, L2 vocabulary acquisition and CALL.

718. Shinhye Kim (shinhye6@kmu.ac.kr)

Shinhye Kim earned her Ph.D. in TESOL from the University of Texas, Austin. She is currently a professor in the Department of English Education at Keimyung University, Korea. Her research interests include second language motivation, learner and teacher identity, second language writing, and qualitative research methods.

719. Shinichiro Ishikawa (iskwshin@gmail.com)

Shin'ichiro (Shin) ISHIKAWA is Professor of Applied Linguistics at the School of Languages & Communication, Kobe University, Japan. His research interests cover corpus linguistics, statistical linguistics, TESOL, and SLA. He has published many academic papers and books on branches of applied linguistics. He is a leader in the ICNALE learner corpus project.

720. Shireen B. Abu Shaheen (shireenbash@gmail.com)

Shireen B. Abu Shaheen is a 4th year student from the English Language Department of University of Baguio, Philippines. She is interested in learning more about the in-depth understanding of lyrics, the stories behind music videos, as well as other topics related to the psychological effects of music and anything arts and entertainment related.

721. Shirly Rizki Kusumaningrum (shirly.rizki.pasca@um.ac.id)

Shirly Rizki Kusumaningrum is a faculty member at the Basic Education Department, Universitas Negeri Malang (UM). She pursued her doctoral degree in English Language Teaching from Universitas Negeri Malang (UM). Her research interests include Teaching English as a Foreign Language (TEFL), Teaching English for Young Learners (TEYL), Second Language Acquisition (SLA), and EFL teaching methodology.

722. Shiyao Wang (wangshiyao19@outlook.com)

Shiyao Wang is a Translation graduate student at Fujian University of Technology. At the time of the data collection, she was selected as a research assistant and is now leading a group of students in the description of their learning process throughout the course.

723. Shofa Dzulqodah (shofadz@telkomuniversity.ac.id)

Shofa Dzulqodah is an English instructor of the Language Center of Telkom University. She earned her Master Degree from the Graduate School of Universitas Padjadjaran majoring in English Linguistics. Her research interests are in the areas of material development and pragmatics.

724. Sholihatul Hamidah (sholihatulhamidah@uinsu.ac.id)

Sholihatul Hamidah Daulay administered as a senior lecturer of English Education Department, Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera. She is also active in conducting research and presenting in various National and International conferences. The titles of her books are Let's Study English (Cita Pustaka, 2007), Introduction to General Linguistics (La-Tansa, 2011), Language and Society (LPPP Medan, 2019), Basic Morphology (UMSU Press, 2021). Her research focuses include English, Linguistics and Sociolinguistics.

725. Sigit Pramono Jati (sigitpj@gmail.com)

Sigit Jati is a PhD candidate in the Faculty of Education, University of Canberra and has been teaching in the Faculty of tarbiyah and teacher training at UIN Sunan Ampel Surabaya. His interests cover language teaching and practises, language acquisition, learner autonomy, and classroom interaction.

726. Sivanni Comara (sivanni7@yahoo.com)

Sivanni Comara is a lecturer in the Faculty of Languages and Cultures, Maranatha Christian University. She obtained her Bachelor degree in English (Linguistics) from the English Department, MCU and her Master of Arts in English Language and Linguistics from the University of Westminster, London. Her research interests include Language and Gender, Discourse Analysis and Intercultural.

727. Silvi Listia Dewi (mamisilvilistiadewi@gmail.com)

Silvi Listia Dewi is a faculty member of the English Language Department of Universitas Almuslim, Indonesia. She earned her Doctoral Degree in English Language Education from Universitas Negeri Malang, Malang, Indonesia. Her research interests are in the areas of English Language Teaching, metacognitive strategy, and critical reading.

728. Sin-Yi Chang (cindychang12231988@gmail.com)

Sin-Yi Chang is an assistant professor in the Department of Foreign Languages & Literatures, National Taiwan University. She earned her PhD in second language education from the University of Cambridge. Her research interests include English medium instruction, language policy, and bi/multilingual education. Her publications can be found in System, English Teaching & Learning, TESOL Quarterly, and Teaching in Higher Education.

729. Sintha Tresnadewi (sintha.tresnadewi.fs@um.ac.id)

Sintha Tresnadewi is one of the faculty members of the Department of English Universitas Negeri Malang, Indonesia, with more than 30 years of teaching experience. Her research interests include English language assessment, autonomous learning, the teaching of English as a foreign language, and current issues in education.

730. Sisilia Setiawati Halimi (ss_halimi@ui.ac.id)

Sisilia Setiawati Halimi is an Associate Professor in the Department of Linguistics, Faculty of Humanities, Universitas Indonesia. She earned her Ph.D. in ELT from La Trobe University, Australia. She has conducted research and trainings in various ELT topics, and she has been a board member of the Association of Teaching English as a Foreign Language in Indonesia (TEFLIN) since 2003.

731. Siti Aisyah Ginting (aisyah_ginting@yahoo.co.id)

Siti Aisyah Ginting is a faculty member of the English Department of Universitas Negeri Medan (UNIMED), Indonesia. She graduated her Sarjana (S1) at English Department from IKIP Negeri Medan (1984). The master degree in Applied Linguistics, Post Graduates Universitas Negeri Jakarta (1996). Her research interest for desertation (S3) is Discourse Analysis and LFS from USU (2010) and earned Professor in July 2021.

732. Siti Hajar Larekeng (siti_hajar7773@gmail.com)

Siti Hajar Larekeng is a teacher of English department at Universitas Muhammadiyah Parepare. She received a bachelor's degree in English Literature, her Master's degree was Linguistics Studies, and her Doctoral Degree was Applied Linguistics. All degrees were from Hasanuddin University. She is interested in trends in Educational Technology, and Artificial intelligence.

733. Siti Kustini (kustini@poliban.ac.id)

Siti Kustini is a faculty member of Informatics Engineering Department at Banjarmasin State Polytechnic, South Kalimantan. She has been teaching English for Specific Purposes (ESP) in this institution for almost 16 years. She earned her doctoral degree in English Education from Indonesia University of Education (UPI) Bandung in 2021 and master degree at the same university in 2010. She actively participates in various English language teaching international conferences and seminars and has published her research papers in several journals and proceedings. Her interests are mainly in the area of ESP, Technology Enhanced Language Learning, and ESP materials development.

734. Siti Mafulah (siti_mafulah@unikama.ac.id)

Siti Mafulah is a doctoral student at Universitas Negeri Malang and a teacher trainer at Universitas PGRI Kanjuruhan Malang, Indonesia. She has published papers in reputable journals and presented in some international conferences. Her research interests include student engagement, teacher Feedback, and translation. She can be reached at siti_mafulah@unikama.ac.id.

735. Siti Muniroh (siti.muniroh.fs@um.ac.id)

Siti Muniroh is a lecturer of English Department, Universitas Negeri Malang (UM), Indonesia, with research interests in language teacher cognition, critical thinking, sociocultural theory, curriculum and pedagogy. She earned her PhD in TESOL from Monash University Australia in 2020. She completed her master degree in Applied Linguistics from University of Queensland (UQ) in 2007. She can be contacted at siti.muniroh.fs@um.ac.id.

736. Siti Rohani (siti.rohani@polinema.ac.id)

Siti Rohani is a senior lecturer at the State Polytechnic of Malang. She gained her doctorate degree in Monash University of Australia in 2012. She has a lot of experiences in teaching foreign language, including teaching English in Australia and teaching Indonesian language in Melbourne. Her research interests include topics on oral communication skills, intercultural communication skills, and communication strategies.

737. Sitti Fatimah (sitti.fatimah@fbs.unp.ac.id)

Sitti Fatimah is a lecturer at the English Department of Universitas Negeri Padang. She earned her Ph.D. at Monash University, Australia. She has been teaching English and Literature for twenty years and supervised student-teachers practicum. Her research interest includes Teacher Professional Development and Teaching English Literature.

738. Sitti Syakira (sitti.syakira@unsil.ac.id)

Sitti Syakira is a lecturer, currently teaching at English Education Department of Siliwangi University, Tasikmalaya, Indonesia. She earned her Master Degree in Language Education from State University of Makassar, Indonesia. Her research interests are in the areas of English Language Teaching and English Specific Purposes.

739. Siusana Kweldju (siusana.kweldju.fs@um.ac.id)

Siusana Kweldju has been a full professor at Universitas Negeri Malang since 2002. She finished her secondment at SEAMEO RELC Singapore in 2016, and was a Fulbrighter for her research on presidential rhetoric at Ohio State University in 2011. The International Case Study Award on Education for International Understanding was bestowed on her from UNESCO-APCEIU, Korea in 2008.

740. Sivarajasingam Mahendran (smahen006@gmail.com)

Dr. Siva Mahendran, a qualified counsellor and English literacy trainer, is a Commendation Award recipient for distinguished service, loyalty, and dedication to a learning institute, student mentor at the Nanyang Technological University, Review Member for the International Journal of Research and Analytical Reviews, External Academic Advisor to Manipal GlobalNXT University and a Fellow of the Scholars Academic and Scientific Society.

741. Slamet Supriyadi (pripus.lppmuns@yahoo.co.id)

Slamet Supriyadi is a lecturer of the English Education Graduate Program at Universitas Sebelas Maret, Indonesia. He earned his doctorate from Universitas Sebelas Maret, Indonesia. His research interests are in the areas of Linguistics and Pragmatics.

742. So-Yeon Ahn (ahnsy328@gmail.com)

So-Yeon Ahn is an Assistant Professor at KAIST (Korea Advanced Institute of Science and Technology), where she conducts research on teacher and learner identity, language and cultural awareness, and intercultural communicative competence. She is also interested in the multimodal analysis of language teacher and language learner identity construction and societal ideologies.

743. Soe Darli Wai (soedarliwai89@gmail.com)

Soe Darli Wai has begun her career since 2012 and she has over 9 years of English Language teaching experience. She was appointed as Tutor at Yadanabon University, Mandalay, Myanmar in 2012 and she finished her Master of Research in English in 2013. Then, she was promoted as Assistant Lecturer to Myitkyina University, Kachin State. In 2020, she was promoted to Lecturer at Myitkyina University. Moreover, she also serves as a volunteer English teacher at Monastery. She is very interested in teaching English and doing research for her improvement in teaching. Being a passionate English teacher, she has participated in many national and international research conferences and webinars. Besides, she is still in other proceedings for her research papers. She feels privileged and excited for having the opportunity to attend and present her paper at the 20th Asia TEFL International Conference 2022.

744. Sony Sukmawan (sony.sukmawan@ub.ac.id)

Sony Sukmawan is an associate professor in the Faculty of Cultural Studies, Universitas Brawijaya, East Java, Indonesia. He earned his Bachelor's degree, Master's degree, and Doctoral degree in Indonesian and Literature Education from State University of Malang. His subject interests' interests are oral literature, language teaching, literary studies.

745. Soo Kyung Keum (sklondon74@gmail.com)

Soo Kyung Keum is a teacher at Osanwonil Middle School in Gyeonggi Province, South Korea. She graduated from the Graduate School of Education at Kyung Hee University with the Degree of Master of Education. Her interests are in the areas of literacy development including extensive reading, critical thinking, multimedia-assisted language learning, and learner-centered English language teaching.

746. Sonny Elfiyanto (sonny.elfiyanto@unisma.ac.id)

747. Sri Andreani (sri.andreani.fs@um.ac.id)

Sri Andreani is a faculty member of the English Department of Universitas Negeri Malang, Indonesia. She earned her M.Ed. in the University of Leeds, U.K. Her research interests are in the areas of teacher professional development and English Language Teaching.

748. Sri Hariati Mustari (srimustari@gmail.com)

Sri Hariati Mustari is a doctoral student of Universitas Negeri Makassar, Indonesia. She earned her Magister degree in English Education from Universitas Negeri Makassar, Indonesia. Her research interests are in the areas of Mobile Assisted Language Learning (MALL) and English Language Teaching.

749. Sri Marmanto (marmanto@staff.uns.ac.id)

Sri Marmanto is a lecturer of the English Education Graduate Program at Universitas Sebelas Maret, Indonesia. He earned his doctorate from Universitas Sebelas Maret, Indonesia. His research interests are in the area of Sociolinguistics and Linguistics.

750. Sri Rachmajanti (loekisr@gmail.com)

Sri Rachmajanti is a faculty member of the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. She earned her M.A. and PhD in English Language Teaching from Universitas Negeri Malang. She has worked extensively in the areas of English for Young Learners (EYL), instructional media and assessment, and TEFL. She has also been the national trainer for teacher professional trainings by the Ministry of Education and Culture for years.

751. Sri Rejeki Murtiningsih (s.r.murtiningsih@gmail.com)

Sri Rejeki Murtiningsih, also known as Jackie, received her doctorate degree in education from the University of Oklahoma, USA. She currently teaches at Universitas Muhammadiyah Yogyakarta in English Language Education Department. Her current research interests include teaching EFL reading and writing and Teaching English as a Foreign Language.

752. Sri Setyarini

Sri Setyarini is an associate professor at the Department of English Education, Universitas Pendidikan Indonesia.

753. Sri Sumarni (sri.sumarni@unj.ac.id)

754. Sry Mulya Kurniati (srykurniati18@gmail.com)

755. St. Asriati (sittiasriati@unismuh.ac.id)

St Asriati Am is a faculty member of the English Department of Universitas Muhammadiyah Makassar, Indonesia. She earned her doctoral in English Education from Universitas Negeri Makassar, Indonesia. Her research interests are in the areas of teacher professional development, English Language Teaching, and material development research.

756. Stacy Haynie B. Ayson (stacyayson@e.ubaguio.edu)

Stacy Haynie B. Ayson is a faculty member of the Bachelor of Arts in English Language program of the School of Teacher Education and Liberal Arts, University of Baguio. She earned her PhD in Language from Benguet State University. Her research interests include local language and culture, literature, and English Language Teaching.

757. Su Mon Aung (sumonpinma@gmail.com)

Su Mon Aung started her teaching career in 2009 and she has been in this field for over 10 years. Her first posting was at University of Medicine in Magway. She had been there for over three years and then she was transferred to the University of Medicine in Mandalay. After three years, she got promoted as an assistant Lecturer at University of Medicine in Taunggyi. She had lived there for five years and then she was transferred to Mohnyin University. She had been there for one year. Currently, she is working as a lecturer at Yadanarbon University in Mandalay. In addition, she is helping poor students to get a better education. She has been committed to programs that would further develop her view of the world. She has always had an interest in developing her knowledge in that career and achieving her target. She would like to contribute to supply her knowledge for her community. Therefore, she has done some research related to education. Her long-term research interests involve the development of innovative teaching pedagogies. She has participated in international conferences and webinars, as well as local training courses to keep up with changing trends in educational development and research. Moreover, being a teacher herself, she has attended many institutional training courses.

758. Suciaty Ramdhani (2020293304@student.uitm.edu.my)

Suciaty Ramdhani is a postgraduate student in TESL in Universiti Teknologi MARA, Malaysia. Her undergraduate study was in English Education at Mataram University, Indonesia. She has been teaching English both General English and English for Specific Purposes for various education levels, from preschool to lecturers. She was currently a teacher in SMA N 03 Bolo, Bima, categorized as one of rural districts in Indonesia. He has been interested in research of 21th century skill and teaching, instructional technology in teaching, rural education, MUET, and sociolinguistics field.

759. Sudarman Sudarman (sud520@umkt.ac.id)

Sudarman Sudarman is a faculty member of the English Education Department of Universitas Muhammadiyah Kalimantan Timur, Indonesia. He earned his master of education in Teaching English as a Foreign Language program, Chulalongkorn University, Thailand. His research interests are vocabulary assessment, English language teaching, and CALL.

760. Sugeng Hariyanto (sugeng.hariyanto@polinema.ac.id)

Sugeng Hariyanto is a lecturer at the English Department of State Polytechnic of Malang where he has been working since 1991. He gained his doctorate degree in State University of Malang in 2011. His research interest is in the teaching of translation and interpreting. He is also a professional in translation and interpreting, being the founder of an internationally recognized translation company.

761. Suhartono (suhartono@unesa.ac.id)

762. Suharyadi (suharyadi.fs@um.ac.id)

Suharyadi is the faculty member at the Department of English Faculty of Letters Universitas Negeri Malang, Indonesia. He has published articles in the national and international indexed journals. His interests include systemic functional linguistics, genre pedagogy, error analysis, grammar and writing, and teacher professional development.

763. Sultan Baais (sultan7304@unm.ac.id)

Sultan Baais an Associate Professor in English Education, State University of Makassar, South Sulawesi, Indonesia. His research interests are Bilingual Education, CBI/CBLT/CLIL, TEFL, TESOL, and Language Testing and Evaluation.

764. Sumie Akutsu (akutsu@toyo.jp)

Sumie Akutsu is an associate professor at Toyo University, Japan, working in the English Language Program in the Faculty of Human Life Design. She received her MA in English Literature from Aoyama Gakuin University, Japan and M.Ed in Foreign Language Education from Trinity College Dublin, Ireland. Her research interests include Communicative Language Teaching, SLA, and Learner Corpus Research.

765. Sumire Hayashi (hayashisumirej@gmail.com)

Sumire Hayashi is a lecturer at Sophia University in Japan. She received her B.A. in art history from Santa Clara University, M.A. in art history from the University of Chicago, and M.A. in Applied Linguistics from Sophia University. She specializes in CLIL teaching and research, with a particular focus on fostering students' online information literacy.

766. Sun Na (wuyingwei122@gmail.com)

Sun Na is a postgraduate student from School of Foreign Studies in Harbin Engineering University, Harbin, China, majoring in Foreign Linguistics and Applied Linguistics. Her research interests are in the areas of Second Language Acquisition and Discourse Analysis.

767. Sunarlia Limbong (sunarlia@pipmakassar.ac.id)

Sunarlia Limbong is an English Lecturer at Politeknik Ilmu Pelayaran Makassar. Now, she is a doctoral candidate at Makassar State University. Her research interests are language learning strategies, Method of Teaching in ELT, CALL. She can be contacted at sunarlia@pipmakassar.ac.id.

768. Sundari (sundari_013@student.untan.ac.id)

Sundari is pursuing her master program of English Teacher's Training and Education Faculty of Tanjungpura University, Pontianak, Kalimantan Barat. She works at Regional Office of Youth, Sport and Tourism of Sanggau Regency, as Head of Planning, Budgeting, Asset and Performance Accountability Sub Division. Her research interests are in the areas of Designing and Developing Learning Materials and analysis of student's target and learning needs.

769. Sundari Purwaningsih (sundaripurwaningsih@unper.ac.id)

Sundari Purwaningsih is a faculty member of the English Department of Universitas Perjuangan Tasikmalaya, Indonesia. She earned her master's degree in English Education from Universitas Sebelas Maret, Indonesia. Her research interests are in the areas of English Language Teaching.

770. Supardi (supardi@unej.ac.id)

Supardi is a lecturer of English at the University of Jember (Unej). At this University teaches Legal English to law students at the Faculty of Law. From 2009 to 2016 he was the head of Unej Language Centre. For his professional development, he has presented his papers in international conferences and written articles published in international journals. Email: supardi@unej.ac.id.

771. Suparno

772. Supawadee Jaijon (supawadee.jaijon@gmail.com)

Supawadee Jaijon is a master student of the Department of English, Faculty of Liberal Arts, Thammasat University, Thailand. She earned her B.A. (2nd Class Honor) in Philosophy major and English minor from Chulalongkorn University, Thailand. Her research interests are in the areas of English writing, critical thinking, and English Language Teaching.

773. Surya Agung Wijaya (saw.learning@student.uns.ac.id)

Surya Agung Wijaya finished his BA in English education and teacher training at Institut Agama Islam Negeri (IAIN) Salatiga in 2016. He earned his magister degree at Universitas Sebelas Maret in Indonesia with support from Lembaga Pengelola Dana Pendidikan (LPDP) Indonesia. Furthermore, his current research areas are IDLE, CALL, and language policy.

774. Susana Teopilus (susanateopilus@ukwms.ac.id)

Susana Teopilus is a lecturer of the English Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University, Indonesia. She earned her Master's degree in English Language Teaching from Universitas Negeri Malang. Her research interests are in language teaching methods, English grammar, and English language skills.

775. Suwarsih Madya (suwarsihmadya@uny.ac.id)

Suwarsih Madya is a professor in the Department of English Language Education, Faculty of Languages and Arts, Universitas Negeri Yogyakarta, Indonesia. Her research interests include TEFL methodology, teacher development, autonomous learning, curriculum development and teacher education.

776. Syafryadin (syafryadin@unib.ac.id)

Syafryadin is an English Lecturer of Universitas Bengkulu. He is interested in doing research on English Language Teaching, Speaking and Linguistics.

777. Syamdianita (syamdianita@fkip.unmul.ac.id)

Syamdianita is a lecturer of the English Education study program of Mulawarman University. She is now pursuing her doctoral degree at State University of Malang. Her research interests are on technology in language education and extensive reading.

778. Syamsiarna Nappu (syamsiarna.nappu@unismuh.ac.id)

Syamsiarna Nappu is a faculty member of the English Education Department of Universitas Muhammadiyah Makassar, Indonesia. She earned her PhD in Educational Technology from Universitas Negeri Jakarta, Indonesia. Her research interests are in the areas of Academic Writing, English Language Teaching, Curriculum and materials Development, and CALL.

779. Syarifuddin Dollah (syarifuddindollah@unm.ac.id)

Syarifuddin Dollah is a professor of the English Department of Universitas Negeri Makassar, Indonesia. His research interests are in the areas of teacher professional development, English Language Teaching, TEFL and ESP.

780. Syifa Khuriyatuz Zahro (syifazahro@unisda.ac.id)

Syifa' Khuriyatuz Zahro is a faculty member of the English Department at Universitas Islam Darul 'Ulum Lamongan, Indonesia. Her research interest is in the area of English Language Teaching, especially technology in language teaching and learning. Currently, she is undertaking research focusing on screencast feedback in EFL classes during blended learning through a classroom action research in academic writing course.

781. Syukur Saud (syukursaud@gmail.com)

Prof. Dr. Syukur Saud, M.Pd is a dean of Faculty of Languages and Literature. He has presented many papers in international journals. He has designed several books, namely: Deutsch für Tourismus, Kontrastive Landeskunde im Deutschunterricht. He can be reached at syukursaud@gmail.com

782. Takaaki Hiratsuka (takaakihiratsuka@gmail.com)

Takaaki Hiratsuka is an associate professor of applied linguistics at Ryukoku University, Japan. His recent book publications include *Narrative inquiry into language teacher identity: ALTs in the JET program* (2022, Routledge) and *Team teachers in Japan: Beliefs, identities, and emotions* (forthcoming, Routledge).

783. Takayuki Hara (yuenlunghang@gmail.com)

Takayuki HARA is an associate professor in the Center for General Education at Kagoshima University. He teaches English and foreign language education policies to undergraduate students. He received a Ph.D. in Applied Linguistics from Meikai University, Japan. His research interests include language policy and planning, education policy, and English education.

784. Takayuki Nakanishi (tnakanis@dokkyo.ac.jp)

Dr. Takayuki Nakanishi teaches at Dokkyo University in Japan. His latest articles are entitled *Extensive reading and the effect of shadowing* (*Reading in a Foreign Language*, 2011) and, *A meta-analysis of extensive reading research* (*TESOL Quarterly*, 2015). He co-authored three textbooks of NAN'UN-DO English Vocabulary Series for Academic Purposes (2016).

785. Takuro Fujita (takuro619@gmail.com)

Takuro Fujita is an associate professor at National Institute of Technology (KOSEN), Fukui College, Japan. He earned his MA from University of Essex, UK. His research interests include task-based language teaching and theory and practice of practitioner research.

786. Tanchanok Prombut (tanchanok.p@psu.ac.th)

Tanchanok Prombutis a faculty member of the English Programme of Prince of Songkla University, Pattani, Thailand. She earned her PhD in English from University of Aberdeen (UoA), United Kingdom. Her research interests are in the areas of English, sociolinguistics, pragmatics, politeness study, and English Language Teaching.

787. Tatu Zakiyatun Nufus (tatuzakiyatun2@gmail.com)

Tatu Zakiyatun Nufus is an English teacher of Senior High school in Tangerang Indonesia, She has her master in English Education of UIN Syarif Hidayatullah Jakarta, she is still being a doctoral student of Applied Linguistic in Atmajaya Jakarta, her research interest in teacher's method, approach and strategy in English teaching, especially in bilingualism and translanguaging

788. Teresa Angelina Kaluge (teresa.angelina@ui.ac.id)

Teresa Angelina Kaluge is a masters' student at the Linguistic Department of Universitas Indonesia. Her research interests are in the areas of applied linguistics, such as psycholinguistics, and foreign language teaching.

789. Thariq Dhiaurrahman Kancana (thariq.kancana@gmail.com)

Thariq Dhiaurrahman Kancana was born in Bandung, Indonesia, and currently taking a role as an English teacher at Yayasan Mafaza Indonesia. He graduated from UIN Sunan Gunung Djati Bandung in 2021 majoring in English Education Department. His research interests are mainly TEFL and teacher development.

790. Thi Nhu Ngoc Truong (ngocttn@ueh.edu.vn)

Thi Nhu Ngoc Truong is a full-time English lecturer at University of Economics Ho Chi Minh City, Vietnam. Her research interests lie in the fields of second language acquisition, educational psychology, and educational technology.

791. Thisana Satharatthana (koonthisana@gmail.com)

Thisana Satharatthana is a faculty member of the Department of Western Languages at Rajamangala University of Technology Lanna, Chiangrai, Thailand. She received her master's degree in curriculum and English teaching from Uttaradit Rajabhat University, Thailand. Her research interests are in the area of English language teaching.

792. Tiara Sylvia (tiarasylvia@poltekbangmedan.ac.id)

793. Tirza Kumayas (tirzakumayas@unima.ac.id)

794. Titik Rahayu (titikrahayu@pnm.ac.id)

Titik Rahayu is a lecturer of English Study Program of State Polytechnic of Madiun, Indonesia. She earned her Bachelor Degree from Universitas Negeri Yogyakarta, and her Master Degree from Universitas Negeri Malang. Her research interests are in the areas of English Language Teaching and Discourse Analysis.

795. Titin Kustini (titinkustini@unma.ac.id)

Titin Kustini is a faculty member of the English Department of Universitas Majalengka, Indonesia. She earned her master in English Language Education from Universitas Indraprasta PGRI, Jakarta. Her research interests are in the areas of academic reading and writing and English Language Teaching. She teaches Academic Reading and Writing, Language Curriculum Evaluation and Design, Intercultural Listening and Reading.

796. Tiyas Saputri (tiyass@unusa.ac.id)

Tiyas Saputri, S.S., M. Pd. obtained her master degree in 2010 from Universitas Negeri Surabaya (Unesa). She continues studying for doctoral degree in Unesa. She is a lecturer and also the head of S1 English Education Department of Universitas Nahdlatul Ulama Surabaya (Unusa). Her research interests are English Language Teaching, teacher professional development, CALL and Working with Special Needs students.

797. Tomek Ziemba (tomek.ziemba@gmail.com)

Tomek Ziemba is an Associate Professor of Humanities at the National Institute of Technology, Oita College (also known as Oita Kosen) where he is also the vice head of the English Department and the Student Exchange and International Relations Committee.

798. Tomoyuki Kawashima (tkawashima@gunma-u.ac.jp)

Tomoyuki Kawashima is an Associate Professor at Gunma University. Prior to his present job, he taught English to high school students for 25 years. He received his Ph.D. from Macquarie University in Sydney, Australia. His research interests include pedagogical applications of World Englishes in English language teaching, affective factors in speaking English, and the development of speaking and writing skills.

799. Tri Nuraniwati (trinuraniwati@ugm.ac.id)

Tri Nuraniwati teaches at Bachelor of Applied English Program, Vocational College, Universitas Gadjah Mada. She is currently pursuing her doctorate degree in linguistics at the Department of Linguistics, Universitas Indonesia. Her research interests are in media discourse and corpus linguistics.

800. Truong Thi Nhu Ngoc (ngocttn@ueh.edu.vn)

Thi Nhu Ngoc Truong is a full-time English lecturer at University of Economics Ho Chi Minh City, Vietnam. Her research interests lie in the fields of second language acquisition, educational psychology, and educational technology.

801. Tuti Hartani (tuti_hartani@ukwms.ac.id)

Tuti Hartani is an English lecturer in Vocational Faculty, Widya Mandala Surabaya Catholic University, Indonesia. She is currently teaching Business English, especially Business English Correspondence. She earned her Master in English Language Education from Universitas Negeri Malang. Her research interest is in the area of teaching and learning English as a Foreign Language.

802. Udjang Pairin (udjangpairin@unesa.ac.id)

803. Uli Agustina Gultom (uli.gultom@borneo.ac.id)

Uli Agustina Gultomis a doctoral student of the Language Education Science Department, Faculty of Languages and Arts, Yogyakarta State University. She is also a lecturer at the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Borneo Tarakan. Her research interests are in the areas of English Language Teaching, Applied Linguistics, and Instructional Design and Material Development.

804. Umi Anis Ro'isatin (umi.anis@polinema.ac.id, yani.ratnawati@polinema.ac.id)

Umi Anis Ro'isatin is a lecturer in State Polytechnic of Malang. Having finished studying in IKIP Negeri Malang, she started teaching in 1990 in all departments before focusing in Mechanical Engineering Department up to now. She has been teaching for 32 years. She earned her master's degree from the same university in 2009. Her main interest is English for Specific Purposes

805. Unpris Yastanti (unpris.uys@bsi.ac.id)

Unpris Yastanti is a faculty member of the English Department of Universitas Bina Sarana Informatika. She is a Doctoral student in Applied Linguistics of Universitas Negeri Jakarta. Her research interests are in translation, literature, Linguistics and education.

806. Untari Gunta Pertiwi (untari1406@upi.edu, dinmusthafa@upi.edu, wagoen@upi.edu)

Untari Gunta Pertiwi is a member of Literacy, Media, and Culture Research Group and English lecturer in the Art and Design Faculty of Institut Teknologi Bandung. She earned her master's degree in Applied Linguistics from Universitas Pendidikan Indonesia. Her research interests are in the areas of Critical Literacy, Digital Literacy, Critical Thinking, and EAP.

807. Upik Hastuti (upikhastuti@gmail.com)

Upik Hastuti is an English Teacher of State Senior High School 2 at Purbalingga Regency, Central Java, Indonesia. Her research areas interest: EFL listening, reading, writing and Speaking, CALL, MALL, ACE. Her bachelor and master degree, majoring in English Education, from State University of Semarang (UNNES), Central Java, Indonesia.

808. Ushba Rasool (ushba.rasool@gmail.com)

Ushba Rasool is currently pursuing her Ph.D. in Linguistics and Applied Linguistics at Zhengzhou University, China. Her research interests include Second Language Learning and Teaching, Written Corrective Feedback, Technology in Teaching, and Sociolinguistics.

809. Utami Widiati (utami.widiati.fs@um.ac.id.)

Utami Widiati is a professor in English language Teaching (ELT) and also a faculty member of the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. Her research interests include foreign language literacy, SLA, curriculum and material development, and teacher professional development. She also serves as the chief editor for TEFLIN Journal and a reviewer of several other journals in ELT. Correspondence regarding this article can be addressed directly to: utami.widiati.fs@um.ac.id

810. Utari Praba Astuti (utari.praba.fs@um.ac.id)

Utari Praba Astuti is an Associate Professor in the English Department, Faculty of Letters, Universitas Negeri Malang, Indonesia. She earned her master's degree at the College of Education, University of London, and Ph.D. from Universitas Negeri Malang. Her research interests are Teaching English as a Foreign Language, Materials Development, and Teachers Professional Development.

811. Vebrianti Umar (barendz.umar@gmail.com)

Vebrianti Umar is an English Lecturer of STKIP Islam Sabilal Muhtadin Banjarmasin. She is interested in both Teaching English As a Foreign Language and Media Development. In Addition, she is also keen on the research of language teaching and learning.

812. Veni Roza (veniroz_501@yahoo.com)

Dr. Veni Roza, SS, M.Pd WAS BORN IN Padang Panjang on January 05, 1984. She has worked as an English lecturer at IAIN Bukittinggi since 2009. She has published various articles which dealt with teaching grammar and some other areas of studies in EFL context.

813. Victoria Kim (toriakim777@gmail.com)

Victoria Kim is an Associate Professor in the School of Business Administration at Ulsan National Institute of Science & Technology. Her research interests lie in English-Medium Instruction (EMI), EMI learner and teacher self-efficacy, formative feedback, and technology-assisted language & content learning. She is a member of the EMI Oxford Research Network, Department of Education, University of Oxford.

814. Vina Virgianata (vinavirgianata@gmail.com)

Vina Virgianata Nuralisaputri is an English Language Education student at Universitas Muhammadiyah Sidoarjo, Indonesia. Her research interest is in applied linguistics. She is an English tutor in one of the English Courses at Sidoarjo. She is also actively joining international conferences in ELT areas.

815. Vinh Nguyen (vinhnq@hanu.edu.vn)

Vinh Nguyen is a Senior Lecturer in Applied Linguistics and TESOL in the English Department, Hanoi University, Vietnam. He obtained his PhD at the University of Canberra, Australia. His current research interests focus on ICT/CALL, blended language learning, Teaching English as a Foreign Language, language learner autonomy, curriculum development, language teacher education, and intercultural communication.

816. Vithuja Rajaram (rvithuja@gmail.com)

Mrs. Vithuja Rajaram, currently working as a lecturer in the Department of English Language Teaching at the University of Jaffna. I have five years of teaching experience. Through doing several research studies, I find out the most effective and the appropriate method of teaching strategies to the learners.

817. Vivien Nga Man Chan (vivienm@gmail.com)

Vivien Nga Man Chan is a secondary English teacher of Macau Pui Ching Middle School. She earned her Master's degree in Education from the University of Hong Kong. Currently, she is pursuing her doctoral studies in Curriculum and Instruction at Concordia University Chicago, United States. Her research interests are in the areas of cross-curricular teaching, shadow education, and school-based curriculum.

818. Vu Thi Hao (vuthihao@tnmc.edu.v)

Vu Thi Hao is a faculty member of the Department of Foreign Languages of University of Medicine and Pharmacy, Vietnam. She earned her Master degree in English language and literature from Hanoi University, Vietnam. Her research interests are in the areas of English for academic and specific purpose, Language Teaching Method and Approaches.

819. Wahyu Kartika Wienanda (wahyu.wienanda@ugm.ac.id)

Wahyu Kartika Wienanda is a faculty member of Sarjana Terapan Bahasa Inggris Study Program, Sekolah Vokasi Universitas Gadjah Mada, Indonesia. She attained her Master's degree from Universitas Negeri Malang. Her research interests are in the areas of English Language Teaching, Second Language Acquisition, and Semiotics. She is also enjoying learning about gender representation in media and in academic settings.

820. Wakhid Nashruddin (wakhid.n@gmail.com; nizaribnusnizaribnus@gmail.com)

Wakhid Nashruddin is a faculty member of the English Language Teaching Department of IAIN Syekh Nurjati Cirebon, Indonesia. He has 20-year experience in teaching English at various levels of education, from primary school level to university level. His research interests are in the areas of teacher professional development, English Language Teaching research, teaching and learning EFL listening and speaking.

821. Wang Yufei (1308141135@qq.com)

Wang Yufei is a postgraduate student of Department of Foreign Languages of Harbin Engineering University, China. She received her bachelor's degree in Tangshan University, China. She is studying for a master's degree in MTI. Her study mainly focuses on translation, but she also shows interest in the areas of Ecological Translatology and English Language Teaching.

822. Wawan Gunawan (wagoen@upi.edu)

Wawan Gunawan is an associate professor of English education study program in the Faculty of Language and Literature Education of Universitas Pendidikan Indonesia. He earned his Ph.D from University of Massachusetts in 2014. His research interests are Systemic Functional Linguistics, genre pedagogy, discourse analysis, and academic writing.

823. Wendy Arnold (wendy@elt-consultants.com)

Wendy Arnold is a consultant with 30 years' experience in English Language Teaching (ELT). She has 15 years' experience teaching English in a state primary school, coursebook writing, designing trainer and teacher trainer programmes, and researching. She holds an MA in Teaching English to Young Learners with interests in early literacy in contexts not using the Roman alphabet.

824. Weningtyas Parama Iswari (weningtyaspiswari@fkip.unmul.ac.id; weningtyas.iswari@gmail.com)

Weningtyas Parama Iswari is a lecturer at the English Language Department of Mulawarman University in Samarinda, Indonesia. She obtained her master's degree in TESOL-International from Monash University, Australia, and her doctorate degree in English Language Education at the State University of Makassar. Her research interest is in English language teaching, material development and second language acquisition.

825. Wida Cahyaningrum (widacahyaningrum92@gmail.com)

Wida Cahyaningrum is a master graduate who is currently teaching different majors at Sekolah Tinggi Ilmu Pelayaran, Jakarta. She is interested in ESP and research, particularly the development of English for Maritime Studies.

826. Widhiyanto (pakwidhi_english@mail.unnes.ac.id)

Widhiyanto is an Associate Professor at the English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES), Indonesia. His research interests include academic writing, SFL, and discourse studies. He has spent years carrying out research on meanings of texts, both spoken and written, in relation to Halliday's Metafunctions of language.

827. Widya Rizky Pratiwi (widya_pratiwi@ecampus.ut.ac.id)

Widya Rizky Pratiwi is a lecturer of Master of English Education of Universitas Terbuka. She completed her doctoral degree at the State University of Makassar. She followed Sandwich program at University of Newcastle, Australia, funded by Ristekdikti and AsiaTEFL International Conference, Macau, funded by LPDP. Her research interest is TEFL, teaching methods, learning strategy, immersion program.

828. Widya Shanty Irawati (syrwidya@gmail.com)

Widya Shanty Irawati is a graduate of the English Education Department of Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia. She learned subjects regarding English language teaching and to these days having some teaching experiences in learning centers. While doing her bachelor thesis, she was interested in researching teaching for special needs students, especially for hearing-impaired learners.

829. Will Nash (w.nash@sheffield.ac.uk)

Will Nash (MA, MEd, PGCE, DipTESOL) is the Academic Director for Teacher Training and Development at the English Language Teaching Centre (ELTC) at the University of Sheffield in the UK. He has 20+ years of experience in ELT in further and higher education and has designed, delivered and managed a wide variety of teacher training courses internationally, including in EMI.

830. Willy Ardian Renandya (willyrenandya@gmail.com)

Willy Renandya is a language teacher educator teaching applied linguistic courses at the National Institute of Education, Nanyang Technological University. He has extensive teaching experience in Asia and has published extensively in the area of second language acquisition.

831. Wimala Adhikari Mudalige Chapa Poornima Welagedara (chapa1973@gmail.com)

Ms.W.A.M.Chapa Welagedara. Currently, she is serving as the Head of the Department of English at the National Institute of Education (NIE) Sri Lanka. Developing curricular materials, instructional materials, and conducting professional development programmes for English Language Teaching (ELT) community are the key tasks of her job profile. She has obtained her Master degree from the University of Kelaniya and the Post Graduate Diploma in education from Colombo University.

832. Windra Irdianto (windra.irdianto.ft@um.ac.id)

Windra Irdianto is a postgraduate student in the Psychology and Education Department of Far Eastern Federal University, Russia. He earned his Master's degree in Vocational Education from Universitas Negeri Malang, Indonesia. His research interests are vocational education, and Automotive Engineering.

833. Wint Khin Sandar Chit (sandarchit11@gmail.com)

Wint Khin Sandar Chit has begun her career since 2012 and she has over nine years of English language teaching experience at Kalay University in Myanmar as a lecturer. Moreover, she has been teaching in English language schools throughout her academic year. She has published three international academic papers and she is still in other proceedings for her research papers. Her interest area goes to research, ELT and gender and she keeps on learning innovative teaching methodologies. To keep abreast of trends in educational development and research, she has also participated in international conferences and webinars.

834. Wiwik Andreani (wiwik@binus.edu)

Wiwik Andreani took her undergraduate program at the English Department, Satya Wacana University, and completed the Master's degree from Applied Linguistics, Atma Jaya University, Jakarta. She is now working as a faculty member at Bina Nusantara University, Jakarta. Her research interests include applied linguistics, mobile-assisted learning, and educational psychology.

835. Wuryani Hartanto (wuryanihartanto@gmail.com)

Dra.Wuryani Hartanto, MA is a senior lecturer at The Faculty of Language and Arts, Soegijapranata Catholic University , Semarang, Central Java, Indonesia . She teaches Linguistics, Speaking , Pronunciation courses, ESP and CCU. Her research interests are in Applied Linguistics, Skill courses especially Speaking, ESP and CCU.My email account is wuryanihartanto@gmail.com and my contact number is 0819018820654

836. Xi Hongmei (xihongmey@qq.com)

Xi Hongmei is a professor of English from School of Foreign Studies in Harbin Engineering University, Harbin, China. Her research interests are in the areas of Teaching Methodology, Second Language Acquisition and Discourse Analysis.

837. Xinyi Wang (xwang2375-c@my.cityu.edu.hk)

Xinyi Wang is a postgraduate student in the Department of English at City University of Hong Kong. Her research interests include language education, academic English socialization, and English-medium instruction.

838. Yani Ratnawati (yani.ratnawati@polinema.ac.id)

Yani Ratnawati is an English lecturer in Telecommunication Engineering study program, State Polytechnic of Malang. She earned master degree from Universitas Islam Malang. Her research interests are English Language Teaching and ESP.

839. Yanqi Luo (echo.luo.0928@gmail.com)

Yanqi Luo is a lecturer at College of Liberal Arts, Shantou University, Shantou, China. Her research interests include second language writing and language assessment.

840. Yanty Wirza (yantywirza@upi.edu)

Yanty Wirza is a faculty member at the English Language Education, Indonesia University of Education. She focuses her work and publication on English language teaching and pedagogies, English teacher professional development, identity in EFL contexts, and transnational studies. She has served as an editor of two edited books and a reviewer of several journals.

841. Yaoko Matsuoka (matsuokay8@gmail.com)

Yaoko Matsuoka: Matsuoka's research interests include pragmalinguistics, educational psychologies, and autonomy in online higher education. She has long served as Research Fellow at International Christian University. She recently retired from Kokugakuin University and has taught at several Japanese universities. She just started teaching as online faculty at University of People, US, where students come across borders worldwide.

842. Yasamiyan Alolaywi (ysma343@gmail.com)

Dr. Yasamiyan Alolaywi is an Assistant Professor of Applied Linguistics at Qassim University, Saudi Arabia. Her research interests include Second Language Acquisition, Pragmatics, and Translation. Dr. Alolaywi has presented research at national and international conferences. She has also published research in highly ranked journals.

843. Yazid Basthomi (ybasthomi@um.ac.id)

Yazid Basthomi is Professor of Applied Linguistics with the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. During his doctoral career, he spent a stint of research, as a Fulbright scholar, at the ELI, University of Michigan. Having interests in genre analysis, intercultural education, and digital culture, he is currently coordinator of the publication division of TEFLIN. E-mail: ybasthomi@um.ac.id

844. Yee Mon Cho (640427092011@bru.ac.th)

Yee Mon Chohas begun her career since 2015 and she has over 6 years of English language teaching experience at Pakokku University in Myanmar as an assistant lecturer and in international private schools. Moreover, she has been teaching in English language centers and local monastic education as a volunteer teacher throughout her academic career. Currently, she is a first year Ph.D. student in Buriram Rajabhat University, Thailand. She has published one national academic paper and one international academic paper. She is still in other proceedings for her research papers. Her interest area goes to ELT and she keeps on learning innovative teaching pedagogies. To keep abreast of trends in educational development and research she has also participated in international conferences and webinars.

845. Yek Amin Azis (aminazis@uinmataram.ac.id)

846. Yenni Rozimela (yenniroyi@gmail.com)

Yenni Rozimela is a professor in Language and Literacy at the English Department of Universitas Negeri Padang. She earned her PH.D. and her M.Ed. at the University of Melbourne. She has been working with school teachers in several programs. Her research interest deals with methods/strategies/assessment of teaching EFL, EFL Writing, and teacher professional development.

847. Yesika Maya Ocktarani (yesika.alinguist@unimus.ac.id)

Yesika M.O. is an assistant professor in Linguistics. She works for Universitas Muhammadiyah Semarang in English Literature Program. Apart from conducting research in children's pragmatic acquisition, she is also interested in studying the speaking of English learners. This is because she has been teaching English Speaking subjects since 2010.

848. Yetty Zainil (yettizainil@fbs.unp.ac.id)

Yetty Zainil is a faculty member of the English Department of Universitas Negeri Padang, Indonesia. She earned her PhD in TEFL from Deakin University, Australia. Her research interests are in the areas of Applied linguistics, TEFL, and Language Assessment.

849. Yi Zhang (yizhang@nwpu.edu.cn)

Yi Zhang is a Professor of the School of Foreign Studies, Northwestern Polytechnical University, Xi'an, China. Her research interests are in the area of academic English, systemic functional linguistics, second language acquisition, foreign language education and so on.

850. Yih Ren (yren27@dons.usfca.edu)

Yih Ren is an Ed. D student in International and Multicultural Education program at the University of San Francisco. He has published several research papers in Korea TESOL Journal, Journal of Faculty Development, and other platforms. His research areas include performative identity and SLA in the Asian diaspora community, social justice education, and second language teacher's education. Email: yren27@dons.usfca.edu

851. Alisa Yingjia Wan (littlepolo13@163.com)

Alisa Yingjia Wan was a research assistant at the University of Macau where she obtained her B.A. in English Studies in 2021. Her current research interests involve second language acquisition and linguistic development.

852. Yofri Karis (jofrikarisi123@gmail.com)

853. Yogi Widiawati (widiawatiyogi@pnj.ac.id)

I have been teaching English for Engineering (ESP) at the Electrical and Electronic Department, Politeknik Negeri Jakarta since 1996. I have written some books and been an editor for a few books and reviewers of some national journals and international journals, such as: Taylor and Francis Group. I have also been a researcher for almost 25 years.

854. Yoko Ichiyama (yichiyama@kyoritsu-wu.ac.jp)

Yoko Ichiyama is a faculty member of the Faculty of International Studies of Kyoritsu Women's University, Japan. She earned her EdD in Sociology from Durham University, the UK. Her research interests are in the areas of ESP, EAP, Extensive Reading, and distant learning.

855. Yoko Kobayashi (yokobaya@iwate-u.ac.jp)

Yoko Kobayashi (PhD, University of Toronto) is Associate Professor in the Faculty of Humanities and Social Sciences, Iwate University, Japan. Her books, *The Evolution of English Language Learners in Japan: Crossing Japan, the West, and South East Asia* (2018) and *Attitudes to English Study among Japanese, Chinese and Korean Women: Motivations, Expectations and Identity* (2020) have been published by Routledge.

856. Yoonhee Choe (dearyunee@gmail.com)

Yoonhee Choe is an Associate Professor in the Department of English Education, at Chongshin University in Seoul, Korea. Her current research interests include EFL/ESL teacher education, language program evaluation, integrated reading and writing tasks, and technology-based language teaching.

857. Yosinta Christie Setiabudi (yosintachristie@skkkmalang.sch.id)

Yosinta Christie Setiabudi is an English teacher at Kalam Kudus Christian High School, Malang, Indonesia. Throughout her 2 years of teaching, she has presented her teaching innovation in an international seminar, provided data for thesis research, and had her teaching experience used as a model in a workshop for English teachers in Malang. Her current interest is the application of technology in creating engaging online learning.

858. Yueh-ching Chang (yuehchingchang@nycu.edu.tw)

Yueh-ching Chang is a faculty member of the Institute of TESOL, National Yang Ming Chiao Tung University, Taiwan. She earned her PhD in Curriculum and Instruction from University of California, Riverside (UCR), U.S. Her research interests are in the areas of language and identity, global English and intercultural communication.

859. Yuka Ishikawa (ishikawayuka.jp@gmail.com)

Yuka Ishikawa is Professor at the Department of Liberal Arts and Fundamental Science, Nagoya Institute of Technology, Japan. She received her Ph.D. in Language and Culture from Hiroshima Jogakuin University. She specializes in sociolinguistics and her research interests include language and gender, ESP, corpus linguistics, and teaching material development.

860. Yuli Tiarina (yulitiarina@fbs.unp.ac.id)

Yuli Tiarina is a faculty member of the English Department of Universitas Negeri Padang, Indonesia. She earned her Doctorate in Education from Universitas Negeri Padang, Indonesia. Her research interests are in the areas of Grammar and English Language Teaching.

861. Yulia Hapsari (hapsari.yulia@ub.ac.id)

Yulia Hapsari is a faculty member of the Language Education Department of Universitas Brawijaya, Indonesia. She is currently pursuing her doctorate study at Universitas Pendidikan Indonesia. Her research interests are in intercultural language learning, World Englishes, language acquisition, and curriculum development.

862. Yulia Tria Hapsari (yuliatriahapsari22@student.uns.ac.id)

Yulia Tria Hapsari is a postgraduate student in the English Education Department at Universitas Sebelas Maret, Indonesia. Her research interests are in the area of TPACK, Teacher Professional Development (TPD), Educational Assessment, and TEFL.

863. Yulie Asni (yulieasni@iainpare.ac.id)

Yulie Asni, Lecturer at the English Department, State Islamic Institute of Parepare. Her research interests are in the areas of English Language Teaching and Bilingualism.

864. Yulius Harry Widodo (yulius@pnm.ac.id)

Yulius Harry Widodo is a lecturer of the English Study Program of State Polytechnic of Madiun, Indonesia. He earned his Bachelor Degree from Universitas Diponegoro, and his Master Degree from Universitas Gadjah Mada. His research interests are in the areas of English Language Teaching and Sociolinguistics.

865. Yumna Rasyid (Yumna.rasyid @unj.ac.id)

866. Yuna Puteri Kadarisman (yunakadarisman14@gmail.com)

Yuna Puteri Kadarisman is a student of Universitas Negeri Yogyakarta. She is currently posted as the secretary of AKMI project in the Ministry of Religious Affairs. Her research interest is in public policy study to develop sustainable quality assurance schemes to explore possible alternatives to increase education quality in Indonesia.

867. Yunani Atmanegara, M.Pd. (yunaniatmanegara@univ-tridinanti.ac.id)

Yunani Atmanegara is a lecturer of English education at Tridinanti University Palembang. She graduated from Sriwijaya University both for her undergraduate and master's degree majoring in English education. Her research interests cover literacy studies, ICT in ELT, Teaching English to Young Learners (TEYL), and English for Specific Purposes (ESP).

868. Yuni Utami Asih (yuniutamiasih@fkip.unmul.ac.id)

Yuni Utami Asih is one of lecturers at the English Language Department of Mulawarman University in Samarinda, Indonesia. Besides her main duty as a lecturer, she is interested to participate in communities or other programs that encourage the improvement of education quality, such as Bebras, Pintar program from Tanoto Foundation, Modul Nusantara 2021, and Kampus Mengajar 1 - 3.

869. Yunier Perez Sarduy (yunierps@stu.edu.cn)

Yunier Perez Sarduy is an Associate Professor at College of Liberal Arts, Shantou University. He holds a PhD in Education and an MA in Management of Educational Systems. He has taught in Cuba, Canada, Venezuela and China. Professor Sarduy's research interests include Natural Language Processing, language learning assessment and EFL.

870. Yunita Puspitasari (yunitapusitasari20@gmail.com)

Yunita Puspitasari is a faculty member of the English Department of STKIP PGRI Jombang, Indonesia. She earned her Doctoral Degree in TEFL from Universitas Negeri Malang, Indonesia. Her research interest in the area of teacher professional development, and English Language Teaching.

871. Yuri Jody Yujobo (jodyyujobo@gmail.com)

Yuri Jody Yujobo is an Associate Professor at Tamagawa University in Tokyo, Japan. She is working on curriculum development for Interdisciplinary English programs across departments. She also has two Japan Research Grants on Critical Thinking Development for Bilingual IB Students, and on researching the use of Communication Strategies by Japanese Learners.

872. Yuseva Ariyani (yuseva.iswandari@gmail.com)

Yuseva Ariyani Iswandari is a faculty member of the English Language Education Study Program of Universitas Sanata Dharma, Indonesia. She is currently pursuing a doctoral degree program in Multilingual Language Education at the Ohio State University under DIKTI-Funded Fulbright Scholarship. Her research interests are in the areas of teacher professional development, English Language Teaching, and Extensive Reading.

873. Yusnita Febrianti (yusnita.febrianti.fs@um.ac.id)

Yusnita Febrianti is a faculty member at the English Department, Universitas Negeri Malang (UM). She finished her undergraduate in English Language Teaching in 2004, Master's degree in Applied Linguistics in 2011 and a PhD in Applied Linguistics in 2020. Her research interests include the topics in Discourse Analysis, SFL, and Multimodality. She has also published in academic journals.

874. Yusring Sanusi Baso (yusring@unhas.ac.id)

Yusring Sanusi Baso is the first advisor. He is faculty member of Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia. He took his Master degree at The University of Newcastle as Magister of Applied Linguistics. He pursued his doctoral degree at Alauddin State Islamic University. His research interests are in multimedia usage in learning, online learning system, website learning, and applied linguistics.

875. Yustina Priska Kisananto (yustina.kisananto@uksw.edu)

Yustina Priska Kisananto is a faculty member at the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga, Indonesia. She obtained her M.Hum. Degree in English Language Studies from Sanata Dharma University, Yogyakarta. Her research interests include TEYL, CALL, L2 writing, and TESOL.

876. Yutong Cai (a1102410640@gmail.com)

Yutong Cai, graduated from Beijing Normal University-Hongkong Baptist University United International College with a BA degree in English Language and Literature Studies (TESOL). She has working experience in kindergarten, primary school, junior high, and IELTS educational organization as English teacher and English teaching assistant.

877. Yuvita (yuvieazfa@gmail.com)

My name is Yuvita, M.Pd, Indonesian. I'm a lecturer in English Education at Universitas Pancasakti Tegal and now I am a student of doctoral degree of English Education Program at Universitas Negeri Semarang. My concern is teaching English as foreign language (TEFL) methodologies.

878. Zahraini Fajri Nur (zahrainifajrinur@gmail.com)

Zahraini Fajri Nur is an ongoing graduate student of English Education Study Program, Universitas Negeri Makassar. Her research interests include Applied Linguistics, language teaching methods and approaches, classroom management, critical thinking, and communication strategy.

879. Zailani Jusoh (zailani@unisza.edu.my)

Zailani Jusoh holds a Phd in Education from International Islamic University Malaysia. She is currently teaching English at faculty of Languages and Communication at Universiti Sultan Zainal Abidin University (UniSZa), Trengganu, Malaysia. She has more than 25 years teaching experience. Her research interests include reading assessment, and teacher development.

880. Zarni Mar (zarnimarzarnimar@gmail.com)

Zarni Mar has begun her teaching profession at Myitkyina University since 2017, having over 4 years of teaching experience. It is over 12 years that she works as a freelance English language teacher. She has presented two research papers to the 5th National and International Conference 2022 : NIRC V 2022 organized by Buriam Rajabhat University, Thailand. Her interest area goes to quality teachers and quality education. Currently, she is trying to be able to sit for a Ph.D. entrance , upgrading herself for her professional development.

881. Zhai Xiuwen (zhaizhaisharonwindy@gmail.com)

Xiuwen Zhai is a P.h.D. Candidate in Universiti Putra Malaysia. Her research interests are English for academic writing, genre-based approach in English academic writing, review articles writing training, and data visualization. She is the reviewer for US-China Foreign Language and Sino-US English Teaching and the Ad-hoc reviewer for Writing & Pedagogy. She can be reached at zhaizhaisharonwindy@gmail.com.

882. Zhang Hui (hughzhang820721@163.com)

ZHANG Hui is a Ph.D. candidate (Applied Linguistics) at Nanyang Technological University, Singapore. Before embarking on his Ph.D. journey, he was an English lecturer in Tianshui Normal University, China. He works in the field of sociolinguistics with a focus on the linguistic landscape in Singapore's Chinatown. He has published in journals such as Journal of Multilingual and Multicultural Development and Journal of Asian Pacific Communications.

883. Zhang Yi (carabao1028@gmail.com)

884. Zhang Yihan (ab81741@connect.um.edu.mo)

Zhang Yihan is an undergraduate student majoring in English Studies at the University of Macau and will chase her master's degree in University College London. Her research interest covers second language acquisition, language development, and cognitive linguistics.

885. Zheng Yurong (maggiezyr1991@gmail.com)

Zheng Yurong is a faculty member of the School of Foreign Studies of Harbin Engineering University, China. She earned her PhD in English Language and Literature from Shanghai International Studies University (SISU), China. teaching. Her research interests are in the areas of second language acquisition, corpus linguistics and language testing.

886. Zhou Xiaoxi (zxxpwz@gmail.com)

Zhou Xiaoxi is a post-graduated student in Harbin Engineering University, majoring in scientific translation.

887. Zhu Xiaolin (ab81727@connect.um.edu.mo)

Zhu Xiaolin is an undergraduate student majoring in English studies at the University of Macau and will chase her master's degree in University of Hong Kong. Her research interest covers TESOL and second language acquisition.

888. Zifirdaus Adnan (zadnan@une.adu.au)

Zifirdaus Adnan is the Convener of the Indonesian Studies Program, School of Arts, the University of New England, NSW, Australia. He completed his MA at Melbourne University and PhD at Curtin University, Australia, in Applied Linguistics/Language Education. His research interests include genre analysis, critical discourse analysis, language teaching methodology and Second Language Acquisition. He has published widely nationally and internationally including refereed articles, book chapters and books. He has supervised a significant number of PhD students in Applied Linguistics and TESOL.

889. Zubaidi (zubaidipolinema@gmail.com)

Zubaidi is a faculty member of the Business Administration, Politeknik Negeri Malang, Indonesia. He earned his Master in English Language Teaching from Universitas Negeri Malang, Indonesia. His research interests are in the areas of English Language Teaching, and English for Specific Purposes.

890. Zuhurul Anam (zuhgulanam@mail.unnes.ac.id)

Zuhurul Anam is a faculty member of the English Department of Universitas Negeri Semarang, Indonesia. He earned her Master's degree from Universitas Diponegoro. His research interests are in the areas of cultural studies, literary studies, and English literature.

891. Zul Astri (zulastri17@gmail.com)

Zul Astri. She works as a lecturer at Maros Muslim University. She is particularly interested in research in education and linguistics. Her work has appeared in a number of SINTA-accredited journals as well as international journals. She has also written and published a number of educational books.

892. Zulfikri Malik (zulfikrimalik1011@gmail.com)

Zulfikri Malik is a student of the English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia. He had multiple organizational experiences and achieved many achievements and awards. His research interests are in Media Development, English language teaching, and digital literacy.

893. Zuliati Rohmah (zuliatirohmah@uinsby.ac.id)

Zuliati Rohmah is a Professor of English Language Studies at Fakultas Adab UIN Sunan Ampel Surabaya and Fakultas Ilmu Budaya Universitas Brawijaya Malang. She earned her doctorate in English Language Teaching at Universitas Negeri Malang in 2006. Her research interests are in linguistic landscape (LL), language and gender, and English Language Teaching (ELT).

894. Zuraida (zuraida@fkip.unsri.ac.id)

Zuraida is a senior faculty member of the English Education Study Program of Universitas Sriwijaya, Palembang, Indonesia, Indonesia. She earned her Master's in English Education from Graduate School of Universitas Sriwijaya, Palembang, Indonesia. Her research interests are in the areas of English Language Teaching and English as Foreign Language Learning.



CLOSING REMARK



CLOSING REMARK
FROM THE HEAD OF THE DEPARTMENT OF ENGLISH,
UNIVERSITAS NEGERI MALANG



Good Afternoon
Assalamualaikum Wr. Wb.

Ladies and Gentlemen,
On behalf of the Department of English, Faculty of Letters Universitas Negeri Malang and the organizing committee, allow me to deliver my short closing remarks in this lovely international conference.

This year 2022 we are trusted to host an epic international conference, a collaboration between AsiaTEFL Association, TEFLIN Association, and iNELTAL. For almost one year, we have done our best to prepare for this conference very well. Although our communication and correspondence have been carried out mostly through online platforms, we are able to meet and unite you all here, help you make new friends and understand various cultures here, and help you share your research findings and ideas here. We do believe that you have learned a lot from the speakers, presenters and participants in those sharing sessions.

Today, we are very happy to say that this conference is super successful. Congratulations!

This event will not be possible without any collaborations and support from the following parties. Therefore, I would like thank:

1. The Rector and Vice Rectors, Universitas Negeri Malang,
2. The Dean and Vice Deans, Faculty of Letters, Universitas Negeri Malang,
3. The President and Team of AsiaTEFL Association, the President and Team of TEFLIN Association, and iNELTAL,
4. The Invited Speakers and Featured Speakers,
5. All sponsors,
6. The OC Chair (Dr. Francisca Maria Ivone) and all committee members,
7. The Faculty Members of the Department of English
8. All Presenters and Participants.

Thank you so much for your support, participation and contributions.

In this moment, we would like to invite all of you to the annual international conference, iNELTAL 2023, organized by the Department of English, Faculty of Letters Universitas Negeri Malang in October 2023 under the tentative theme/topic: **World Englishes: Opportunities and Challenges**. For more details, you can visit our website: <http://ineltal.um.ac.id/>

We look forward to seeing you next year.



Suharyadi
Head, the Department of English,
Faculty of Letters Universitas Negeri Malang.

The 21st AsiaTEFL International Conference 2023

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² Source: Survey of 44 graduate admissions officers at Canadian universities.

³ Source: Survey of 107 admissions officers at Canadian universities.

⁴ Source: Survey of 59 admissions officers at French universities and 100 admissions officers at German universities.



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 - Kayutangan
 - Alun - Alun Kota Malang
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