



ICEL III | International Conference on Advances in Humanities, Education and Language

"Supporting Language Education Advancement with Metaverse Technology"

Bali, 25 - 26 October 2023

A Hybrid International Conference

Organized by the Department of Language Education
Faculty of Cultural Studies Universitas Brawijaya



About **ICEEL III**

The aim of ICEEL (International Conference on Advances in Humanities, Education and Language) is to provide a platform for researchers, professionals, academicians as well as industrial professionals from all over the world to present their research results and development activities in Education, humanities, and social sciences. The conference will be held at Grand Whiz Hotel Nusa Dua in Bali on 25-26 October 2023. This conference provides opportunities for the delegates to exchange new ideas and application experiences face to face, to establish business or research relations and to find global partners for future collaboration.

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Keynote Speakers of ICEL III



Dr. des. Sascha Bargmann

Goethe Universitat Frankfurt Am Main,
Germany



Marianne Nikolov, Ph.D.

University of Pécs, Hungary



Dr. Chen Wenqiang

Guangxi Normal University,
China



Dr. Putu D. Danayanti D., M.Pd

Universitas Brawijaya, Indonesia



Opening Address

from the Chair of the Organizing
Committee ICEL III

Honorable guest speakers and participants, a very good morning to you all. Ladies and gentlemen on behalf of the organizing committee, I am proud to physically and virtually, welcome everyone to Bali, Indonesia. I am very pleased to warmly welcome you all in person and virtually to 3rd ICEL (International Conference on Advances in Humanities Education and Language) hosted by Universitas Brawijaya from 25 to 26 of October 2023.

The theme of this year's conference is "Supporting Language Education Advancement with Metaverse Technology" with 11 subthemes attracting numerous presenters and participants. Our keynote plenary and featured speakers have considered these subthemes and we are looking forward to hearing a perspective of the Advancement in Language Education. We warmly welcome the keynote speakers Dr. des. Sascha Bargmann from Goethe Universitat Frankfurt Am Main, Germany. We extend our gratitude toward Marianne Nikolov, Ph.D. from University of Pécs, Hungary, Dr. Chen Wenqiang from Guangxi Normal University, China, Moreover, we are also thankful for Dr. Putu Dian Danayanti Degeng, M.Pd. from Universitas Brawijaya as well as all presenters participating at the 3rd ICEL.

We also want to deliver our gratitude to to EAI (European Alliance for Innovation) for supporting us in publications. Special thanks to board members of SEAMEO QITEP in Language for supporting this conference. Finally, we would like to thank all presenters for their willingness to share their research and ideas. Also, all participants for their keen and active participation. We hope that you will gain knowledge and earn new perspective from the conference and also hopefully you can spend productive time in Malang and virtually and later leave with fond memories of the conference we have these days. Thank you.

Dr. Sri Aju Indrowaty, S.Pd., M.Pd
Chair of the Organizing Committee ICEL III



Welcome Message

from the International Seminar Chairperson
of the Faculty of Cultural Studies
Universitas Brawijaya

I wish you all a very good morning. Ladies and gentlemen, I am honored to officially and digitally welcome everyone to Malang, Indonesia and the 3rd ICEL Hybrid International Conference 2023 Indonesia on behalf of the organizing committee. Universitas Brawijaya Malang's Faculty of Cultural Studies is the conference's host institution. It is a great honor for all of us to be able to welcome speakers and attendees to this year's program from so many different Asian nations and beyond. The conference aims to establish a forum for academic knowledge exchange between researchers and practitioners, as well as networks between academics with related or related interests.

Many on-site and online presenters, as well as non-presenting participants from various nations, have been drawn to this year's theme, **"Supporting Language Education Advancement with Metaverse Technology"** and its 11 sub themes. Our keynote, plenary, and featured speakers have thought about these issues, and we anticipate hearing a range of viewpoints from the fields of language education studies as well as others. We extend a hearty welcome to the keynote speakers: (1) Dr. des. Sascha Bargmann from Goethe Universitat Frankfurt Am Main, Germany, (2) Marianne Nikolov, Ph.D. from University of Pécs, Hungary, (3) Dr. Chen Wenqiang from Guangxi Normal University, China (4) Dr. Putu Dian Danayanti Degeng, M.Pd. from Universitas Brawijaya as well as all presenters participating at the 3rd ICEL.

The commitment and labor of our committee members, as well as the assistance of the Faculty of Cultural Studies at Universitas Brawijaya Malang, have made this year's conference feasible. ICEL's track record of brilliance is still intact this year. One of the main assets that significantly improves the conference organization is the diligent work of everyone involved in it. We appreciate them all for giving of their time and resources to help our community.

Finally, we would like to express our gratitude to all presenters for their readiness to share their ideas and findings as well as to all attendees for their enthusiastic and engaged involvement. This conference would not be feasible without your efforts. We wish you a pleasant conference, a fruitful time in Malang and virtually from all over the world, and happy memories of the conference after you depart. Thank you so much

Dr. Emy Sudarwati, S.S., M.Pd.
Chairperson of the Faculty of Cultural Studies Universitas Brawijaya
International Seminar



Opening Remarks

by the Dean of the Faculty of Cultural Studies
Universitas Brawijaya

Ladies and Gentlemen, Esteemed Guests, and Honored Participants,

It is with great enthusiasm that I extend my warmest greetings as we gather for The 3rd ICEL (International Conference on Advance in Education, Humanities, and Language), in collaboration with The 14th AISOFOLL (Annual International Symposium of Foreign Language Learning) from SEAQIL (Seameo Qitep in Language). In this event, we converge in the exquisite setting of the Grand Whiz Hotel, Nusa Dua Bali, to explore the main theme in the joint conferences, “Embracing New Technology for the Advancement of Language Education, Literature, and Cultural Studies.” While The 3rd ICEL is dedicated to discuss “Supporting Language Education Advancement with Metaverse Technology.”

Before we embark on this exciting journey, I wish to extend our heartfelt gratitude to the Acting Director of SEAMEO QITEP in Language, R. Dian Dia-an Muniroh, Ph.D., and SEAQIL Program Deputy Director, Esra Nelvi M. Siagian, M.M., M.Ed, for their visionary leadership and tireless efforts in initiating and nurturing this invaluable collaboration with our faculty.

As we delve into the world of metaverse technology and its implications for language education, literature, and cultural studies, we are guided by the expertise and insights of our esteemed keynote speakers. We are deeply grateful to each of them:

1. Dr. des. Sascha Bargmann, from Goethe Universität Frankfurt Am Main, Germany.
2. Marianne Nikolov, PhD., from University of Pécs, Hungary.
3. Dr. Chen Wenqiang, from Guangxi Normal University, China
4. Dr. Putu Dian Danayanti Degeng, M.Pd., from Universitas Brawijaya, Indonesia.

Their willingness to share their knowledge and experiences is truly appreciated.

In addition, we extend our heartfelt thanks to the presenters and participants for joining us in this endeavour. Their dedication combined with their active participation in this conference, reflects the true spirit of academic collaboration.

It is my duty to acknowledge the commitment of the joint committee, whose diligent efforts in uniting our faculty and SEAQIL have been integral to the success of this event. A special note



of appreciation is reserved for the committee chair from our faculty, Ibu Dr. Emi Sudarwati, M.Pd. Your exceptional dedication and leadership have been instrumental in orchestrating the success of this collaboration.

As we set forth on this academic journey, may the discussions, collaborations, and ideas exchanged here be a source of inspiration and innovation.

Thank you for being a part of this remarkable journey.

Sincerely,

Assoc. Prof. Hamamah, Ph.D.

Dean of The Faculty of Cultural Studies

Universitas Brawijaya

Malang, Indonesia

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RUNDOWN
FACULTY OF CULTURAL STUDIES UNIVERSITAS BRAWIJAYA IN
COLLABORATION WITH SEAMEO QITEP IN LANGUAGE

Present

ICEL III 2023, ICOLLEC 2023 and the 14th AISOFOLL
“Embracing New Technology for the Advancement of Language
Education, Literature and Cultural Studies”
Grand Whiz Hotel Nusa Dua, Bali - Indonesia, October 25-26, 2023

DAY 1 – Wednesday, October 25, 2023

Onsite

Plenary Speeches : Grand Whiz Hotel Ballroom

Online

Zoom link : <https://s.sub.ac.id/5i8>

Rename : ICEL_NAME/ICOLLEC_NAME

Time (GMT+8, Bali Time)	Agenda	Venue
07.00-08.00	Registration	Grand Whiz Hotel Ballroom
08.00-08.05	Opening Ceremony MC: Arcci Tusita, M.Hum.	
08.05-08.25	1. Singing the national anthem of Indonesia 2. Mars Universitas Brawijaya 3. SEAMEO Colours 4. SEAMEO Song 5. Cultural Performance: Bali Dance	
08.25-08.35	Welcoming Speech - Acting Director of SEAMEO QITEP in Language R. Dian Dia-an Muniroh, Ph.D. (5 minutes) (Online) Opening Speech - Hamamah, S.Pd., M.Pd., Ph.D. (5 minutes)	
08.35-08.40	Pray	
08.40-08.50	Souvenir Awarding and Documentation	
08.50-09.00	Coffee break	

09.00-12.00	<p>Plenary Session 1</p> <p>Keynote 1: Dr. Marianne Nikolov (Language Teaching) (30 minutes)(Onsite)</p> <p>Keynote 2: Dr. Joshua John Jodoin (Language and Education) (30 minutes)(Onsite)</p> <p>Moderator: Dr. Ive Emaliana, M.Pd. Note Taker: Ni Wayan Swardhani Wiraswastiningrum, S.S.</p> <hr/> <p>Keynote 3: Dr. Chen Wenqiang (Pedagogy for English) (30 minutes)(Online)</p> <p>Keynote 4: Dr. Esti Junining, M.Pd. (Language and Education) (30 minutes) (Onsite)</p> <p>Moderator: Dr. M. Hasbullah Isnaini, M.Pd. Note Taker: Agus Gozali, M.Li.</p> <p>60 minutes Q&A (11.00-12.00) Moderator: Dr. Ive Emaliana, M.Pd.</p>	Grand Whiz Hotel Ballroom
12.00-13.00	Prayer and Lunch Break	Restaurant: Anjani & Aglio Prayer Room: Meeting area *second floor
13.00 -16.00	<p>Plenary Session 2</p> <p>Keynote 5: Dr. Sascha Bargmann (Linguistics) (30 minutes) (Online)</p> <p>Keynote 6: Assoc. Prof. Suzanne Choo (English and Literature Education) (30 minutes) (Online)</p> <p>Moderator: Istiqomah Wulandari, M.Ed. Note Taker: Scarletina Vidyayani Eka, M.Hum.</p>	Grand Whiz Hotel Ballroom

13.00 –16.00	<p>Keynote 7: Dr. Putu Dian Danayanti Degeng, M.Pd. (Language Teaching) (30 minutes) (Onsite)</p> <p>Keynote 8: Mr. Gonzalo Peralta (Language Education and Bussiness) (30 minutes)(Onsite)</p> <p>Moderator: Dian Novita Dewi, M.Li. Note Taker: Anandya Asprilia, M.A.</p> <p>60 minutes Q&A (15.00-16.00) Moderator: Dian Novita Dewi, M.Li.</p>	Grand Whiz Hotel Ballroom
16.00-16.05	Closing for Plenary Session and Announcement of Tomorrow's Agenda	Grand Whiz Hotel Ballroom
16.05-16.30	Coffee Break	Grand Whiz Hotel Ballroom

ICEL DAY 2 – Thursday, October 26, 2023

Onsite

Parallel Sessions : Grand Whiz Hotel Meeting Room
(2 rooms)

ICEL : Anggada & Abimanyu

Online

Zoom link : <https://s.sub.ac.id/5i8>

Time (GMT+8, Bali Time)	Agenda	Venue
07.30-08.30	Registration	In Front Of Each Rooms
08.30-09.30	<p>Parallel Session 1 <i>Online :5 persons each room</i> <i>Onsite : 4 persons each room</i></p> <p>@10 minutes 10 minutes Q&A (15 minutes preparation)</p>	<p>Onsite: Anggada & Abimanyu Online: Zoom meeting Presenter Name: ICEL_ROOM[1/2]_NAME Moderator Name: MODERATOR_ICEL_ROOM [1/2]</p>

09.45-11.00	<p>Parallel Session 2 <i>Online :5 persons each room</i> <i>Onsite : 4 persons each room</i></p> <p>(5 persons each room) @10 minutes 10 minutes Q&A</p>	<p>Onsite: Anggada & Abimanyu Online: Zoom meeting Presenter Name: ICEL_ROOM[1/2]_NAME Moderator Name: MODERATOR_ICEL_ROOM [1/2]</p>
11.00-11.15	Coffee Break	
11.15-12.30	<p>Parallel Session 3 <i>(5 persons each room)</i> @10 minutes 10 minutes Q&A</p>	<p>Onsite: Anggada & Abimanyu</p>
12.00-13.30	Prayer and Lunch Break	<p>Restaurant: Anjani & Aglio Prayer Room: Meeting area *second floor</p>
13.00-15.15	Closing Ceremony Preparation	Grand Whiz Hotel Ball-room
15.15-15.30	<p>Closing of ICEL, ICOLLEC and AISOFOLL 1. Remarks by Dean of Faculty of Cultural Studies 2. Closing by Acting Director of SEAMEO QITEP in Language</p> <p>MC: Arcci Tusita, M.Hum.</p>	Grand Whiz Hotel Ball-room

ICOLLEC DAY 2 – Thursday, October 26, 2023

Onsite

Parallel Sessions : Grand Whiz Hotel Meeting
Room (2 rooms)

ICOLLEC : Khrisna & Arjuna

Online

Zoom link : <https://s.sub.ac.id/5i8>

Time (GMT+8, Bali Time)	Agenda	Venue
07.30-08.00	Registration	In Front Of Each Rooms
08.00-10.00	Parallel Session 1 Onsite : @10 minutes presentation and 10 minutes Q&A (15 minutes break)	Onsite: Khrisna & Arjuna
10.15-11.15	Parallel Session 2 Online : @5 minutes video presentation	Online: Zoom meeting Presenter Name: ICOL- LEC_ROOM_NAME Moderator Name: MODERATOR_ICOLLEC_ ROOM
11.30-12.30	Parallel Session 3 Online : @5 minutes video presentation	Online: zoom meeting Presenter Name: ICOL- LEC_ROOM_NAME Moderator Name: MODERATOR_ICOLLEC_ ROOM
11.30-13.00	Coffee Break	Restaurant: Anjani & Aglio Prayer Room: Meeting area *second floor
13.00-15.15	Closing Ceremony Preparation	Grand Whiz Hotel Ballroom
15.15-15.30	Closing of ICEL III, ICOLLEC 2023 and 14th AISOFOLL 1. Remarks by Dean of Faculty of Cultural Studies 2. Closing by Acting Director of SEAMEO QITEP in Language MC: Arcci Tusita, M.Hum.	Grand Whiz Hotel Ballroom

Keynote Speeches

Summary

This talk, which is based on Bargmann et al. (2021), is about the modification of idioms, more specifically, the modification of literal meanings in semantically non-decomposable idioms, as in pull x's ta oed leg, meaning: playfully deceive x, who has a ta oed leg. Ernst (1981) dubbed this phenomenon conjunction modification: A modifier inserted into the nominal complement of a verbphrase idiom modifies the literal meaning of the noun, while the idiom as a whole is still understood in its idiomatic meaning. The talk will include even more complex corpus examples that require additional steps in the interpretation process, like the following example from the context of the French Revolution: Liberty bit the blood-splattered dust. This example will be analyzed as follows: There is a main proposition, which includes the predicate DIE(x) stemming from the idiomatic meaning of bit(e) the dust. Since x is liberty here, and liberty cannot literally die, this is to be reinterpreted figuratively, which results in something like: Liberty was no longer pursued. Then there is a secondary proposition: The dust was blood-splattered. The dust is (interpretable as) a type of ground here, and what you find on it (splattered blood) invites pars pro toto inferences about the location that the ground is a part of. That location is the location of the event expressed by the idiom. From the location being blood-splattered, it can be inferred that people lost their lives, especially in the context of the French Revolution. Therefore, a possible interpretation of Liberty bit the blood-splattered dust is that liberty was no longer pursued, and many people died.



Dr. des. Sascha Bargmann

Goethe Universität Frankfurt Am Main,
Germany

Keynote Speeches Summary

Tuning teaching to children's needs: Diagnostic assessment in early EFL learning

Marianne Nikolov

The world-wide spread of early English as a foreign language (EFL) programs has been 'the world's biggest policy development in education' (Johnstone, 2009, p. 33). Although contexts, conditions, and ages vary to a large extent, the field has shifted from 'let them have fun and play' towards assessing outcomes (Nikolov & Timpe-Laughlin, 2021). In the first part of the presentation, I outline the realistic aims and conditions of successful early EFL programs and the principles of assessing young learners (Nikolov, 2016a). Then I focus on assessment for learning (AKA learning-oriented and diagnostic assessment, Nikolov, 2016b) and how it, and a related concept, feedback for learning, can guide teaching and learning and how information technology can be beneficial in classrooms and beyond them. I discuss how specific cognitively challenging and intrinsically motivating task types (Nikolov, 1999, 2016b) can engage children and offer opportunities for diagnostic feedback and thus, scaffold learning. I will use some examples from empirical studies (e.g., Guo & Lee, 2023; Sigurjónsdóttir & Nowenstein, 2021; Sylvén & Sundqvist, 2012) to support my claims and offer ideas on why gamification and digital technologies offering immediate feedback can work as great motivating forces. Finally, the key role significant others, most importantly teachers play is discussed (Mihaljević Djigunović & Nikolov, 2019) to emphasize that early language learning should be seen as a slow and long journey of socialization impacted by human relationships, opportunities to interact and use the new language in meaning-focused tasks.

References

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Marianne Nikolov, Ph.D.
University of Pécs, Hungary

Keynote Speeches Summary

Orchestrating Inspiring Learning for Digital Learner

Putu Dian Danayanti Degeng

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The aim of orchestrating learning is to improve learning quality which can be accomplished by choosing, determining, and developing instructional strategies. One of the assumptions of learning orchestra is based on how someone learn. Many factors can affect someone way to learn including the era where they live. Teaching learners who were born and live in digital era, where technology and all kind of its product is massively used, will give its own challenges. Digital learners possess unique characteristics which is different from former generations. In response to this issue, new construct of instructional design is crucial to use in order to support digital learner's learning needs. Educators is obliged to ensure the learner readiness regardless of any kind of strategies will they use in class. Thus, educators have to prepare the learner to become active by raising learning awareness that can be achieved through orchestrating inspiring learning.

Keywords: Learning design, inspiring learning, digital learner.



Dr. Putu D. Danayanti D., M.Pd
Universitas Brawijaya, Indonesia

Keynote Speaker's Profile

Dr. Chen Wenqiang is one of the lecturers in the English Teaching Faculty at Guangxi Normal University, China. He is currently the Chinese Director of the Confucius Institute and also the Director of the Mandarin Language Center, State University of Malang. He studied masters Masters at Guangxi Normal University, majoring in Curriculum and Pedagogy for English. He continued his doctoral studies, majoring in English Education at Chungbuk National University, Korea.

Dr. Chen Wenqiang academic achievements and research contributions deals with application of technology and innovative teaching methods in university-level English education, as well as the individual's involvement in research projects and editorial roles.



Dr. Chen Wenqiang

Guangxi Normal University,
China



Abstracts



The Development of Podcast Learning Media on the Noice Platform for *Literaturgeschichte* Course in the German Language Education Study Program

Alivia Pratama Eka Suc¹, Dudy Syafruddin²

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Universitas Negeri Malang

Abstract. This research aims to develop learning media in the form of podcasts about the history of German literature in the *Literaturgeschichte* course. This podcast development research uses the ADDIE method, which includes (1) analyze, (2) design, (3) develop, (4) implement, and (5) evaluate. The data analysis techniques used were descriptive quantitative and descriptive qualitative. The instrument used was a questionnaire. The subjects of this research were AC offering students class of 2021 totaling 25 people. The results of the podcast development consist of 8 episodes of German literature material, namely (1) Aufklärung, (2) Sturm und Drang, (3) Classical, (4) Romantic, (5) Realism, (6) Naturalism, (7) NAZI Reign, and (8) Post World War II. Based on the results of the material validation questionnaire analysis, the score was 88.60%, the media validation result was 93%, and the trial result was 80.57%. This research shows that podcast media is feasible to use as an alternative media in learning *Literaturgeschichte*.

Keywords: development, podcast media, *literaturgeschichte*

An Investigation into The Effects of Gamification and Foreign Language Teaching Enjoyment

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Abstract. Literature have documented evidence about the benefits of incorporating gamification in foreign language learning classroom. However, there is little evidence related to the benefit of incorporation gamification on teachers' enjoyment in during the teaching activities. In this study, we evaluated the relationship between gamification and EFL teachers' teaching enjoyment related variables such as motivation, self-efficacy, and technological ability. A survey design was adopted for the study design and a study questionnaire was administered to 240 Indonesian EFL teachers. Rasch-based multiple regression was performed to these 240 data and found out that the regression coefficients for motivation (M), self-efficacy (SE), and technological ability (TA) were statistically significant ($\beta = 0.426, p < 0.01$). However, the statistical analysis revealed that demographic factors such as gender, age, teaching experience, and teacher status, were not found to be statistically significant in predicting levels of teaching enjoyment. ($p > 0.01$). Despite the regression analysis result, DIF analyses showed that male teachers had various preferences in employing gamification, which subsequently enhances their enjoyment of foreign language teaching, in comparison to their female teachers counterparts (DIF male = -0.31 ; DIF female = -1.06 ; DIF contrast > 0.5 ; $p < 0.05$). Furthermore, in-service teachers demonstrate the implementation of gamification into instructional practices effectively, as well as the tendency strive a higher level of enjoyment in terms of foreign language teaching compared to pre-service teachers.

Keywords: gamification, teaching enjoyment, motivation, self-efficacy, technological ability, EFL teachers

An Exploration of University EFL Students' Lexical Diversity in Online Academic Writing Assignments and Its Potential Contribution to Their Academic Writing Vocabulary Performance

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Abstract. The existing literature underscores the integral role of lexical diversity as a tool to gauge learners' language capabilities. In the context of this research, we seek to explore the extent of lexical diversity among EFL university students engaged in online assignments, and investigate whether such diversity correlates with the use of academic writing vocabulary. The discourse for this study incorporates online academic writing assignments from eighteen EFL university students, amounting to twelve assignments comprised of 11,624-word tokens, classified into 5,437-word type. The data was analyzed using the D-parameter for evaluating the students' lexical diversity. Simple regression analysis was also conducted to explore potential correlation with academic writing vocabulary performance. The analysis demonstrated a D parameter ranging between 55.82 to 100.05, suggesting that EFL students exhibit a moderate level of lexical diversity suitable for adult ESL, while some to have a high-level lexical diversity that met academic English standards. Despite students exhibiting satisfactory performance within academic writing vocabulary (AWL > 570 words), the outcomes of the simple regression revealed that students' lexical diversity is not a statistically significant predictor of their proficiency in vocabulary for academic writing. These findings underscore the importance of considering broader linguistic factors, extending beyond lexical diversity, while evaluating a student's language proficiency, especially in academic writing skills.

Keywords: lexical diversity, online learning, academic writing, vocabulary performance

Development of Digital Teaching Modules Based on Madura Local Wisdom as Media for Learning Indonesian Language in Elementary Schools

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Abstract. We have entered the 5.0 era, where all activities use technology, including in the field of education. Technological developments must be balanced with preserving local wisdom. Therefore, learning activities must include elements of local culture. The aim of the study is to develop digital teaching modules based on Madurese local wisdom in learning Indonesian in elementary schools. This study uses research and development methods. Data analysis was carried out by data reduction, data analysis, and drawing conclusions. The results of this study are digital Indonesian language teaching modules based on Madurese local wisdom. The teaching module was tried out at SDN Labang, SDN Galih Timur 1, SDN Bilaporah 1, and MIN 1 Bangkalan. The results of the module effectiveness test showed that there was a significant increase in students' ability to understand the lesson material, namely SDN Labang = 24.56%, SDN Galih Timur 1 = 36.74%, SDN Bilaporah 1 = 26.72%, and MIN 1 Bangkalan 44.56%.

Keywords: Digital, Madura, Module, School, Wisdom.

Exploring The Implementation of Environmental Education: EYL Teachers' Views

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Abstract. Lately environmental education (EE) is important for making students aware of their presence on the earth and their position in keeping the planet a safe place to live. To be effective in growing students' understanding, environmental education should begin at a young age in school as part of a lesson, one of which is English Language Teaching (ELT). The success of practice in instilling EE into ELT cannot be separated from the role of teacher. Therefore, this study aims at unveiling EYL teachers' perspective toward environmental education and its practice in online language learning. This study applied a survey design which was used a questionnaire to obtain the quantitative data. The data were collected from 75 EYL teachers and were classified into three dimensions namely 1) knowledge of environmental education, 2) Learning improvement, and 3) Intercultural values. The results of the study found that EYL teachers integrated EE with the lesson plan in various strategies namely 1) direct explaining to the students with particular topic related to EE, 2) giving models as a role model and examples how to conserve environment at school, 3) giving projects to be accomplished in a group or individual like planting flower into reused plastic bottles, 4) demonstrating how to look after the plants at school, and 5) setting EE in the lesson plan. Further, the majority of the teachers strongly agreed to introduce EE in the early age in order to increase the awareness of environment by integrating EE within class lesson.

Keywords: Environmental Education, English for Young Learners, Teachers' Perspective

Improving Global Literacy (GL) Competence of Brawijaya University Students to Support IISMA (Indonesian International Mobility Award) Program: Development of Global Literacy Instructional Framework

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Abstract. Having a study abroad experience is becoming increasingly important in today's global and interconnected world, especially for students learning foreign languages because the opportunity to study at an overseas campus provides an invaluable educational and cultural experience. The Indonesian International Student Mobility Awards (IISMA) is one of the Merdeka Belajar Kampus Merdeka (MBKM) programs under the management of the Ministry of Education, Culture, Research and Technology which provides the opportunity for Indonesian students to study at partner universities abroad for one semester. One of the competencies that students really need to be able to successfully participate in this program is having adequate Global Literacy (GL) competencies. To respond to the need for the importance of GL competency, students in higher education can be introduced to critical learning activities that can improve their Global Literacy. Preliminary studies on IISMA grantees show that students' Global Literacy competency is lacking so that they experience various kinds of difficulties when undergoing the IISMA program at the destination university. Therefore, the GL Framework was chosen as one of the strategies that is considered appropriate for preparing students to be better prepared to face the global society. By implementing this GL framework, it is hoped that the GL competency of Brawijaya University students will be sufficient so that they are ready to compete in the IISMA program. The novelty of the research lies in the fact that similar research has not been found that discusses the learning framework that prepares students to study abroad. This learning framework will later provide learning guidance to teachers to prepare their students to take part in the IISMA program. The findings from this research will later take the form of an instructional framework that can be maximally applied by teaching lecturers within the English Literature Study Program, Faculty of Cultural Sciences, Brawijaya University in order to prepare students for the IISMA program.

Keywords: Development Research, Global Literacy, Instructional Framework, IISMA (Indonesian International Mobility Award)

ELSA Speak Application as an Advanced Program for Improving Pronunciation for Students in Indonesia: A Literature Review

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Abstract. Accurate pronunciation is a crucial aspect of language learning as it directly impacts learners' ability to effectively communicate and be understood. A number of applications for Android and iOS are provided to help the users to improve their English pronunciation. This paper reviews research articles discussing one of the existing applications, ELSA Speak. This application is designed to assist language learners in improving their pronunciation by utilizing its advanced speech recognition technology to provide real-time feedback. This paper then discuss how the application was implemented in Indonesian context. The findings show that ELSA Speak can significantly improve students' pronunciation with the help of its advanced technology. The findings also suggest that the use of ELSA Speak affects students' learning motivation positively. Previous studies recommend the use of ELSA Speak in pronunciation classes. However, students' readiness to use the application must be considered.

Keywords: ELSA Speak Application, Advanced Program, Pronunciation

An In-Depth Study on Critical Thinking of EFL Students of Universitas Brawijaya

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Abstract. The acquisition of critical thinking skills is essential for English as a Foreign Language (EFL) students in higher education. In recent years, there has been a notable lack of emphasis on the cultivation of Critical Thinking Skills within Indonesian colleges, despite the significance of this cognitive ability. This study utilised a case study to examine the methods and processes via which English as a Foreign Language (EFL) students, particularly those at Universitas Brawijaya, are instructed and acquire Critical Thinking Skills (CTS). The study involved a sample of twelve student teachers at various stages of their academic programme, namely first, second-, and third-year students. Data were collected from this group of participants. In order to conduct a comprehensive investigation, an interview guideline was employed as the primary tool for data collection. This facilitated the exploration of the participants' experiences and learning processes in relation to the CTS, specifically among sophomore, junior, and senior students. The findings suggest that participants from three distinct cohorts have a deficiency in their understanding of CT due to the absence of specific CT instruction in current courses. Additionally, it has been verified that the programme does not offer specific courses that encompass the subject of CT. Another finding indicates that the participants' development of critical thinking is impeded by their cultural background. Specifically, their culture, characterised by shyness and reluctance, does not facilitate the enhancement of their CT skills through engagement in pedagogical activities that promote CT. The consequences of the research are further upon in subsequent discussion.

Keywords: Critical Thinking, Student Teachers, Universitas Brawijaya,

Use of Wordwall Media in Learning Description Texts in Inclusion Student

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Abstract. This study aims to describe the use of digital media Wordwall in learning Description Text of Indonesian subject for inclusive students at State Junior High School 10 Malang. This research is a descriptive study using a qualitative approach. The subjects of this study were 32 students of 7E class in SMP Negeri 10 Malang using Indonesian Languages subject with descriptive text material. The results of this study indicate that there is a change in good grades and deep understanding of 7E grade students of SMP Negeri 10 Malang when using Wordwall digital media. These change can be seen from the aspect of student activity during the learning process and the improve test scores when using Wordwall digital media while learning. The conclusion of this study is that the use of digital media Wordwall in Indonesian Languages learning process such as deepening understanding and obtaining good grades for inclusion students in 7E class of SMP Negeri 10 Malang.

Keywords: wordwall, description text, inclusive student

Exploring Teachers' Perspectives and Evaluations towards Online Learning Platforms in Indonesia

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Abstract. The current study carries out teachers' perspectives and their evaluations on using online learning platforms such as WhatsApp, Google Classroom, and Google Meet or Zoom. Implementing a qualitative method with a study case as its design, the purposive sampling was chosen to decide participants. The participants were 50 student teachers at their 3rd semester in English Education Department who had enrolled ICT in TESOL class at a private graduate school in South Jakarta. These students were asked to point out their perspectives, encounters, and evaluations toward those online learning platforms. The results yield that the three of the online learning platforms had met the Affordability aspects and CALL pedagogy aspects. They believe that those online learning platforms facilitatively promote students' learning, enhancing their language input and enrich linguistic productions, provoking interactions and communications among the teachers, students, and the computer. However, implementing these online learning platforms without well preparation and well-defined objectives would likely to be a waste of time and effort. The teachers need to be aware of their students' needs and ability before using the platforms.

Keywords: teachers' perspectives, teachers' evaluations, affordability aspects, CALL pedagogy aspects, online learning platforms

Profile of Indonesian Pre-service Teachers' Technological Pedagogical Content Knowledge Scale with Sophisticated Epistemic Beliefs

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Abstract. Researchers have recently observed that effective ICT integration necessitates instructors acquiring knowledge of technology, content, pedagogy, and the confluence of these, referred to as technical pedagogical content knowledge (TPACK). Meanwhile, instructors in various situations reported varying levels of TPACK. Individual variations, such as pre-service teachers' degree of epistemic beliefs, may explain some of this occurrence. This study attempted to address two particular questions: 1) What are pre-service teachers' perceptions of their TPACK mastery level before and after field experience, and 2) Is there a substantial difference in TPACK after field experience in schools? Before and after field experience, two student teachers with advanced epistemic ideas were interviewed. Two students' observations explained complicated changes in TPACK knowledge that were related to their educational experiences. The study supports the necessity for field experience while also cautioning against interpreting TPACK survey findings given the level of student teachers' perceived knowledge prior to field experience.

Keywords: Pre-service Teachers, TPACK, Epistemic Beliefs.

Learning From The Past to Prepare For The Future: Exploring Remote Learning Challenges of Indonesian EFL Students For Improved Hybrid Learning Experience

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Abstract. The COVID-19 pandemic has been a major public health concern in recent years, where the world has shifted from in-person learning to online meetings, which is regarded as a better transitional option than remote learning. This study aims to explore the challenges faced by foreign language learners in a university in Indonesia during the period of lockdown and remote learning. A questionnaire was developed as the research instrument for this study. The questionnaire was distributed to a total of 193 participants who were students of a reputable university in Malang through a Google Form link by e-mail or WhatsApp Messenger. After collecting the responses, the researchers exported to an Excel spreadsheet to be analyzed and reported descriptively in frequency. The findings of this study reveal that overall, students perceived their remote learning experiences as counterproductive. Many challenges, from the disruptive physical environment to uncooperative lecturers, hinder their motivation in learning a foreign language during the lockdown. Students admitted that they still found difficulties in improving their language proficiency, and one of the significant responses that was disclosed in the survey is that they would prefer in-person meetings more. This study then highlights the importance of applying UNESCO's 3-step framework for hybrid learning as well as cooperation between institution and government to formulate hybrid learning strategies as an alternative to create more effective learning environment.

Keywords: Foreign language learning, remote learning, online learning, hybrid learning

Combining the Magic of Technology in Learning Japanese for Young Learners

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Abstract. The aim of this paper is to describe Japanese language learning for young learners using conventional learning methods combined with the use of technology. Teaching Japanese to young learners is an interesting and important process in introducing Japanese culture and language. Teaching includes curriculum planning including determining the right age to start learning Japanese, setting learning goals, selecting appropriate books and learning materials, as well as determining the appropriate teaching methods. DePorter and Hernacki (2003:112) state that learning style is a combination of acquiring, organizing and processing information, and therefore, by developing attractive learning materials using educational media—such as pictures, songs, and games—as well as teaching them with various learning styles—using audio, visual, and kinesthetic styles—are considered important in helping students learn the culture and language better. The teaching method emphasizes fun and interactive learning methods so that learning Japanese becomes more interesting and effective. Collaborative classrooms and appropriate use of learning technology are also introduced in this study to enrich children's learning experience.

Keywords: Technological wonders, Japanese language learning, Young Learners

Using Video-Mediated Materials in Listening Course: Students' Reflection

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Abstract. Videos have become popular authentic materials in teaching learning process. In one listening course in ELT Program, the students were tasked to search for a number of videos from different channels for their listening materials. This paper, then, describes students' reflection after listening/viewing the video-mediated materials. It covers the challenges and the strategy to overcome the challenges in using the materials. Despite the challenges, the benefits of using the materials are presented as well. The reflections show that the students encountered various challenges including difficulties with recognizing accents, unfamiliar vocabulary, and unclear audio. This paper then suggest the use of video-mediated materials not only for listening but also other language skill courses.

Keywords: video-mediated material, challenges, benefit

A Unified Proposition on Well-being, Mindfulness and Academic Achievement: A Bibliometric Analysis

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Abstract. This article presents a critical review of empirical studies on students' academic well-being and engagement with mindfulness and epistemic beliefs in a wide range of educational contexts from 2013 to 2023. Two central themes were identified through a systematic process of paper selection and review: 1) Students' academic well-being, mindfulness, and epistemic beliefs levels; and 2) the impacts of academic well-being on students with various influencing factors at the individual, interpersonal, and environmental levels. VOSviewer, a bibliometric visualization tool, is used in the study to examine and synthesize empirical research conducted throughout this particular span. The study provides insight into the evolving setting of scholarly works, identifying major trends, prominent research concerns, networks of collaboration, and the relationship between well-being, mindfulness, and academic achievement. The findings of this study contribute to a cohesive concept that incorporates well-being and mindfulness into educational frameworks to improve academic achievement and nurture students' development. The findings provide the groundwork for future research and strategic plans aimed at improving educational practices and student outcomes.

Keywords: Academic achievement, Mindfulness, Well-being

Character Education in Noble Leadership Values in Kresnayana Sendratari in Blitar District

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Abstract. The Kresnayana Festival is the realization of (UU) Number 5 of 2017 concerning the promotion of culture which brings new enthusiasm in efforts to protect, develop, utilize and foster National culture. If related to this research, the context of utilization is exploring the noble values of leadership in the Kresnayana ballet which has a leadership spirit that is intelligent, wise, and always prioritizes peace. Kresnayana is one of the epic stories whose existence must be re-exposed. Apart from the interesting story of the Kresnayana relief, there are several messages conveyed by the background of Sri Krishna's leadership. This is in line with the current state of degradation of national leadership that is occurring in Indonesia. Society needs to have a true role model who can be explored through the figure of Sri Krishna. The aim of this research is to describe the noble values of leadership in the Kresnayana ballet. As well as to develop the concept and implementation of these values as the theme of the P5 Independent Learning project in high schools in Blitar Regency as a characteristic of character education in Blitar Regency.

The results of this research show several noble values of leadership in the Kresnayana Ballet which are in accordance with the relief carvings of Penataran Temple, namely: Patience and Peacekeeping; Justice Enforcer; and Firm and Courageous. Implementation of P5 in the E/F phase with the theme "Local wisdom" proceeded with enthusiasm. As in the P5 output on this theme, students actively explore the noble values in the Kresnayana epic. This is realized through drama performances which help hone students' 4 language skills starting from writing and reading at the drama script composing stage and speaking and presenting at the performance stage. The process of preparing the script, practicing, and even staging the drama makes students more actively involved in understanding the Krishnayana epic as their cultural identity.

Keywords Krenayana Festival, P5, Character Education, local culture

Appropriateness of Online Media Selection on the Typology of Learning Styles of Indonesian Language Education Study Program Students, Faculty of Cultural Sciences, Brawijaya University

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Abstract: The Covid-19 pandemic has changed learning activities from offline to online. This sudden change gave birth to several problems, especially the selection of online media as a means of delivering material. The Indonesian Language Education study program at the Faculty of Cultural Sciences, Universitas Brawijaya, is one of the affected study programs, because educators who are not ready to determine media or learning platforms as a means of learning are forced to do so. Meanwhile, the criteria for selecting learning media need to adjust to the characteristics of students. The purpose of this study is to describe the characteristics of students' learning styles in online learning, and describe the level of suitability of online media selection on the typology of students' learning styles. This research uses a descriptive approach. The data obtained are qualitative and numerical data sourced from students of the Indonesian language education study program, Faculty of Cultural Sciences, Brawijaya University. The data analysis process uses a qualitative approach with numerical descriptions. The results of this analysis were interpreted, presented, validated or checked the validity of the data, and reported descriptively. The results of this study found four types of student learning styles, namely visual learning style by 17%, auditory learning style by 67%, kinesthetic learning style by 4%, and combination learning style by 12%. The suitability of learning media used by lecturers has fallen into the appropriate category. The percentage of accuracy of media use for visual learning style is 70% (appropriate), auditory learning style is 68% (appropriate), kinesthetic learning style is 74% (appropriate), and visual learning style is 72% (appropriate).

Key Words: Learning media; online learning; learning styles; suitability

The Inventory and Commodification of Madurese Literature Containing Local Wisdom

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Abstract: This study aims to explore and describe the inventory and commodification of Madurese literature. In more detail, the purpose of this study is to explain the types, functions, and meanings of Madurese literature that contains local wisdom; explaining the Madurese literary inventory model; and explaining the model and meaning of commodification of Madurese literature. Collecting data was done through interview and observation methods. Data were analyzed by descriptive qualitative. Based on the research results, Madurese literature consists of several types, such as fairy tales, folklore, poetry, rhymes, and folk songs. Madurese literature has many functions, including to encourage, as a lullaby, to give advice, and to complement certain events. The meaning contained in Madurese literature can be in the form of the meaning of togetherness, affection, religion, loyalty, and hard work. Inventory of Madurese literature can be done through digitalization and bookkeeping of Madurese literature. Commodification can be done through forming a literary community that is ready to perform at certain events, outreach in the world of tourism, making products based on Madurese literature. The commodification of Madurese literature can be interpreted as an adaptation to global developments, creativity and struggle.

Keywords: Commodification, inventory, Madurese literature, Madura local wisdom

Development of Bookwidgets-Based Educational Games Contained With Madura Local Wisdom For Indonesian Language Learning

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Abstract. Internalization of local wisdom values in learning in the current era is when it is needed. This aims to introduce regional local wisdom to students through learning. One way that can be done is to combine educational games based on book widgets and local wisdom, especially in the Madura area, to improve the ability to write report texts on observations of Indonesian language learning. Book widgets based educational game focuses on jigsaw puzzles and crossword puzzles. These features can be used to arouse the imagination and creativity of students in writing activities. The content to be used in jigsaw puzzles and crosswords is historical or artistic places in Madura. The development model used is the 4D model define, design, develop, and disseminate.

Keywords: Educational Games, Bookwidgets, Madura, Local Wisdom, Indonesian Language Learning.

An exploration of Indonesian EFL Teachers' Readiness for Actual Use of Gamification in Foreign Language Learning Classroom

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Abstract. The adaptation of gamification in foreign language teaching and learning has become widespread among school teachers worldwide. Despite its potential benefits, many EFL teachers face challenges in implementing gamification in educational settings. One among the reasons concerned with EFL teachers' readiness to actually incorporate gamification in classroom environment. Using a survey design, a convenience sampling method was employed to recruit 224 EFL pre-service and in-service teachers in Indonesia. A Rasch modelling was used to analyse the quantitative and the result revealed that 41.9% teachers (N=94) expressed a high level of readiness, indicating their preparedness to employ technology on gamification strategies effectively. Additionally, 39.7% of the participants displayed a moderate level of readiness (N = 89), while 18.3% reported a low level of readiness (N = 41). Notably, those teachers categorized under the high readiness level demonstrated competence and ease in responding to questions across the lower and moderate levels, suggesting a comprehensive understanding and proficiency in using technology for gamification. The study findings interestingly point out the disparity in facility provisions between public and private schools. Private institutions offer more comprehensive teaching resources like classroom computers due to varying financial frameworks. Public schools are limited by local government funding while private schools have different financial mechanisms. The divergence is evident in the statistical metrics DIF TE 1 =-0. and DIF TE 3 = -0.84, DIF Contrast > 0.5 and a significant p-value < 0.05. These metrics underline the importance of facility disparities and financial factors between these types of schools.

Keywords: teachers' readiness, gamification, EFL teachers, foreign language learning classroom.

Volitive Interjections in Langkat Malay

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Abstract. This study describes the categorization of volitive interjections in Langkat Malay based on meaning and form. The purpose of this research is to describe or classify volitive interjections in Langkat Malay. The method used is qualitative. The source of the data came from written data in the form of writings in Langkat Malay contained in Langkat Malay books and oral data obtained from informants, namely Langkat Malay speakers. The data collection method used is the see method. The results of the study found 21 types of emotive interjections in Langkat Malay, namely moh,tuh, nah, mih, oi, woi, heei, o, cop, shhh, stt, heh, hus, hey, hai, waihai, duhai, ker.. ker, ri..ri, ck..ck, and hush..hush. In general, there are 5 types of semantic components that serve as a reference for classifying emotive interjections in Langkat Malay, namely I want someone to do something, I want someone to know something, I don't want someone to do something, I don't want someone to say something, I want this animal do something.

Keywords: Volitive, Categorization, Interjection, Langkat Malay

Different Ability, Wonderful Realities: AR-Enhanced Children's Book for Teaching Disability Awareness

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Abstract. Teaching children about disability awareness is a crucial aspect of promoting inclusivity and fostering an understanding of diversity. An innovative method to convey disability awareness involves utilizing illustrated storybooks combined with augmented reality (AR) technology. This technology seamlessly blends the real world with computer-generated animations, enabling children to engage with the story and characters in an immersive and captivating manner, ultimately leading to a deeper comprehension of the subject. The development of this AR-illustrated books implements Research and Development (R&D) approach using the design thinking methodology, which encompasses five stages: empathizing, defining, generating ideas, prototyping, and testing. Design thinking is a practical and creative problem-solving approach. The illustrated book in this paper is titled "Different Abilities, Wonderful Realities," emphasizing the incredible potential that lies within each individual, regardless of their differing abilities due to disabilities.

Keywords: *augmented reality; children's book; disability awareness.*

Unveiling the Narrative of the “Peristiwa 1965” in Indonesian Novels

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Abstract. Literature and history are two sides of a coin that are "almost" inseparable. Literature always takes the social events that occur in society as the source of its creation. This is unavoidable because writers are part of society, where historical events take place. The events of 1965 are a part of Indonesian history that has been widely explored in Indonesian literature from various perspectives. The diversity of perspectives on the 1965 events is also reflected in the views of the public, as seen in the posts and tweets of netizens in the virtual world. This article attempts to highlight these different perspectives using data obtained from two novels, namely Ahmad Tohari's "Kubah" and Yudhistira AM Masardi's "Aku Bukan Komunis." The analysis is carried out using Gerard Genette's narrative perspective. This article aims to demonstrate the role of literature and writers as both a medium and driving force (*movere*) for critical thinking and discourse, as well as a means of education (*docere*) and entertainment (*delectare*).

Keywords: 1965 events, narrative, conflict, sociology of literature.

Learning Indonesian Through The “Tandem” Digital Platform: An Analysis of Indonesian For Foreign Speakers Needs in Beginner Level

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Abstract: Learning Indonesian for foreign speakers in this digital era can be done using various platforms, one of which is tandem. Learning Indonesian for foreign speakers through the tandem platform has many benefits, one of which is language and culture transfer. This research aims to describe the needs analysis of Indonesian language learners for basic level foreign speakers. This research uses a qualitative approach using Spradley's ethnographic method. Data collected includes documentation, interviews and questionnaires. The findings of this research are an analysis of the needs of Indonesian language learners for foreign speakers regarding language and culture. In terms of language, foreign speakers of Indonesian require knowledge of the affixes Me-N, Ber-, Ter-. In terms of culture, foreign speakers of Indonesian need cultural knowledge about social systems, religious systems and the arts.

Keywords: Learning Indonesian for foreign speakers, tandem, analysis of the needs, beginner level

Guide of Language Politeness Skills of Brawijaya University Students by using AKSARA

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Politeness in language seems to be a concern nowadays. However, it turns out that even in educational institutions there are no specific guidelines for communicating politely. There are still many students when they ask the lecturer don't pay attention to the time, or they ask in informal language. The Focus of this research is the presentation of script applications that can be used as a communication guide of students in polite language. This research method was a mixed method type. The results of this study reveal that UB students feel helped by the AKSARA application as an application of politeness in language, especially in the ethical features of the right time and the use of polite language when contact lecturers.

Keywords: ethics, politeness, language, AKSARA,

The Correlation of Indonesian EFL Students' Speaking Performance, Self-Efficacy, and Creativity through Digital Game-Based Learning

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Abstract: The integration of digital games into the educational context has become increasingly prevalent, therefore this study aimed to explore the combined influence of self-efficacy and creativity on the prediction of speaking performance among Indonesian EFL students utilizing digital game-based learning. Following the process, the students were homogenized as Intermediate level through the implementation of Oxford placement test. A total of 35 students were selected to participate in the study, where they were given two questionnaires to assess their self-efficacy and creativity. Then the researcher provided a digital game-based learning intervention aimed at facilitating the students' development of their own English games. The questionnaires data along with students' speaking score were analyzed using SPSS (version 23.00). The findings revealed a statistically significant correlation between self-efficacy and speaking performance, as well as creativity and speaking performance. However, it was observed that creativity had a stronger predictive ability in relation to speaking performance.

Keywords: creativity, digital game-based learning, EFL students, intermediate level, self-efficacy, speaking performance.

Artificial Intelligence Acceptance and Usage among English Foreign Language Students

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Abstract. Various AI-based applications have been developed for language learning and can be used by both teachers and students. The potential of AI has been exploited by its users but at the same time it has given mixed feelings and concerns about the negative impacts of AI in the future. This negative attitude can prevent students from using AI optimally for learning. This research aims to investigate the acceptance and willingness to use applications-based AI among EFL students at 3 universities in Indonesia. This survey used instrument with 6 predictors which are measured using a Likert scale, namely attitudes towards AI, intention to use AI, perceived social norm, perceived usefulness, perceived ease of use, perceived knowledge of AI. The results of this survey are needed to design the training needed by teachers to face the AI era and also prepare students to study in learning systems that are integrated with AI.

Keywords: Technology acceptance, artificial intelligence, EFL students.

Mandarin Word Order : Syntactic Typology

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Abstract. This research is entitled Mandarin Word Order : Syntactic Typology. The theory used to examine the linguistic phenomena of Mandarin in this study includes two theories, namely the word order typology theory by Greenberg and the theory of relational grammar by Comrie. The research data consisted of Mandarin phrases, clauses, and sentences obtained from the Xunbao newspaper and Mandarin books. The research method used is a qualitative. The results of this study are presented using a formal method. Based on the formulation of the problem and research objectives, the results of the study show that the order pattern of Mandarin word order is SPO/SVO. As for changes in word order patterns, they can turn into SOV because O switches position with V after becoming a passive sentence. Through a syntactic typology approach, Mandarin is included in the ergative language type. Mandarin language treats S the same as P (patient) but differently from A (agent).

Keywords: *word order, mandarin chinese, syntactic typology*

Examining the Effects of EFL Teachers' Informal Digital Learning of English on Their Instructional Willingness to Communicate in English (IWTC)

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Abstract. The aim of the present study was to examine whether Indonesian school teachers' engagement in informal digital English learning (IDLE) influenced their willingness to use English as the language of instruction. In this regard, we surveyed 229 prospective and active English as a Foreign Language (EFL) teachers from Indonesian primary and secondary schools. We processed the collected data through a Rasch-based multiple regression analysis. After the screening process, we analysed the remaining valid 229 data sets. Analyses of the Wright map revealed that many teachers (N = 112, 49%) had a highly favourable attitude towards informal English learning via specific digital platforms. A percentage of teachers were moderately engaged in IDLE (N = 73, 31.87%), and 44 teachers, representing 19.21%, possessed a less favourable attitude towards IDLE. It was also found that teachers believed IDLE positively facilitated their use of English in classroom communication. The findings from the multiple regression analysis showed a significant association between teachers' IDLE activities and their willingness to communicate in English as a medium of instruction or iWTC ($\beta = 0.437$, $p < 0.01$). However, teachers' demographics such as gender, age, teaching experience and status were not significant predictors of their iWTC. The findings of this study highlight the important role of teachers' IDLE activities in promoting their readiness to communicate in English in the classroom. **Keywords:** digital learning, informal learning, classroom language instruction, English as a medium of instruction, instructional willingness to communicate (iWTC) EFL teachers

Revitalizing Learning Loss Japanese Lessons at Moji-Goi

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Abstract. This research is about Learning Loss that occurs in Japanese language lessons. Many things happened during the Covid-19 Pandemic in approximately 2 years, much of the learning that was usually face-to-face ended up being online. Some learning stages in class cannot be applied during online learning, such as the stages of writing hiragana, katakana and kanji when face to face in class. The aim of this research is to overcome learning loss that occurs when online learning leads to face-to-face learning in class in Japanese language lessons. The method used is descriptive qualitative by presenting various ways of teaching Moji-Goi using learning media and YouTube. According to John Keller (2021), learning should use the ARCS method (Attention, Relevance, Confidence and Satisfaction) so that learning loss can be overcome with various treatments including the ARCS method and various uses of media such as cards, games, songs, roll-play and *YouTube*. This research also intends to introduce JF (Japan Foundation) Standard learning and share information about teaching Japanese, especially about Moji-Goi (letter-Vocabulary)

keywords: Learning Loss; Japanese: Moji-Goi

Affective Dimensions and Willingness to Communicate of Indonesian EFL Learners in The L2 Classroom and L2 Digital Context

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Abstract. This study examines the relationship between affective dimensions (L2 self-confidence and L2 anxiety) and willingness to communicate (WTC) in in-class and digital setting. Situating on a quantitative survey design, forty-three Indonesian EFL undergraduate students participated in this study (male=42%, female=58%). This study revealed that L2 self-confidence had significant correlation with L2 WTC inside the classroom ($r=.52$) and L2 WTC in digital context ($r=.40$), $p=.005$. Students with higher self-confidence had higher L2 WTC both in the classroom and in digital setting. Besides, L2 speaking anxiety also showed a negative significant correlation with L2 WTC inside the classroom ($r=-.48$, $p=.001$), but its relationship was not observed in the L2 WTC in digital context ($r=-.28$, $p=.074$). This suggests that students with lack of L2 anxiety will demonstrate high L2 WTC in the classroom, but not in the digital environment. Pedagogical implications for this study are provided. Keywords: affective, confidence, anxiety, willingness to communicate

Developing a Culture-Based Storybook for English for Young Learners (EYL) in SDN Purwotengah Mojokerto

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Abstract. The current research and development was inspired by Ir. Soekarno's childhood which aims to develop a culture-based storybook for English for Young Learners (EYL) in SDN Purwotengah. Adapting the ADDIE model (Branch, 2009), the research went through Analysis, Design, and Development stages. Due to limited time and budget, the research could not proceed to the Implementation and Evaluation stages. During the analysis stage, data on classroom needs and Soekarno's childhood in Mojokerto were collected as the basis for creating the storybook. Upon completion, the storybook "Little Soekarno" was validated by experts to ensure its feasibility and quality. The material expert validation resulted in a perfect score of 100%, while the media expert validation indicated a score of 95.65%. Minor revisions were still necessary in terms of grammar, layout, and typography to improve the quality of the storybook before it could be used as learning media.

Keywords: local culture-based storybook, English for young learners (EYL)

THE DEVELOPMENT OF APPLICATION-BASED ENGLISH COMPANION MEDIA IN “EXPRESSION” WITH MADURESE LOCAL WISDOM FOR GRADE VII JUNIOR HIGH SCHOOL STUDENTS

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Abstract. Expression is one of the materials studied by class VII junior high school students which aims to ensure that their learning is not rigid in using vocabulary. In this way, they can speak according to the desired flow of the situation and conditions without showing a forceful attitude. Madurese local wisdom is something that students often see in their daily lives. What students see every day in their environment will become the basis for thinking about everything they learn. Incorporating Madurese local wisdom in learning is the right way to make learning easier for them. This research aims to develop application-based accompanying English teaching media that is oriented to Madurese local wisdom. The product in this research is companion English teaching media whose material is directed at Madurese local wisdom.

Keywords: Expression, local wisdom, companion English Media

JIGSAW Type Remodeling in Improving Official Letter Writing Skills in Elementary School Students

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Abstract. This study aims to redesign the JIGSAW Type Cooperative Model in learning to write Official Letters. This study used the R&D (research and development) method with the following stages: 1) preliminary stage, containing literature study activities, field studies, and analysis of the findings; 2) the development stage, containing model design activities, and limited model trials; and 3) the evaluation stage, which contains activities to evaluate the results of model trials, then refine them. Furthermore, the results of the evaluation are determined as a hypothetical model, then applied as enforcement I, then evaluated and refined if there are weaknesses. The results are reapplied as implementation II, then evaluated and perfected, and so on until the target is met. The results of the redesign of the JIGSAW type cooperative model effectively improve students' ability to write official letters. The percentage increase in implementation I averaged 76%, in implementation II an average of 89.25%, and in implementation III an average of 98%, while the increase in teacher activity in implementation I was 70% less (K), 20% sufficient (C), 0% good (B), and 0% very good (SB), in implementation II 10% less (K), 30% sufficient (C), 50% good (B), and 10% very good (SB), in implementation III 0% was poor (K), 0% was sufficient (C), 20% was good (B), and 80% was very good (SB). The results of the student response questionnaire from 33 students gave a positive response "Yes" 97.83%, and a negative response "No" 2.59%. In conclusion, the JIGSAW type cooperative learning remodeling improves the skills of writing official letters of elementary school students. Therefore, it is suggested to all parties, especially teachers in the field of Indonesian studies to have the courage to try using the JIGSAW type cooperative model to improve students' ability to write official letters.

Keywords: Letter writing; cooperative model, JIGSAW type; R&D.

Developing Folktales Podcasts as Foreign Language Teaching Materials for Japanese, Chinese, and English Beginner Learners Through Linguistic Adaptations

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Abstract. Indonesian foreign language teachers often need help to develop folktales as listening teaching materials due to the linguistic difficulties of the discourse. Therefore, this study aims to adapt folklore discourse linguistically to be utilized as teaching materials for Japanese, Chinese, and English beginner-level learners. This study conducted the research and development method by involving research participants of high school foreign language teachers in the needs analysis. The conclusion found that linguistic adaptations of folklore podcasts for beginner-level foreign language learners are adjusting compound sentences into single sentences, selecting diction, verbs, nouns, and adjectives at the beginner level whose meaning is synonymous with diction in classical language, and giving detailed information for complex vocabulary.

Keywords: Japanese, Chinese and English folktales; linguistic adaptation; podcast; language teaching material; beginner level

Prohibition of Hate Speech in Madurese Literature

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Abstract. Since 2018 have been 3,600 contents containing hate speech that have been handled by Kominfo in public spaces (Kominfo, 2021). This means that there is a massive phenomenon in society in the form of hate speech. Thus, it is necessary to have or study the prohibition of hate speech as an effort to prevent national disintegration through the internalization of values in cultural products such as Madurese literature in Sampang district. This study aims to describe or describe the results of the analysis and internalization of Madurese literature as a local culture that prohibits the practice of hate speech. The target of this research is in the form of spoken language so that the results of the data presentation are in the form of verbal data. The design or design of this research is descriptive qualitative. The data collected in this study used speaking and tapping techniques. The results of this study are findings on Madurese literature regarding the prohibition of insulting others, maintaining ethics, character education, the prohibition of insulting others using the most respected female vital tool (a woman as the image of a mother).

Keywords: prohibition of hate speech, Madurese literature, morality

Students Response to AR-Based Instagram Filter at the *Shokyu Hyoki 1* Course

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Abstract. This research aims to investigate student responses to the use of Instagram filter in *Shokyu Hyoki's* 1 course, especially in the context of teaching Japanese. In the increasingly digital era, social media and Instagram filters have become a significant trend in communicating and sharing experiences. However, research on the use of Instagram filter media in the context of language education still needs to be completed. The research methods used were surveys and interviews with students who attended *Shokyu Hyoki's* course. Surveys were used to collect data regarding the use of Instagram filters in the lecture context and students' responses to them. In contrast, interviews were used to explore students' views and experiences more deeply. The research results show that the use of Instagram filter media in *Shokyu Hyoki's* course positively impacts student learning motivation. Instagram filter can make learning more exciting and interactive and provide a more creative and enjoyable learning experience. However, this research also revealed several challenges in using Instagram filters, including potential distractions and uncertainty regarding their effectiveness as a learning tool.

Keywords: Instagram Filter, Shokyu Hyoki, Student Response

An Investigation into the Effects Of Teachers' Informal Digital Learning of English on Their Teaching Creativity

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Abstract. Teachers' teaching creativity has played prominent role in determining students' foreign language learning success. In this current study, we aimed to examine teachers' learning of English in an informal digital setting. To this end, a total of 282 teachers from two cohorts (i.e. pre-service and in-service teachers) were surveyed, but only 244 responses were used for the data of the current study. A Rasch-based multiple regression was employed to analyse the data, and found that teachers' informal digital learning of English (IDLE) activity could be significantly associated to their teaching creativity in the classroom ($\beta = 0.426, p < 0.01$), but not their demographic background such as gender, age, teaching experience and teachers' status ($p < 0.01$). Rasch Wright map analysis revealed that teacher carried out both IDLE to improve their receptive and productive English skills. The study findings revealed that EFL teachers exhibited a high level of engagement in activities such as listening to English songs (Q17 = -1.42 logit), watching YouTube video clip in English (Q18 = -0.61 logit), and watching educative English content videos through online or on TV (Q25 = -0.21 logit). Similar findings were also found in teachers' productive skills, suggesting EFL teachers have a high level of engagement in activities such as chatting with others in English via social media (Q26 = -0.56 logit) and writing comments in English on social media (Q32 = -0.44 logit).

Keywords: digital learning, informal learning, academic writing, teaching creativity, EFL teachers

Exploring Student-Teachers' Challenges in Integrating ICT in the Teaching of EFL across Different Iseb

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Abstract. Development of ICT is to encourage modern teachers around the world which is they could provide new challenges on teaching and learning process. As teachers' Internet-specific Epistemic Beliefs level (ISEB) appears to predict their competence in integrating ICT based instructional materials and media, the current research aims to explore what are the challenges that faced by preservice English teachers in Indonesia to know (1) what are the micro and macro challenges of student-teachers in integrating ICT in the teaching of EFL and (2) what are the students-teachers' strategies in coping the challenges? An initial questionnaire of for pre-service teachers' ISEB was administered to 79 pre-service secondary school teachers. Further interviews followed to four student-teachers across different ISEB to take the data. The findings suggest that teacher education programs should be structured in ways to promote these beliefs. Such beliefs may result in more effective ICT-based teaching practices more congruent with the promotion of meaningful learning amongst the next generation of students.

Keywords: student-teachers, competence, ICT, ISEB

Canva as a Instructional Media in ELT Classes

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Abstract. Canva has been implemented in English classes to improve the students' motivation. However, the existing research on the use of Canva in ELT classes has been focused on separate skills. While the use of Canva is deemed essential to improve all skills integratedly, the current study researches the use of Canva in integrated ELT classes. The data were collected through observation and questionnaires involving 100 students. The results show that Canva was applied using three strategies, that is, Canva with Interactive Design and Animation, Canva with Interactive Design, Animation, Audio and Video, and Canva with Interactive Design, Animation, and Audio Games. With regard to the students' perception, most students show high interest in the use of Canva and convey that Canva can help them improve their concentration. Interestingly, almost three fourth of the students convey that they are still able to interact with the environment when the lecturers applied Canva.

Keywords: Canva, students' perception, ELT classes



PARALLEL SESSION

PARALLEL SESSION OF ICEL III 2023
DAY 2, WEDNESDAY, OCTOBER 25, 2023
SESSION 1 (08.30-09.30)
Zoom Meeting: <https://s.uib.ac.id/5i8>
Presenter Name: ICEL_ROOM_NAME

No	Presenter	Title	Online/Offline	Room
1	Beauty Sholeha Raufi Herri Mulyono, PhD.	An exploration of university EFL students' lexical diversity in online academic writing assignments and its potential contribution to their academic writing vocabulary performance	Offline	ANGGADA
2	Zain Adinul Falah	An investigation into the effects of teachers' informal digital learning of English on their teaching creativity	Offline	
3	Rizkina Ayu Indriyani, S.Pd.	Examining the effects of EFL teachers' informal digital learning of English on their instructional willingness to communicate in English (IWTC)	Offline	
4	Andhini Kusuma Arum, S.Pd.	An investigation into the effects of gamification and foreign language teaching enjoyment	Offline	
5	NIA BUDIANA, M.Pd.	LEARNING INDONESIAN THROUGH THE "TANDEM" DIGITAL PLATFORM: AN ANALYSIS OF INDONESIAN FOR FOREIGN SPEAKERS NEEDS IN BEGINNER LEVEL	Offline	ABIMANYU
6	Machrus Abadi, M.Pd. Vanda Hardinata, M.Pd. Dr. Warsiman, M.Pd Wandayani Goeyardi	Appropriateness of Online Media Selection on the Typology of Learning Styles of Indonesian Language Education Study Program Students, Faculty of Cultural Sciences, Brawijaya University	Offline	
7	Vanda Hardinata, M.Pd. Machrus Abadi, M.Pd Dr. Warsiman, M.Pd	JIGSAW Type Remodeling in Improving Official Letter Writing Skills in Elementary School Students	Offline	
8	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	Artificial Intelligence acceptance n usage among EFL Students	Offline	

9	Dr. Maulid Taembo, S.Pd., M.A.	THE INVENTORY AND COMMODIFICATION OF MADURESE LITERATURE CONTAINING LOCAL WISDOM	Online	BREAK OUT ROOM 1
10	REJA APRILLA BRAHMANA, S.S.	Mandarin Word Order : Syntactic Typology	Online	
11	Mega Puspitasari, M.Pd.	Development of Bookwidgets-Based Educational Games Contained With Madura Local Wisdom For Indonesian Language Learning	Online	
12	Wevi Lutfitasari, M.Pd.	Prohibition of Hate Speech in Madurese Literature	Online	
13	Adhan Kholis, S.Pd.I.,M.Pd. Khusnul Harsul Lisan	Hybrid Communication in English Language Teaching at Afkaaruna Islamic School (AIS): A Case Study	Online	
14	Sahiruddin PhD	Affective dimensions and willingness to communicate of Indonesian EFL learners in the L2 classroom and L2 digital context	Online	BREAK OUT ROOM 2
15	Wiranto Aji Dewandono, S.Pd., M.Pd Ulfah Sutyarti, M.Pd. Febi Ariani Saragih, M.Pd. Masilva Raynox Mael, M.Pd	Students' Response to AR-based Instagram Filter at the Shokyu Hyoki 1 Course	Online	
16	Dr. Frida Unsiyah, M.Pd	Developing a Culture-Based Storybook for English for Young Learners (EYL) in SDN Purwotengah Mojokerto	Online	
17	Ismatul Khasanah, S.Pd., M.Pd., M.Ed., Ph.D. Kireina Fernanda Utomo	Combining the Magic of Technology in Learning Japanese for Young Learners	Online	
18	Muhammad Fikri Dermawan Dr. Ive Emaliana, M.Pd	Profile of Indonesian Pre-service Teachers' Technological Pedagogical Content Knowledge Scale with Sophisticated Epistemic Beliefs	Online	

PARALLEL SESSION OF ICEL III 2023
DAY 2, WEDNESDAY, OCTOBER 25, 2023
SESSION 2 (09.45-11.00)
Zoom Meeting: <https://s.uib.ac.id/5i8>
Presenter Name: ICEL_ROOM_NAME

No	Presenter	Title	Online/Offline	Room
1	Melania Febriani, S.Pd.	An Exploration of Indonesian EFL Teachers' Readiness for Actual Use of Gamification in Foreign Language Learning Classroom	Offline	ANGGADA
2	Dr. Emy Sudarwati, S.S., M.Pd.	IMPROVING GLOBAL LITERACY (GL) COMPETENCE OF BRAWIJAYA UNIVERSITY STUDENTS TO SUPPORT IISMA (INDONESIAN INTERNATIONAL MOBILITY AWARD) PROGRAM: DEVELOPMENT OF GLOBAL LITERACY INSTRUCTIONAL FRAMEWORK	Offline	
3	Dr. Sri Aju Indrowaty, M.Pd	REVITALIZING LEARNING LOSS JAPANESE LESSONS AT MOJI-GOI	Offline	
4	Dian Novita Dewi, S.Pd., M.Li.	EXPLORING THE IMPLEMENTATION OF ENVIRONMENTAL EDUCATION: EYL TEACHERS' VIEWS	Offline	
5	Prof. Dr. Zuliati Rohmah, M.Pd. Nurul W. Sholihah	Canva as a Instructional Media in ELT C lasses	Offline	ABIMANYU
6	Enstalanza Gusrianto	ELSA Speak Application as an Advanced Program for Improving Pronunciation for Students in Indonesia: A Literature Review	Offline	
7	Iswahyuni, M.Pd Enstalanza Gusrianto	Using Video-Mediated Materials in Listening Course: Students' Reflection	Offline	

8	Hamamah, S.Pd., M.Pd., Ph.D Fariska Pujiyanti Ressi M. Delijar Alifa Camilia Fadillah	LEARNING FROM THE PAST TO PREPARE FOR THE FUTURE: EXPLORING REMOTE LEARNING CHALLENGES OF INDONESIAN EFL STUDENTS FOR IMPROVED HYBRID LEARNING EXPERIENCE	Offline	ABIMANYU
9	Zidane Althaf Aureza Dr. Ive Emaliana, M.Pd	EXPLORING STUDENT-TEACHERS' CHALLENGES IN INTEGRATING ICT IN THE TEACHING OF EFL ACROSS DIFFERENT ISEB	Online	BREAK OUT ROOM 1
10	Mifta Huljannah Maharani, S.S	Volitive interjections in Langkat Malay	Online	
11	Vera Yulianti, S.S, M.A Feri Ansori, M.Ed., Sherien Sabbah, M.Hum	Developing Folktales Podcasts as Foreign Language Teaching Materials for Japanese, Chinese, and English Beginner Learners Through Linguistic Adaptations	Online	
12	Dr. Ive Emaliana, M.Pd Alies Poetri Lintangari, M.Li Irene Nany Kusumawardani, M.Li Al Amirul Eimer bin Ramdzan Ali Muhammad Afif Alhad Tyara Muffidah Listyadi	A Unified Proposition on Well-being, Mindfulness and Academic Achievement: A Bibliometric Analysis	Online	
13	Ziadatul Hikmiah, S.Pd., S.Psi., M.Sc.	Different Ability, Wonderful Realities: AR-Enhanced Children's Book for Teaching Disability Awareness	Online	
14	Siti Mutiatun, S.Pd.I., M.Pd.	THE DEVELOPMENT OF APPLICATION-BASED ENGLISH COMPANION MEDIA IN "EXPRESSION" WITH MADURESE LOCAL WISDOM FOR GRADE VII JUNIOR HIGH SCHOOL STUDENTS	Online	BREAK OUT ROOM 2
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