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Publication Partners:



The **10th** ICOLLITE 2026

**Critical Literacies, Discourse, and Meaning-Making in a Post-Digital World:
Repositioning Language, Literature, Culture, and Education**

BOOK OF ABSTRACTS



 Thursday, 23 July 2026

 Online Conference

The **10th** ICOLLITE 2026

Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
World: Repositioning Language, Literature, Culture, and Education

Preface

Dr. Yostiani Noor Asmi Harini, S.S., M.Hum.





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The 10th International Conference on Language, Literature, Culture, and Education
(The 10th ICOLLITE)

PREFACE

Dear esteemed colleagues, keynote speakers, plenary speakers, featured speakers, presenters, and participants. On behalf of the organizing committee, it is my distinct honor and absolute pleasure to welcome you all to the 10th International Conference on Language, Literature, Culture, and Education.

This year's conference marks a momentous milestone, a decade of ICOLLITE. For ten years, this conference has served as a vibrant forum for scholars, researchers, educators, and practitioners to share insights, challenge paradigms, and foster meaningful collaborations.

This year, ICOLLITE 10 courageously addresses a highly relevant and pressing theme: **"Critical Literacies, Discourse, and Meaning-Making in a Post-Digital World: Repositioning Language, Literature, Culture, and Education"**. We no longer live in a world that is merely "going digital." Instead, we live in a post-digital world, an era in which technology is deeply woven into the fabric of our daily existence.

I want to personally thank everyone who has helped make this conference a reality. Our organizing team has spent months coordinating logistics, managing submissions, and ensuring every detail supports productive academic exchange. We also extend our deepest gratitude to our esteemed publication partner, the English First Faculty (EFF), Uzbekistan State World Languages University, whose valuable collaboration and support have been instrumental in elevating the reach and scholarly impact of this event.

Furthermore, our keynote and plenary speakers have prepared thought-provoking presentations that will challenge and inspire us. Our session chairs and reviewers have maintained the high academic standards that make ICOLLITE a respected forum in our field. Most importantly, each of you, whether presenting research, participating in discussions, or simply bringing your unique perspective, contributes to the intellectual energy that makes conferences like this so valuable.

Although we are meeting through screens, I am confident that the energy, intellectual rigor, and spirit of collaboration will be as tangible as ever. I encourage you to actively engage in the discussions, challenge perspectives respectfully, and build networks that will last long after the virtual rooms close.

Thank you for being part of this remarkable milestone. I wish you all an inspiring, productive, and memorable conference.

Warm regards,

Dr. Yostiani Noor Asmi Harini, M.Hum.

Chairperson of the 10th ICOLLITE

The 10th ICOLLITE 2026

Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
World: Repositioning Language, Literature, Culture, and Education

Welcome Speech

Prof. Wawan Gunawan, M.Ed., Ph.D.

Dean of FPBS UPI





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WELCOME SPEECH
DEAN OF THE FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA

Dear Distinguished Colleagues, Keynote Speakers, Presenters, and Participants,

On behalf of the Faculty of Language and Literature Education (FPBS) at Universitas Pendidikan Indonesia, in proud collaboration with our esteemed co-host, the English First Faculty, Uzbekistan State World Languages University, I extend my warmest welcome to all participants of the 10th International Conference on Language, Literature, Culture, and Education (ICOLLITE). It is with great pleasure and honor that we host this prestigious gathering, bringing together esteemed academics, researchers, educators, and students from across the globe to engage in meaningful scholarly discourse.

As we celebrate the tenth iteration of ICOLLITE, we reflect with pride on the remarkable journey this conference has undertaken since its inception. What began as a platform for regional academic exchange has evolved into a truly international forum that facilitates critical dialogue and knowledge sharing among scholars from diverse linguistic, cultural, and educational backgrounds. ICOLLITE has consistently served as a bridge connecting researchers, practitioners, and policymakers, fostering collaborative efforts that transcends geographical boundaries and disciplinary silos.

This year's theme, "**Critical Literacies, Discourse, and Meaning-Making in a Post-Digital World: Repositioning Language, Literature, Culture, and Education**" perfectly reflects the current challenges and opportunities in our academic landscape. We have moved beyond the initial wave of digital adoption into a complex post-digital reality, where technology is seamlessly interwoven into our daily lives. This era demands a profound repositioning of how we understand language, analyze discourse, and cultivate critical literacy. The focus is no longer just on using digital tools, but on how we critically evaluate information, decode complex socio-political discourses, and engage in genuine meaning-making amidst algorithmic influences and shifting cultural paradigms.

Yet, as we navigate this post-digital world, we remain mindful of the foundational human elements that define our fields—creativity, empathy, critical thinking, and deep cultural understanding. The challenge before us is to leverage our insights to empower learners and society, ensuring that the human capacity for critical reflection and ethical discourse remains at the heart of education and cultural preservation.

I would like to express my sincere thanks to the organizing committee, whose hard work and careful planning have made this milestone 10th conference possible. My heartfelt appreciation goes to our distinguished keynote speakers, who will share their knowledge and vision; to the dedicated reviewers who ensured the quality of presentations; to our international co-host and institutional partners, who provided valuable support; and to all participants, whose active participation will enrich our shared learning experience.



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ICOLLITE 2026 represents more than an academic gathering; it shows our shared commitment to advancing knowledge, encouraging innovation, and building strong partnerships across cultures and continents. I encourage you to use this opportunity to engage in meaningful discussions, build lasting professional relationships, and explore research collaborations that will continue long after this conference ends.

As we navigate the complexities of the post-digital age, let us remember that our greatest strength lies in our diverse perspectives, our willingness to learn from one another, and our shared dedication to advancing critical literacy and understanding complex discourses worldwide. May the insights gained and connections forged during this conference inspire groundbreaking research, innovative teaching methods, and transformative approaches to meaning-making, ultimately enabling us to reposition language, literature, culture, and education in an ever-evolving global landscape.

The Faculty of Language and Literature Education at Universitas Pendidikan Indonesia takes immense pride in hosting this international scholarly community in partnership with the Uzbekistan State World Languages University. We remain committed to our role as a catalyst for academic excellence and cross-cultural collaboration, contributing to the global advancement of knowledge in language, literature, culture, and education.

Welcome to Bandung, welcome to UPI, and welcome to what promises to be an intellectually stimulating and professionally enriching experience.

Warm regards,

Prof. Wawan Gunawan

Dean of Faculty of Language and Literature Education

Universitas Pendidikan Indonesia

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The 10th ICOLLITE 2026

Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
World: Repositioning Language, Literature, Culture, and Education

Welcome Speech

Prof. Dr. Didi Sukyadi, S.Pd., M.A.

Rector of UPI





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WELCOME SPEECH RECTOR OF UNIVERSITAS PENDIDIKAN INDONESIA

Distinguished guests, esteemed colleagues, keynote speakers, and fellow scholars,

It is my profound honor and privilege to welcome you all to The 10th International Conference on Language, Literature, Culture, and Education, ICOLLITE 2026. Although we are not gathering physically at our campus at the Faculty of Language and Literature Education of UPI, meeting virtually from across the globe in this online mode does not diminish our shared purpose. In fact, your presence today enriches this gathering and exemplifies the truly international spirit of scholarly collaboration that defines our academic community.

I extend my heartfelt gratitude to the organizing committee, whose dedication and meticulous planning have made this virtual conference possible. My sincere appreciation also goes to our partner in publication, the English First Faculty (EFF), Uzbekistan State World Languages University, for their valuable collaboration. I would also like to thank our distinguished keynote speakers, who will share their invaluable insights, and all presenters and participants who contribute to the intellectual richness of this event. Your commitment to advancing knowledge in language, literature, culture, and education is both inspiring and essential.

This year's theme, "Critical Literacies, Discourse, and Meaning-Making in a Post-Digital World: Repositioning Language, Literature, Culture, and Education," could not be more timely or relevant. We have moved beyond the initial phase of digital transformation; we now reside in a *post-digital world*, an era where technology is deeply embedded in, and inseparable from, our everyday social, cultural, and educational practices. In this reality, the rapid advancement of artificial intelligence, digital discourse, and complex virtual ecosystems presents not just technological opportunities but profound human and cognitive challenges that demand our collective attention.

In the realm of language and discourse, we are challenged to analyze how power, truth, and identity are negotiated in algorithm-driven communication. Literature is finding new avenues for creative expression, forcing us to redefine narrative structures and human agency in a world increasingly mediated by machines. Our cultural landscapes are being redrawn, requiring us to critically examine how meaning is made, preserved, and democratized across borders. Meanwhile, education must go beyond teaching basic technical skills; we must cultivate critical literacies that empower learners to become active, reflective meaning-makers rather than passive consumers of digital content.

Yet, as we reposition our disciplines in this post-digital landscape, we must address critical questions: How do we foster critical thinking and preserve the depth of human discourse amid the noise of the digital sphere? How can we ensure that our cultural diversity is genuinely represented and celebrated, rather than homogenized by global digital platforms? How do we leverage education to bridge inequalities and foster a more empathetic, critically aware global citizenry?



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These are the core questions that bring us together today. I encourage you to engage in bold interdisciplinary dialogue, to challenge conventional wisdom, and to forge innovative partnerships that transcend traditional academic boundaries. Repositioning our fields in a post-digital world cannot be done in isolation. It requires the collaborative wisdom of linguists, literary scholars, cultural researchers, educators, and practitioners working in harmony.

Let this milestone 10th edition of ICOLLITE serve as a catalyst for groundbreaking research, meaningful collaborations, and transformative ideas. May your discussions be both rigorous and imaginative, your networks expand beyond borders, and your discoveries contribute to a more connected, critically literate, and socially just world.

As we embark on this day of intellectual exploration, I invite you to approach each virtual session with curiosity, openness, and the spirit of scholarly adventure that defines our academic mission. Together, let us navigate this post-digital frontier while preserving the human essence that makes our disciplines so vital and enduring.

Welcome once again to **ICOLLITE 2026**. May this conference inspire innovation, foster lasting partnerships, and illuminate new pathways for the future of language, literature, culture, and education.

Thank you, and I wish you all a most productive, inspiring, and enriching conference experience.

Best wishes,
Prof. Didi Sukyadi, M.A.
Rector of Universitas Pendidikan Indonesia

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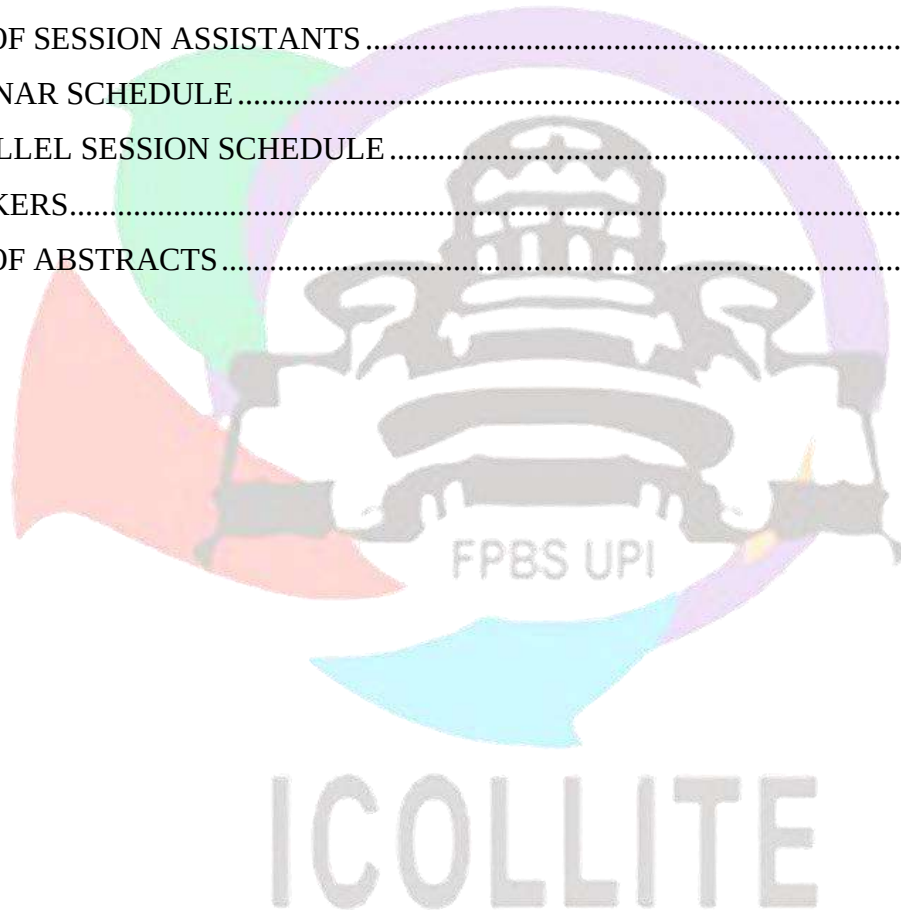


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The **10th** ICOLLITE 2026

Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
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Committees





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LIST OF CONFERENCE COMMITTEES

Responsibility Holder

- Rector of Universitas Pendidikan Indonesia

Director

- Vice Rector of Research, Community Service, and Partnerships
- Dean of FPBS
- Vice Dean for Academic Affairs and Quality Assurance
- Vice Dean for Resources and General Affairs
- Vice Dean for Student Affairs and Partnerships

Conference Chair

- Dr. Yostiani Noor Asmi Harini, M.Hum.

Secretary

- Dr. Zulfikar Alamsyah, S.Pd., M.Hum.

Bursar

- Sri Maryati, S.E.

Session Management Committee

1. Prof. Sumiyadi, M.Hum.
2. Nur Hafiz Abdurahman, M.A., Ph.D.
3. Prof. Dr. Retty Isnendes, M. Hum.
4. Dr. Rudi Adi Nugroho, M. Pd.
5. Dr. Linna Meilia Rasiban, M. Pd.
6. Nur Muthmainah, S. Pd., M.A.
7. Rohman, S.A.P.

Session Assistants

1. Julian Ibnu Santana
2. Hikmah Alfadillah Safari
3. Puspa Ayu
4. Hasya Tsalist Laila
5. Rania Nayla Ramadani
6. Mario Yonathan
7. Aryasatya Imtiyaz Sandy
8. Raissa Rishila Linandar
9. Nadisa Wiasqi Faza
10. Muhamad Ilham
11. Fatia Filaisil Aghniya
12. Aghisna Tya Rachman

13. Khalisha Syafiah

14. Agan Billy Saktiandio

15. Fazza Mahendra Rahmansyah

16. Dimas Maulana Firdaus

17. Nabila Arina Ramadhania

18. Aura Sasikirana Hapit

19. Nais Salma Salsabila

20. Luthfiah Rizal Nasution

21. Fiona Issma Aulia Augustine

22. Alya Gendhis Sukma Aji

23. Tahniah Nurlia Drajat

24. Shafira Azahra

25. M. Rasyad Alhakim

26. Wyona Lidia

27. Priscilla Valerina Suhendar

28. Keren Happukh Victoria

29. Athaya Naufal Raafy Ramadhan

30. Risa Rahmatini

Secretariat

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2. Siti Hamidah, M.Pd.
3. Selly Riyani, S.Pd.
4. Almira Raihanun, S.Pd.
5. Dwimantik Sekartanjung, S.Par.

Public Relations Committee

1. Dr. Kholid Abdullah H, M.Pd.
2. Dr. Mochamad Whilky Riskyanfi, M.Pd.
3. Dr. Ahmad Fu'adin, M.Pd.
4. Maryam Khoirotunnisa, S.E.

Website Administrators

1. Dr. R. Dian Hendrayana, M.Pd.
2. Eka Rahmat Fauzi, M.Pd.
3. Prof. Nuria Haristiani, M.Ed., Ph.D.
4. Apep Kamaludin, M.T.

Moderators

1. Prof. Wawan Gunawan, M.Ed., Ph.D.
2. Prof. Dr. Yulianeta, M.Pd.
3. Prof. Dr. Mohamad Zaka Al Farisi, M.Hum.
4. Yanty Wirza, M.Pd., M.A., Ph.D.
5. Dr. Budi Hermawan, M.P.C.



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Program Committee

1. Dr. Rinaldi Supriadi, M.Pd.
2. Ariessa Racmadhany, M.Pd.
3. Dr. Mia Nurmala, M.Pd.
4. Dr. Welsi Damayanti, M.Pd.
5. Nida Mujahidah Fathimah, M.Pd.
6. Jenal Alfianta Bangun
7. Zaenul Efendi, S.T.
8. Dr. Mad'Ali, M.A.

Masters of Ceremony

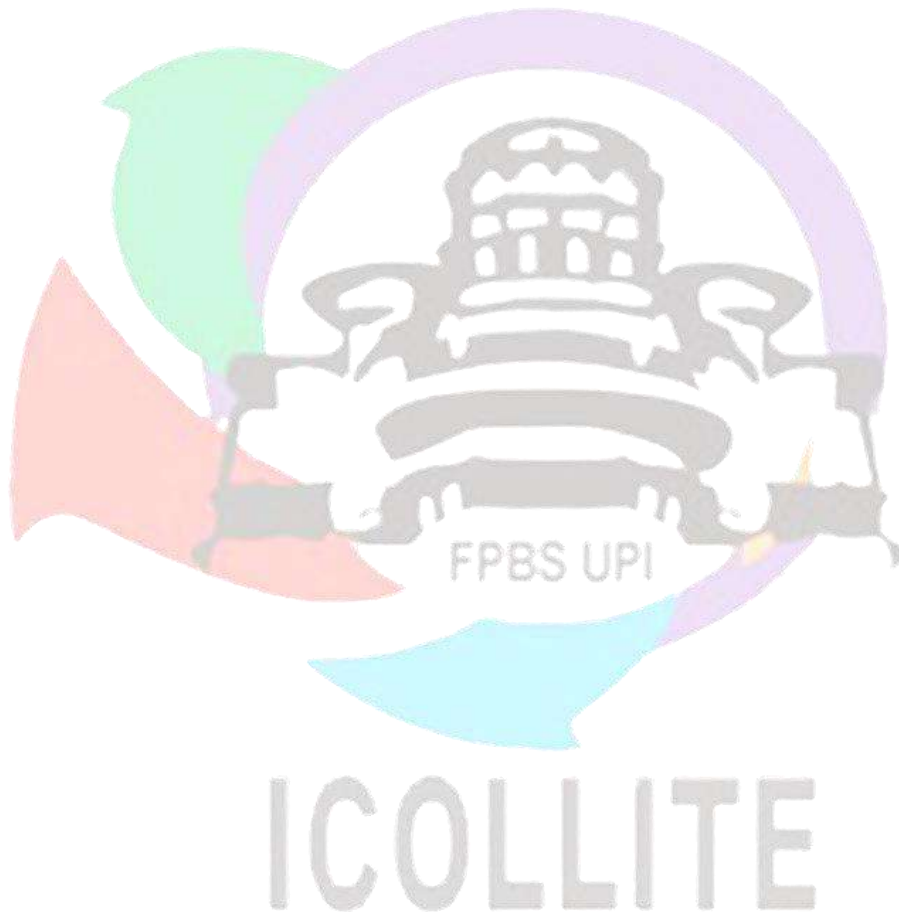
1. Susan Santika, M.Pd.
2. Ariessa Racmadhany, M.Pd.

Catering Committee

1. Dede Wahyu Ibrahim
2. Dadang Mulyana

Documentation Committee

1. Teja Mustika, S.Ak.
2. Dedi Setiadi



LIST OF SESSION ASSISTANTS

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Schedule





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WEBINAR SCHEDULE

Thursday, July 23th 2026

TIME (WIB) <i>Waktu (WIB)</i>	PROGRAMME SCHEDULE <i>Agenda Acara</i>
07.00 - 07.20	Participant and Presenter Registration <i>Registrasi Peserta dan Pemakalah</i>
07.20 - 07.30	Introduction to the 10th ICOLLITE and Welcome Video <i>Penayangan informasi kegiatan dan video pembuka ICOLLITE ke-8</i>
07.30 – 08.30	Opening Remarks <i>Acara Pembukaan</i>
	Qur'an Recitation <i>Pembacaan ayat suci Al Quran</i>
	Singing of the Indonesian National Anthem (Indonesia Raya) <i>Menyanyikan Lagu Kebangsaan Indonesia Raya</i>
	Presentation of the FPBS and ICOLLITE Profiles <i>Penayangan profil FPBS dan ICOLLITE</i>
	Welcome Remarks from the Dean of FPBS <i>Sambutan Dekan FPBS</i>
	Prof. Wawan Gunawan, M.Ed., Ph.D.
	Official Opening Remarks by the Rector of Universitas Pendidikan Indonesia <i>Sambutan dan Pembukaan acara secara resmi oleh Rektor UPI</i>
	Prof. Dr. Didi Sukyadi, M.A.
	Opening Dance from Katumbiri <i>Tarian Sambutan Katumbiri</i>
	Group Photo Session <i>Foto bersama</i>
08.30 – 09.55	Keynote Session <i>Sesi Seminar dengan Pembicara Kunci</i>
	Speakers / Pembicara
	1. Prof. Sumiyadi, M.Hum.
	2. Dr. Erika Matruggio
	Moderator: Yanty Wirza, M.Pd., M.A., Ph.D.
	Plenary Session <i>Sesi Seminar dengan Pembicara Pleno</i>
	Plenary Speaker <i>Pembicara Pleno</i>
	Alexander Sautkin, Ph.D.
	Moderator: Yanty Wirza, M.Pd., M.A., Ph.D.

TIME (WIB) <i>Waktu (WIB)</i>	PROGRAMME SCHEDULE <i>Agenda Acara</i>
	Question & Answer (Q&A) Session and Certificate Presentation <i>Sesi Tanya Jawab (Q&A) & Penyerahan Sertifikat</i>
09.55 – 10.00	Coffee Break (Suling and Kacapi Performance) <i>Istirahat (Penampilan Kacapi Suling)</i>
	Featured Speaker Seminar Session <i>Sesi Seminar dengan Pembicara Utama</i>
10.00 – 11.55	Session 1 – Featured Speakers <i>Sesi 1 – Pembicara Utama</i> 1. Dr. Kholid A. Harras, M.Pd. 2. Dr. R. Dian Hendrayana, M.Pd. 3. Dr. Linna Meilia Rasiban, M.Pd.
	Session 2 – Featured Speakers <i>Sesi 2 – Pembicara Utama</i> 4. Dr. Rinaldi Supriadi, M.Pd. 5. Dr. Suharno, M.Pd.
	Moderator: Dr. Budi Hermawan, M.P.C.
11.55 – 12.35	Lunch Break and Dhuhr Prayer <i>Istirahat, salat, makan siang (Isama)</i>
12.35 – 12.45	Preparation for Parallel Sessions <i>Persiapan Sesi Paralel</i>
12.45 – 14.45	Parallel Session <i>Sesi Paralel</i>
14.45 – 15.15	Important Publication Announcements <i>Pengumuman Penting Seputar Publikasi</i>
15.15 – 15.45	Closing Remarks by the Chair of the 10th ICOLLITE Organizing Committee <i>Laporan Ketua Panitia 10th ICOLLITE 2026</i> Dr. Yostiani Noor Asmi Harini, M.Hum. Announcements <i>Informasi</i>

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PARALLEL SESSION SCHEDULE

Thursday, 23 July 2026 | 12.45 – 14.45 WIB

Presentation : 12 minutes per presenter (including Q&A)

Break : After the Q&A session of the first five presenters

CODE <i>Kode</i>	NAME <i>Nama</i>	TITLE <i>Judul</i>	INSTITUTION <i>Institusi</i>	ROOM <i>Ruang</i>
ABS-ICOLLITE-26213	Yulia Mega Puspita , Wendy Belinda Tiantini	The Performative Equilibrium: A Critical Discourse Analysis of the “Micro-Win” Economy and Self-Exploitation among Indonesian Generation Z on TikTok	The University of Melbourne	Room 1
ABS-ICOLLITE-26066	Muxtasarxon Azimova , Khakimova Maksadkhon Dilshodbekovna, Egamnazarova Durdona Shuhratillayevna, Rakhimova Mokhlaroyim Makhammadjon Qizi, Saliyeva Surayyo Mansurjonovna	Frequency Analysis of The Lexical Units of Laughter and Crying in Uzbek Language Based on the Corpus	Uzbekistan State University of World Languages	Room 1
ABS-ICOLLITE-26093	Ari Rivanti , Nais Ambarsari	A Multimodal Analysis of Self-Introduction Videos Produced by Filipino Beginner-Level Learners of Indonesian as a Foreign Language (BIPA)	HAMK Finland University	Room 1
ABS-ICOLLITE-26098	Nadejda Shakurbanova	Discourse as a Factor in The Formation of New Syntactic Models	Uzbekistan State University of World Languages	Room 1
ABS-ICOLLITE-26228	Risma Farhanah	A BIPA Heritage Language Programme for Diaspora Children in Hong Kong: Integrating Play-Based Learning and Folklore	Universitas Pendidikan Indonesia	Room 1



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ABS-ICOLLITE-26176	Saida Nishonbekova, Akhmedova Nodira	Innovative Methodological Mechanisms for Developing Future English Language Teachers' Linguodidactic Competence Based on Artificial Intelligence	Uzbekistan State World Languages University	Room 1
ABS-ICOLLITE-26025	Fatmahwati A Adnan	Cultural Repositioning of the Akit People in Sokop Village: Assimilation and Marginalization of Identity	Badan Riset dan Inovasi Nasional	Room 1
ABS-ICOLLITE-26156	Lola Rikhsieva	Translation of Domain-Specific Terms in Multilingual Education: Challenges, Strategies, and Learning Outcomes	Uzbekistan State World Languages University	Room 1
ABS-ICOLLITE-26026	Suci Sundusiah, Ida Widia, Yostiani Noor Asmi Harini, Dewi Turgarini, Nada Dhiya Ulhaq, Fia Hana Febiola	Developing a Folklore–Game–Intercultural Competence Matrix: Evidence from a Systematic Review of Narrative Gamification in Language Education	Universitas Pendidikan Indonesia	Room 1
ABS-ICOLLITE-26212	Deni Karsana, Wati Kurniawati	Examining the Influence of Malay and Its Variants on The Kaili Language	Badan Riset dan Inovasi Nasional	Room 1
ABS-ICOLLITE-26205	Danan Darajat, Sumiyadi, Yulianeta	Adaptation as Ideological Recalibration: Female Subjectivity across Two Adaptation Trajectories in Sundanese Literature and Cinema, 1910–2022	Universitas Pendidikan Indonesia	Room 2
ABS-ICOLLITE-26072	Ma'rufjon Djalilov, Irgasheva Zulfizar Xatamovna, Boltayeva Durdona Baxadirovna	Features of the Translation of English to Uzbek for Modern It Terminology	Uzbekistan State World Languages University	Room 2
ABS-ICOLLITE-26215	Syahruni Junaid, Abbas, Ayub Khan	Collective Trauma in Saadia Faruqi's Yusuf Azeem Is Not a Hero (2021)	Universitas Islam Negeri Alauddin Makassar	Room 2
ABS-ICOLLITE-26247	Odilov Yorkinjon, Shahodat Usmonova, Hilolakhon	Neurolinguistic Programming (NLP) and Psycholinguistic Mechanisms of Speech	Institute of Uzbek Language,	Room 2



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	Pulatkhanov, Nilufar Qiyomidinova	Manipulation in Cyber Discourse: A Cognitive- Pragmatic Analysis	Literature and Folklore	
ABS-ICOLLITE- 26075	Nasywa Salsabila , Isti Siti Saleha Gandana, M.Ed., Ph.D.	The Portrayal of Diasporic Adolescent Identity in The Film Turning Red (2022)	Universitas Pendidikan Indonesia	Room 2
ABS-ICOLLITE- 26251	Odilov Yorkinjon , Shahodat Usmonova, Hilolakhon Pulatkhanova, Nilufar Qiyomidinova	NLP-Derived Linguistic Categories as a Critical Discourse Analysis Framework for Uzbek Cyber Discourse	Institute of Uzbek Language, Literature and Folklore	Room 2
ABS-ICOLLITE- 26050	Lia Nuralia	Critical Reading of Colonial Plantation Archives and Artifacts in West Java	Badan Riset dan Inovasi Nasional	Room 2
ABS-ICOLLITE- 26161	Maftuna Mirayeva , Anorxon Axmedova, Dildora Sultonova	Linguo-cultural characteristics of syntactic-stylistic devices in the English translations of Alisher Navoiy's ghazals (Based on English and Uzbek Languages)	Uzbekistan State World Languages University	Room 2
ABS-ICOLLITE- 26237	Efni Nurlita	Symbolic Meaning in the Pacu Jalur Cultural Festival of Kuantan Singingi Regency	Universitas Padjadjaran	Room 2
ABS-ICOLLITE- 26238	Krisan Jaya	Development of a Forensic Framework for Detecting Cyberbullying and Hoax Content on Social Media Using a Statistical Approach and Legal Validation	Universitas Negeri Jakarta	Room 2
ABS-ICOLLITE- 26112	Yeni Yulianti	The Forest as Home: Indigenous Environmental Ethics and Ecological Philosophy in Seloka of Orang Rimba	Badan Riset dan Inovasi Nasional	Room 3
ABS-ICOLLITE- 26085	Anora Azimova	Animal Symbols and Cultural Codes in Uzbek, English, and Japanese Folk Tales: A Comparative Literary Study	Uzbekistan State World Languages University	Room 3



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ABS-ICOLLITE-26227	Gulnora Nasirova , Dilafruz, Dilnoza Madrakhimova	Reading from different perspectives – the generation gap (Uzbekistan context).	Associate professor	Room 3
ABS-ICOLLITE-26132	Yostiani Noor Asmi Harini , Sri Setyarini, Memen Durachman	Legend Reconstruction: An Innovative Model for Building Gen Z's Social Transformation in the Post-Digital World	Universitas Pendidikan Indonesia	Room 3
ABS-ICOLLITE-26180	Dilrabo Rakhmatullayeva	Cognitive Characteristics of the Concept of “Surprise” in English Film Discourse	Angren University	Room 3
ABS-ICOLLITE-26178	Dewi Turgarini	Fine Dining Restaurants as a Stage for Gastronomic Arts and Culture Performances	Universitas Pendidikan Indonesia	Room 3
ABS-ICOLLITE-26064	Tatyana Trigulova	Persuasive Threat Narratives in Anglophone Media-Political Discourse on EU Defence Policy	Uzbekistan State World Languages University	Room 3
ABS-ICOLLITE-26242	Maghfera Ahmad	Religious discourse and the construction of gendered subjectivity in Bothayna Al-Essa's “All That I Want to Forget”	UNPAD	Room 3
ABS-ICOLLITE-26044	M.Pd. Martina , Edy Agustinus, S.Sos., M.Sos, Junaidi, S.Sos., Jagad Aditya Dewantara, M.Pd.	Koronangis School for Indigenous Women: Revitalizing the Oral Tradition of the Dayak Tamambalo Apalin through Intergenerational Cultural Education and Festivals at the Sao Langke Dai Bolong Longhouse	Badan Riset dan Inovasi Nasional	Room 3
ABS-ICOLLITE-26211	Hary Ganjar Budiman , Dr. Iwan Hermawan, M.Pd., Octaviadi Abrianto, S.S., Oerip Bramantyo Boedi, S.S., M.Hum.	Local Knowledge, Ecological Relations, and Cultural Values in the Making of Gula Kawung (Palm Sugar) at Kampung Kuta, Ciamis, West Java	Badan Riset dan Inovasi Nasional	Room 4

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ABS-ICOLLITE-26127	Mukhtorjon Bakhtiyarov, Fotimakhon Bakhtiyarova, Elvira Tursunnazarova, Akmal Toshpulatov, Khurmat Valieva, Madina Ganikhanova	A Corpus-Based Lexical-Semantic Analysis of Uzbek Astronomical Terminology	Associate Professor	Room 4
ABS-ICOLLITE-26110	Anto Anto, Dea Letriana Cesaria	From Tragedy to Fantasy: A Study of the Adaptation of the Weird Sisters from Macbeth to the Harry Potter Films	Badan Riset dan Inovasi Nasional	Room 4
ABS-ICOLLITE-26029	Shoira Yuvasheva, Dilbar Rakhimovna Dzhumanova, Gulandom Khisamovna Bakieva, Tulibay Abdukarimovich Madraximov	Cultural Markers in Kutadgu Bilig: Semantic and Cultural Perspectives	Uzbekistan State World Languages University	Room 4
ABS-ICOLLITE-26188	Rini Agustien, Nuria Haristiani	Phatic Expressions in Cross-Cultural Workplaces: A Sociolinguistic Study of Indonesian Workers in Japan	Universitas Pendidikan Indonesia	Room 4
ABS-ICOLLITE-26172	Nigora Nazarova, Akhmedov Otbek, Shamsiddinova Gavkhar, Sodiqova Oydin	Anthroponyms in English and Uzbek: Structural- semantic and linguacultural perspectives	Uzbekistan State World Languages University	Room 4
ABS-ICOLLITE-26145	Noviyanti Aneros, Elly Malihah, Azmal Muhammad Biadika Sholeh, Juju Juangsih	Understanding Japanese work culture, HORENSO as Preparation for Intercultural Competence among Japanese Language Students: A Study of the Drama "Kono Koi Atatamemasuka"	Universitas Pendidikan Indonesia	Room 4
ABS-ICOLLITE-26071	Khakimova Maksadkhon, Azimova Mukhtasarkhon Jaloldin Qizi, Khakimova Sadoqat Dilshodbekovna, Yuldoshkhonov Javohirbek Dilshodbek Ugli	Artistic Expression and Social Analysis in the Poetry and Paintings of Adrian Henri	Uzbekistan State World Languages University	Room 4



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ABS-ICOLLITE-26036	Ghaida Farisya , Stanny Dhamayanti	A New Strategy for Garut's City Branding: Elevating Cultural and Philosophical Values Amidst the Dominance of Dodol	Universitas Garut	Room 4
ABS-ICOLLITE-26249	Damaiyanti Melda Fauzia , Yeti Mulyati, Rosita Rahma	Trends in the development of polysemy of linguistic terms in English, Uzbek and Russian languages	Universitas Pendidikan Indonesia	Room 4
ABS-ICOLLITE-26041	Erkinjon Satibaldiev , Madina Dalieva, Nigora Satibaldieva	Trends in the development of polysemy of linguistic terms in English, Uzbek and Russian languages	Uzbekistan State World Languages University	Room 5
ABS-ICOLLITE-26019	Erlis Nur Mujiningsih , Mu'jizah	Intellectual Resistance: Rereading Women's Intelligence in Indonesian Folktales: Fajar Palsu Motif	BRIN	Room 5
ABS-ICOLLITE-26027	Sobir Khamzaev	The Impact of Global Communication and the Internet on the Word Stock of English and Uzbek: A Contrastive Analysis	Associate Professor	Room 5
ABS-ICOLLITE-26035	Nurweni Saptawuryandari , Sry Satriya Tjaturwisnu Sasangka, Malik Mahardika	From China to The Archipelago: Innovation Potehi Puppetry as a form of Chinese-Japanese Acculturation	Badan Riset dan Inovasi Nasional	Room 5
ABS-ICOLLITE-26250	Rini Utari , Yeti Mulyati, Rosita Rahma, Melda Fauzia Damaiyanti	Towards a PISA-D-Oriented Reading Literacy Assessment Framework: Conceptualizing Reading Assessment for the Indonesian Context	Universitas Pendidikan Indonesia	Room 5
ABS-ICOLLITE-26189	Febyasti Davela Ramadini	Literature-Based Literacy Movement: Women's Contributions to the Writers' Community in Bontang, East Kalimantan	Badan Riset dan Inovasi Nasional	Room 5
ABS-ICOLLITE-26131	Yulianeta Yulianeta , Vanessa Gaffar, Halimah Halimah, Eka Rahmat Fauzy, Yanty Wirza, Icha Nur Octavianissa	Beyond the Classroom: Community Language and the Internationalization of Indonesian in Australia	Universitas Pendidikan Indonesia	Room 5



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ABS-ICOLLITE-26197	Ruhaliah Ruhaliah , Haris Santosa Nugraha, Temmy Widyastuti, S.Pd., M.Pd.	Local Wisdom of Disaster Mitigation in the Pahrasat Manuscript: Philological Reconstruction to Strengthen Disaster Literacy	Universitas Pendidikan Indonesia	Room 5
ABS-ICOLLITE-26153	Liana Kosasih , Berlin Sibarani, Winda Setiasari	Engagement with Indonesian Heritage Language and Culture – a Case Study from the Indonesian Diaspora in Singapore	Universitas Negeri Medan	Room 6
ABS-ICOLLITE-26087	Yulianna Zemlyankina , Gulnara Makhkamova, Pulatjon Omanov	Fostering Interculturality in the EFL Classroom: Discourse Mitigation and Supportive Scaffolding in Teacher Talk	Uzbekistan State World Languages University	Room 6
ABS-ICOLLITE-26142	Encep Rustandi	Linguistic Landscapes and Cultural Inclusivity: Examining Language Representation Identity Negotiation in Arab Diasporic Tourism Spaces in Puncak Bogor Indonesia	Linguistik	Room 6
ABS-ICOLLITE-26062	Svetlana Im , Georgiy Jakupov	The Role of Borrowings in the Formation of National Language Systems	Uzbekistan State World Languages University	Room 6
ABS-ICOLLITE-26090	Jahdiah Jahdiah , Rissari Yayuk	Baayun Maulid in an Anthropolinguistic Perspective: An Inventory of Lexicons, Symbolic Meanings, and Local Wisdom of the Banjar People	Badan Riset dan Inovasi Nasional	Room 6
ABS-ICOLLITE-26123	Farangiz Umarova	A Sociolinguistic Analysis of the Impact of Typological and Factorial Variables on Language Change	Uzbekistan State world languages university	Room 6

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ABS-ICOLLITE-26081	Mawar Dwi Cipta Lestari , Nita Novianti, Ayu Fitri Kusumaningrum	From Periphery to Prestige: A Bourdieusian Analysis of Cultural Mobility in Lady Bird (2017)	Universitas Pendidikan Indonesia	Room 6
ABS-ICOLLITE-26124	Dilshoda Yuldasheva , Kuldashev Akrom	AI Translation, Cultural Meaning Transfer, and Linguistic Relativity: Revisiting Sapirâ€™s Ideas in the Post-Digital Era	Uzbekistan State World Languages University	Room 6
ABS-ICOLLITE-26054	Syaifuddin Gani	Muna Kabanti Poetry: Representation of Worldview and Threats to Oral Tradition Extinction	Badan Riset dan Inovasi Nasional (BRIN)	Room 6
ABS-ICOLLITE-26214	Najla Salma Azalia , Ayu Fitri Kusumaningrum, Safrina Noorman	Male Gaze in Mendadak Dangdut (2006; 2025)	Universitas Pendidikan Indonesia	Room 6
ABS-ICOLLITE-26244	Rissari Yayuk , Jahdiah	The Value of Local Wisdom in the Term of Fish Permentation in Banjar Language	Badan Riset dan Inovasi Nasional	Room 7
ABS-ICOLLITE-26015	Zebuniso Abduganiyeva	Comparativ Analysis Authorial Voice in English and Uzbek Scientific Discourse	Uzbekistan State World Languages University	Room 7
ABS-ICOLLITE-26190	Ajeng Rahayu Tjaraka	Posthumanism in Esok Tanpa Ibu (2026): Reconstructing Motherhood, Grief, and Human Subjectivity through Artificial Intelligence	Badan Riset dan Inovasi Nasional	Room 7
ABS-ICOLLITE-26056	Mahina Abduvahabova	Semiotic Study of the English and Uzbek Folklore Discourse Using CDA	Uzbekistan State World languages university	Room 7
ABS-ICOLLITE-26158	Asmanah Kasam	Key lessons from Indigenous Peoples' and Local Communities' agricultural systems: insights from food sovereignty	Research Center for Society and Culture	Room 7



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ABS-ICOLLITE-26219	Herwin Nababan	Code-Switching and Code-Mixing in Batak Toba Song Lyrics: Implication for Language Maintenance and Language Shift – A Systematic Literature Review	Universitas Pendidikan Ganesha	Room 7
ABS-ICOLLITE-26097	Yokut Sharipova, Lutfullaeva Khulkarkhon Asatullaevna, Shomukhammadov Kholiddin Abdolvokhobzoda	A Braille-Based System of Exercises for Inclusive EFL Instruction: A Comparative Coursebook Analysis	Uzbekistan State World Languages University	Room 7
ABS-ICOLLITE-26196	Retty Isnendes, Dedi Koswara, Danan Darajat	Sundanese Haiku as a New Genre in Sundanese Literature	Universitas Pendidikan Indonesia	Room 7
ABS-ICOLLITE-26220	Diah Meutia Harum	Spectrum of Masculinity in Nusantara Folklore: A Semiotic and Literary Anthropological Analysis	Badan Riset dan Inovasi Nasional	Room 7
ABS-ICOLLITE-26100	Rahmat Sopian, Mamat Ruhimat, M.Hum.	Philological Reconstruction of the Kisah Putra Rama dan Rawana (KPRR) Manuscripts	Faculty of Cultural Sciences Universitas Padjadjaran	Room 8
ABS-ICOLLITE-26173	Shahodat Usmonova, Durdona Khamidova, Muborak Uroкова	Building a Trilingual (Uzbek-Russian-English) ESP Corpus for Data-Driven Learning: Balancing the Students Needs and Digital Technology in Curriculum Design	Uzbekistan State World Languages University	Room 8
ABS-ICOLLITE-26245	Bunga Islammy	The Femininity of Sex Worker Characters in the Performance of POV: Ziarah Sarkem Dulu, Kini dan Nanti by Ahmad Suharno	Universitas Padjajaran	Room 8



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ABS-ICOLLITE-26154	Khurshida Batirova , Akhmedova Anorkhon Nasivali Kizi, Hasanova Gulhida Abdulaziz Kizi	Parallel Corpus-Based Analysis of Lexical-Semantic and Translational Features of Action Verb Synonyms (Based on English and Uzbek Languages)	Uzbekistan State World Languages University	Room 8
ABS-ICOLLITE-26206	Dedi Koswara , Prof. Dr. Retty Isnendes, S.Pd., M.Hum., Dr. Danan Darajat, S.Pd., M.Pd.	From Oral Tradition to Educational Resource: Recontextualizing Sundanese Folklore in a Socially Transformed Community	Universitas Pendidikan Indonesia	Room 8
ABS-ICOLLITE-26141	Mubina Kholmirezayeva	When Algorithms Shape Reading: BookTok, Popular Culture, and the Transformation of Literary Engagement in the Digital Age	Uzbekistan State World Languages University	Room 8
ABS-ICOLLITE-26181	Rizka Oktora Ibrahim	Text to Speech in Vocabulary Acquisition: An Insight to Its Utilization	Universitas Pendidikan Indonesia	Room 8
ABS-ICOLLITE-26235	Binar Kurniasari Febrianti , Syarifah Lubna	Natural Mythology and Cultural Criticism in the Legend of Mount Senujuh Sambas, West Kalimantan	Badan Riset dan Inovasi Nasional	Room 8
ABS-ICOLLITE-26204	Haris Santosa Nugraha , Usep Kuswari, Ade Sutisna, Siti Humaira Ramadhani, Nuri Siti Nurjanah	A Needs Analysis for Developing a Local-Wisdom-Based Differentiated Assessment Model in Inclusive Sundanese Writing Instruction at the Junior High School Level	Universitas Pendidikan Indonesia	Room 9
ABS-ICOLLITE-26095	Qobilbek Nazarov	From Bodily Experience to Proverbial Meaning: A Cognitive Analysis of Uzbek Somatic Proverbs	Tashkent State University of the Uzbek language and literature	Room 9



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ABS-ICOLLITE-26013	Dilnoza Madrakhimova , Yuldasheva Dilafruz, Ismailova Marifat Bakhrambek Kizi, Baybabaeva Shoirakhon Ismatovna	Socio-Linguistic Interpretation of Lexical Gaps in Contemporary Children's Literature	Uzbekistan State University of World Languages, Tashkent, Uzbekistan	Room 9
ABS-ICOLLITE-26024	Feradita Rizki Utami	The Influence of Educational Paradigms on Japanese Language Learning: A Philosophical Review	Universitas Pendidikan Indonesia	Room 9
ABS-ICOLLITE-26030	Madinabonu Khamidova	The Representation of Robots in Twentieth- and Twenty-First-Century English and American Literature	Uzbekistan State World Languages University	Room 9
ABS-ICOLLITE-26164	Mia Nurmala , Neneng Arbanisa A. Maro	Language Management and Multicultural Representation: Implementing the Arabic Baina Yadaik Book in Military Arabic Language Learning	Universitas Pendidikan Indonesia	Room 9
ABS-ICOLLITE-26166	Shahodat Usmonova , Durdona Khamidova, Muborak Uroкова	The Functional Analysis of Text in Meaning Construction by Using NLP and Discourse Models: Discursive Strategies, Contextual Influences, and Interpretative Practices	Uzbekistan State World Languages University	Room 9
ABS-ICOLLITE-26210	Syariful Muttaqin , Iis Nur Rodliyah, Muhammad Arsalan	International Students' Experiences in English-Medium Instruction Programs in Indonesia: Bridging the Gap Between Language Policy and Classroom Practices	Universitas Brawijaya	Room 9



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ABS-ICOLLITE-26045	Ni Kadek Ayu Dewi Sariyani	The Use of Drilling Techniques Integrated With Technology to Improve Students' Vocabulary Mastery at SD Negeri 3 Dalung.	Universitas Pendidikan Ganesha	Room 10
ABS-ICOLLITE-26253	Elmira Aliyeva	Competencies in intercultural critical thinking.	Uzbekistan State World Languages University	Room 10
ABS-ICOLLITE-26078	Nailah Faiza Diastiti , Risa Triarisanti	Learners' Preferences in Learning Korean as a Foreign Language with Native and Non-Native Speaker Teachers	Universitas Pendidikan Indonesia	Room 10
ABS-ICOLLITE-26243	Ulmira Embergenova	Enhancing Sociolinguistic Competence in Technical Higher Education through AI-Assisted Learning	Uzbekistan State World Languages University	Room 10
ABS-ICOLLITE-26022	Yayat Sudaryat , Hernawan, Temmy Widyastuti, Lisan Shidqi Zul Fahmi	The Etnopedagogic Character Values of MAUNG in Sundanese Local Wisdom	Universitas Pendidikan Indonesia	Room 10
ABS-ICOLLITE-26195	Welsi Damayanti , Agatha Chelsea Olivia, Asma Asma Ni'matuzzaidah, Felisha Putri Virgia Salsabila, Jyestha Sekar Ramadhani	Analysis of the Main Character in the 2021 Film Cruella: The OCEAN Personality Traits Theory	Universitas Pendidikan Indonesia	Room 10
ABS-ICOLLITE-26067	Salwa Syakila , Mochamad Whilky Rizkylanfi, Dina Novita Sari, Rizka Syifa Gunadi, Leonita Xena Saraswati Putri Dahlan	From Policy to Teaching Practice: Analyzing Phrase Materials in the BIPA SKL of Permendikbud 27	Universitas Pendidikan Indonesia	Room 10



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ABS-ICOLLITE-26010	Asep Sopian, Mia Nurmala	Enhancing Multicultural Awareness through Arabic–Indonesian–Sundanese Contrastive Analysis in Arabic Stylistics Instruction at the University Level	Universitas Pendidikan Indonesia	Room 10
ABS-ICOLLITE-26149	S.Ag. Rohim, Drs. Asep Supriadi, M.Hum.	A Study of History and Islamic Values in Ilmu Ruhani Manuscript	Badan Riset dan Inovasi Nasional	Room 10
ABS-ICOLLITE-26011	Asep Sopian, Aji Rizki Ramadhan	A Pedagogical Stylistic Study of Kitab Al-Barzanji: Incorporating Arabic Literacy and Student Character Education	Universitas Pendidikan Indonesia	Room 11
ABS-ICOLLITE-26175	Shakhnoza Rakhimova	Evaluating the Pedagogical Impact of AI Translation Tools in Language Learning: An Action Research Perspective	Uzbekistan State World Languages University	Room 11
ABS-ICOLLITE-26076	Listia Karniasih	Exploring the Role of Translanguaging in Building Self-Confidence and Reducing Language Anxiety among Fifth Grade EFL Students	Universitas Pendidikan Ganesha	Room 11
ABS-ICOLLITE-26118	Iroda Ibrakhimova, Guli Ergasheva, Dilfuza Teshabaeva	Generative AI as a New Agent of Linguistic Identity Formation Among Multilingual University Students: A Sociolinguistic Perspective	Jizzakh State Pedagogical University	Room 11
ABS-ICOLLITE-26089	Riani Riani, Sri Kusuma Winahyu	Development of Indonesian Writing Assessment Instruments Based on Human and Machine Rater	Badan Riset Inovasi Nasional	Room 11
ABS-ICOLLITE-26201	Pepen Permana, Pratomo Widodo, Erna Andriyanti	AI in Foreign Language Learning Beyond English: Opportunities and Challenges	Universitas Pendidikan Indonesia	Room 11



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ABS-ICOLLITE-26255	Dewi Juliastuty	The Transformation of Tundang from West Kalimantan on Social Media as an Expression of Digital Culture	Badan Riset dan Inovasi Nasional (BRIN)	Room 11
ABS-ICOLLITE-26217	Ranu Sudarmansyah , Deden Pradeka, Asep Rudi Nurjaman, Muh. Husen Arifin, Uus Kusnadi, M. Ridwan Sutisna, Nurul Hidayah	The Tamada Interactive Book: A Digital Innovation to Maintain the Level of Politeness in Speaking Sundanese and Preserve the Heritage of the Regional Language	Universitas Pendidikan Indonesia	Room 11
ABS-ICOLLITE-26169	Temmy Widyastuti	Multilingual Children's Books Based on Sundanese Culture in a Multilingual Society: A Sociolinguistic Perspective on Language Maintenance and Literacy Development	Universitas Pendidikan Indonesia	Room 11
ABS-ICOLLITE-26034	Ira Mutiaraningrum	Learner Agency in Translanguaging-Mediated Online Discussions: Evidence from Vocational ESP Students	Politeknik Negeri Sambas	Room 12
ABS-ICOLLITE-26140	Jakhongir Khasanov , Muradkasimova Kamola	Uzbekistani EFL Students' Acceptance and Actual Use of Generative AI Tools Beyond the Classroom: An Extended UTAUT2 Model Study	Uzbekistan State World Languages University	Room 12
ABS-ICOLLITE-26200	Irma Permatawati , Pepen Permana, Farida Amalia, Linna Meilia Rasiban	AI and Learner Autonomy in Non-English Foreign Language Learning	Universitas Pendidikan Indonesia	Room 12
ABS-ICOLLITE-26167	Maxbubaxon Xolmatova , Oltinoy Sultanbayeva, Fotima Matmusaeva, Laylo Allanova	Artificial Intelligence in Language Curriculum Design: Integrating Personalization, Material Development, and Assessment for General English and ESP	Uzbekistan State World Languages University	Room 12



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ABS-ICOLLITE-26248	Maxbubaxon Xolmatova , Oltinoy Sultanbayeva, Matmusaeva Fotima, Laylo Allanova	An NLP-driven sentiment and discourse-strategy analysis of Uzbek social media discussions: combining corpus tools with discourse models of meaning construction	Uzbekistan State World Languages University	Room 12
ABS-ICOLLITE-26059	Farhan Fuadi , Asep Irfan Hilmi	From Classroom to Play Space: Understanding Students' Lived Experiences in Gamified Arabic Language Learning	Universitas Pendidikan Indonesia	Room 12
ABS-ICOLLITE-26171	Aziza Yormatova , Feruza	The impact of ai-based educational technologies on foreign language acquisition: evidence from university students	Uzbekistan State World Languages University	Room 12
ABS-ICOLLITE-26133	Mochamad Whilky Rizkyanfi , Ida Widia, Dewi Turgarini, Nada Dhiya Ulhaq, Zhafira Azka, Nurisa Fadhillah Salwa	Designing a Gastronomic Tourism-Based BIPA Learning Application for Supporting the Digitalization and Internationalization of Indonesian Language: A Conceptual Development Study	Universitas Pendidikan Indonesia	Room 12
ABS-ICOLLITE-26230	Anggitya Alfiansari , Suyatno, Mulyono	The Relevance of Ki Hadjar Dewantara's Educational Concepts in the Digital Technology Era	Universitas negeri Surabaya	Room 12
ABS-ICOLLITE-26023	Dini Amalia , Rojab Siti Rodliyah	Fostering Reflection-for-Action: A Pilot Case Study of AI-TPACK Mobilization and Teacher Interaction with a Socratic-Configured GenAI	Universitas Pendidikan Indonesia	Room 13
ABS-ICOLLITE-26047	Khosiyatposhsho Akhmadalieva	THE ROLE OF AI TO ENHANCE STUDENTS' LIFE SKILLS IN TEACHING ENGLISH	Uzbekistan State World Languages University	Room 13



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ABS-ICOLLITE-26086	Herniwati Herniwati , Shakura Hanna Fazila, Nuria Haristiani, Noviyanti Aneros	Developing an Industry-Based Japanese Language Training Curriculum for Indonesian Migrant Workers	Universitas Pendidikan Indonesia	Room 13
ABS-ICOLLITE-26147	Zebokhon Musaeva , Zebuniso Ramazonova, Sulaymonova Dilafruz, Davlatova Shaxriniso	Enhancing Pragmatic and Social Competence in EFL Learners Through MALL and Web-Based Resources in Autonomous Learning	Uzbekistan state university of world languages	Room 13
ABS-ICOLLITE-26260	Syihabuddin Syihabuddin	The Development of a Digital Technology-Based Dictionary of Quranic Synonyms	Universitas Pendidikan Indonesia	Room 13
ABS-ICOLLITE-26014	Muxayyo Raupova	The Dynamic Translation Lecture Model: An Interactive Approach to Teaching Translation Theory	Uzbek State World Languages University	Room 13
ABS-ICOLLITE-26116	Jamilah Aljah Siompu	Learning English on Their Own: Beginners' Experiences and Challenges Using Duolingo as a Self-Directed Learning Tool	Universitas Pendidikan Indonesia	Room 13
ABS-ICOLLITE-26120	Maxfuza Raxmanova	The Comparative Analysis of Gender Related Speech Acts in Uzbek and English Literary Discourse	Uzbekistan State World Languages University	Room 13
ABS-ICOLLITE-26183	Asep Sopian , Amanda Resti Maulidiya	Implementation of a Qirā'ah Learning Model Based on Text World Theory and Pedagogical Stylistics to Enhance Interpretative Comprehension of Arabic Texts	Universitas Pendidikan Indonesia	Room 13
ABS-ICOLLITE-26108	Nalahuddin Saleh , Dindin Solahudin, Isop Syafe'i, Asep Supianudin	Acoustic Analysis and Phonological Interference of the Voiceless Velar Fricative Phoneme /x/ in the Arabic Speech of Sundanese-Speaking University Students	Universitas Pendidikan Indonesia	Room 13



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ABS-ICOLLITE-26174	Khalida Avilova , Gulyamova Mavluda, Nishonbekova Saida, Ochilova Vazira	Exploring EFL University Teachers' Perceptions and Practices Concerning the Didactic Potential of Authentic Texts for Developing Reading Competence	Uzbekistan State University of World Languages	Room 14
ABS-ICOLLITE-26199	Via Luviana Dewanty , Juju Juangsih, Ghaida Farisya	Ren'Py-Based Visual Novel Game as a Multimodality Media in Basic Japanese Language Learning	Universitas Pendidikan Indonesia	Room 14
ABS-ICOLLITE-26033	Nilufar Mamatkulova , Dilrabo Tagaymuratovna Polvanova, Nodira Mamatkulova Fayzulla Kizi	Psychological and Pedagogical Foundations of Developing Students' Ecolinguistic Competence: The Experience of Uzbekistan	Uzbekistan State World Languages University	Room 14
ABS-ICOLLITE-26052	Syarifah Lubna , Irmayani, Binar Kurniasari Febrianti	Politeness Comments on the Fizzo Reading App	Badan Riset dan Inovasi Nasional	Room 14
ABS-ICOLLITE-26063	Gulnoza Radjabova , Shodiyeva Nasiba	Corpus-Based Shift in Uzbekistan: Eliminating the Middleman between Research and Practice	Uzbekistan State World Languages University	Room 14
ABS-ICOLLITE-26057	Indah A. Nurani	When Human Skeletons Speak: A Structural Analysis of Material Culture in Prehistoric Mortuary Practices at Gua Kidang, Central Java, Indonesia	BRIN	Room 14
ABS-ICOLLITE-26048	Elmira Moydinova	Digital Transformation in Preschool English Teacher Education: Integrating Web Resources for Professional Competence Development	Uzbekistan State World Languages University	Room 14



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ABS-ICOLLITE-26233	Raidera Taftazani	Reception of the Wasiyyat Rasulullah Text and the Transformation of Its Social Function in Muslim Religious Practices	Universitas Padjadjaran	Room 14
ABS-ICOLLITE-26226	Ida Widia	Construction of a Real-Life Approach-Based BIPA Listening Assessment: An Analysis of the Needs of Teachers and Learners	Universitas Pendidikan Indonesia	Room 15
ABS-ICOLLITE-26129	Shakhnoza Ismatova, Kamola Muradkasimova	Assessment Technology and 21st-Century Skills in the Post-Digital Era	Uzbekistan State World Languages University	Room 15
ABS-ICOLLITE-26001	Annisa Rahmadani, Eri Kurniawan	Lost in Theory? Pre-Service English Teachers' Translanguaging Experiences in an Indonesian University	Universitas Pendidikan Indonesia	Room 15
ABS-ICOLLITE-26246	Nilufarxon Tuxtayeva	Enhancing EFL Teacher Professional Development Through Cooperative Learning: The Jigsaw Technique in Practice	Uzbekistan State World Languages University	Room 15
ABS-ICOLLITE-26043	Tu Ayu Rani Puspitasari	Critical AI Literacy among Indonesian EFL Learners: Evaluating the Trustworthiness and Accuracy of ChatGPT-Generated Content	Universitas Pendidikan Ganesha	Room 15
ABS-ICOLLITE-26091	Svetlana Im	Digital Educational Resources in the Teaching of the Indonesian Language	Uzbekistan State World Languages University	Room 15
ABS-ICOLLITE-26106	Nicke Moecharam	Multimodal Meaning-Making and Synesthetic Metaphor in a Multiliteracies Mini-Project	Universitas Pendidikan Indonesia	Room 15



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ABS-ICOLLITE-26006	Devi Ambarwati Puspitasari , Yenny Karlina, M. Pd., Mukhamdanah	Meaning-Making in Indonesian Digital Discourse: A Corpus-Driven Study	Badan Riset dan Inovasi Nasional	Room 15
ABS-ICOLLITE-26070	Dedy Suhery	Language Contact and Gender Variation: A Study of Phonological Interference among Singkil Speakers	IAIN Langsa	Room 15
ABS-ICOLLITE-26150	Undang Sudana , Diah Wulandari	Mapping Coastal Sundanese Variation in Southern West Java Using Geographic Information Systems: A Spatial Sociodialectological Study	Universitas Pendidikan Indonesia	Room 16
ABS-ICOLLITE-26229	Eldar Gilyazetdinov , Ayubkhon, Zarifa, Slomat, Feruza	The Role of Bilingual Translation Discourse in Teaching Foreign Languages via modern ICT and AI technologies	Senior Teacher	Room 16
ABS-ICOLLITE-26058	Seplia Sartika Sari	Discourse analysis of Tom Lembong's plea: A perspective from Gee's Identity Theory	Universitas Andalas	Room 16
ABS-ICOLLITE-26130	Nuria Haristiani , Herniwati	Constructing a Speech Act-Annotated Pragmatic Corpus Database of Japanese Language Learners: An Interlanguage Pragmatics Study	Universitas Pendidikan Indonesia	Room 16
ABS-ICOLLITE-26007	Sumadi Sumadi , Dwi Atmawati	Reader Letter Discourse in Javanese Journalistic Style	Badan Riset dan Inovasi Nasional	Room 16
ABS-ICOLLITE-26126	Siti Mutmainah	Persuasive Speech Acts in Digital Promotion of Coffee Products on Instagram as a Strategy to Support SDGs 8	Universitas Jember	Room 16
ABS-ICOLLITE-26003	Anis Rahmawati	A Corpus Linguistics Analysis of the Judicial Review of the Job Creation Law at the Constitutional Court	Badan Riset dan Inovasi Nasional	Room 16



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ABS-ICOLLITE-26194	Isah Cahyani , Siti Arina Hasanah	Smart Cultural Writing in Developing Foundational Literacy Oriented Toward Folktales	Universitas Pendidikan Indonesia	Room 16
ABS-ICOLLITE-26017	Ery Agus Kurnianto , Samanik, Resti Nurfaidah	Bebiye Ngatap Khumah: A Communal Ritual and Local Cosmology in Ogan Cultural in South Sumatra	Badan Riset dan Inovasi Nasional	Room 16
ABS-ICOLLITE-26187	Yanty Wirza	Teaching English under Linguistic Insecurity: Classroom Discourse, Teacher Identity, and Compensatory Practices in Under-Resourced Indonesian Schools	Universitas Pendidikan Indonesia	Room 17
ABS-ICOLLITE-26053	Dilfuzakhon Boltaeva	Narrative Strategies and Psychological Depth in Early 20th-Century American Novellas: Sherwood Anderson and John Steinbeck	Uzbekistan State World Languages University	Room 17
ABS-ICOLLITE-26222	Ni Wayan Sucitrawati	Exploring The Reason Behind High Level of Digital Literacy Among Higher Secondary EFL Students and Their Perception of Ideal Teaching and Learning in the AI Era.	Universitas Pendidikan Ganesha	Room 17
ABS-ICOLLITE-26028	Nigora Khakimova , Zilola Mirkasimova	Critical Literacy in a Post-Digital Uzbekistan: Muslim Culture, Mahalla Ethics, and Meaning-Making in an Era of Transformation	International Islamic Academy of Uzbekistan	Room 17
ABS-ICOLLITE-26259	Vismaia Damaianti , Lira Fessia Damaianti, Rosita Rahma, Risnandar Sudarman, Tofan Stofiana, Muhamad Pahruraji	From Health Information to Meaning Making: Deep Reading Framework for Digital Health Literacy	Universitas Pendidikan Indonesia	Room 17



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ABS-ICOLLITE-26258	Mutiah Khoiroh	Identity Hybridity in Al-Ḥafīdah al-Amrīkīyah by In'ām Kachachī	Universitas Padjajaran	Room 17
ABS-ICOLLITE-26223	Nicodemus Dosreis	Exploring Ethical Considerations of Chat GPT-Assisted Academic Writing among EFL University Students at Universitas Pendidikan Ganesha: Insights from Technology Acceptance Model (TAM) and AI Literacy Perspectives	Universitas Pendidikan Ganesha (Undiksha)	Room 17
ABS-ICOLLITE-26060	Yusuf Ali Tantowi , Maman Abdurrahman, Muhammad Arifin Ilham	The Famousness of Tarkib in Nahwu Learning	Universitas Pendidikan Indonesia	Room 17
ABS-ICOLLITE-26239	Rendila Restu Utami , Nia Nafisah, Ernie Diyahkusumaning Ayu Imperiani	From Field Observation to Expo: Innovation in Project-Based Learning of English for Tourism Course	Universitas Pendidikan Indonesia	Room 18
ABS-ICOLLITE-26170	Ikmal Trianto , Malihah Harfiani, Anisa Arianingsih	Morphological Productivity and Lexical Innovation in Contemporary Sundanese: Study Case in Persib Bandung	Universiti Putra Malaysia	Room 18
ABS-ICOLLITE-26084	Nurul Laili , Cecep Eka Permana, Dwi Yani Yuniawati-Umar, Nanang Saptono, Endang Widyastuti	Meaning-Making in Stone: A Semiotic Analysis of Candi Poh in Bumiayu, Brebes, Central Java Province, Indonesia	BRIN	Room 18
ABS-ICOLLITE-26004	Jamola Urunbaeva	Negotiating Teacher Identity Through Reflective Discourse: Evidence from Pre-Service EFL Teacher Education	University of Massachusetts Lowell	Room 18
ABS-ICOLLITE-26105	Aura Zahradiva Penggalih	Women as Instruments for Legitimizing Power in Pramoedya Ananta Toer's Novel Arok Dedes	Universitas Padjadjaran	Room 18



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ABS-ICOLLITE-26193	Otang Kurniaman , Radini, Fadhila Rahman, Zakiah Ulya, Beny Al Fajar, Zufriady, Eddy Noviana	Exploring Elementary School Teachers' Perceptions of Cultural Character Literacy in Literacy Learning: Evidence from a Mixed-Method Needs Analysis	Universitas Riau	Room 18
ABS-ICOLLITE-26240	Ernie Diyahkusumaning Ayu Imperiani, Ghenia Ghizwanya Kaffah	Beyond the Caption: Exploring BELF Practices on Erigo's Instagram	Universitas Pendidikan Indonesia	Room 18
ABS-ICOLLITE-26241	Muhammad Khoiruddin , Mohamad Rifqy Roosdhani, Ali	Internalizing the Value of Qaulan Karãmain Shaping the Character of Polite Communication in the Digital Era: A Thematic Interpretation Study	Universitas Islam Nahdlatul Ulama Jepara	Room 18
ABS-ICOLLITE-26074	Ratih Rahayu , Fairul Zabadi	Negotiating Ethnic Identity among Children of Interethnic Marriages in Lampung: Language Choice, Cultural Affiliation, and Everyday Interaction	Badan Riset dan Inovasi Nasional	Room 18
ABS-ICOLLITE-26184	Jihan Ade Daties , Nuria Haristiani	The Influence of Social Hierarchy on Request Speech Act Strategies in Indonesian and Japanese in Workplace Settings	Universitas Pendidikan Indonesia	Room 19
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ABS-ICOLLITE-26146	Juju Juangsih , Noviyanti Aneros	An Analysis of Basic Kanji (N5–N4) Recall Ability and the Factors Influencing It among Intermediate-Level Japanese Language Learners	Universitas Pendidikan Indonesia	Room 19
ABS-ICOLLITE-26031	Khulkar Ishkabilova	Ecological Crisis and Human Responsibility in American and Uzbek Literature: A Comparative	Uzbekistan State World Languages University	Room 19



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ABS-ICOLLITE-26104	Danish Ara Muchtar, Arif Husein Lubis	Forms and functions of translanguaging practices in Indonesian as a foreign language instruction: A case of Indonesian teachers and Korean students	Indonesia University of Education	Room 19
ABS-ICOLLITE-26254	Muhammad Ridhoni Zamzam	The Use of Greetings and Honorifications in the Live Action Film Kingdom	Universitas Pendidikan Indonesia	Room 19
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ABS-ICOLLITE-26115	Dwiky Christopher	The Pragmatics of Toka: Verbal Strategy Markers and Language Adjustment in Japanese Contact Situations	Universitas Padjadjaran	Room 19
ABS-ICOLLITE-26182	Raisya Tiara Nurradyarahma, Iim Siti Karimah, Farida Amalia	An Analysis of Verbal Humor Translation Techniques in the Subtitles of Film 8 Rue de l'Humanité	Universitas Pendidikan Indonesia	Room 19
ABS-ICOLLITE-26113	Jayanti Megasari, Lawrentia Sandracrystally Louisally Alexander	Representation of Modern Cultural Elements in the Sageuk Drama Check-in Hanyang: A Multimodal Analysis	Universitas Pendidikan Indonesia	Room 20
ABS-ICOLLITE-26032	Agata Osipova	The Existence of the Posthuman in the Transhumanist Reality of Viktor Pelevin's Novels	Uzbek State University of World Languages	Room 20



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ABS-ICOLLITE-26224	Sokhiba Begmatova	From Hope to Dystopia: Childhood Consciousness in Abdulla Kahhar's O'tmishdan ertaklar (Tales from the Past) and Kazuo Ishiguro's Never Let Me Go	Uzbekistan State World Languages University	Room 20
ABS-ICOLLITE-26038	Erlis Nur Mujiningsih , Erli Yetti	Sapardi Djoko Damono's Works: Between Interests Aesthetics and the Interests of Cultural Capitalism	BRIN	Room 20
ABS-ICOLLITE-26103	Zaka Al Farisi , Hikmah Maulani, Shofa Musthofa Khalid, Farhan Fuadi	Iltilaf in Translation: Preserving Referential Continuity in Quranic Discourse	Universitas Pendidikan Indonesia	Room 20
ABS-ICOLLITE-26162	Eka Suryatin	The Ethnosemantic Model of "Diisap Buyu" in Banjar Society: Analysis of Meaning Components, Cognitive Components, and Biomedical Correspondences to Childhood Malnutrition	Badan Riset dan Inovasi Nasional	Room 20
ABS-ICOLLITE-26020	Ventianus Sarwoyo , Maman Suryaman; Hartono	Repositioning Education with Multimodal Literacy: Critical Perspectives on Viewing Practices among Greater Tangerang Students in Post-Digital Classrooms	Universitas Negeri Yogyakarta	Room 20
ABS-ICOLLITE-26262	Arif Primadi	Teachers' Attitudes Toward ESP in Cross-Curricular PJBL Practices in SMK and Their Alignment with Industry Needs: A Case Study SMK in SMK Pika Semarang	UPGRIS Semarang	Room 20
ABS-ICOLLITE-26179	Ida Ayu Putu Aridawati , Ida Bagus Rai Putra, Aditya Wardani, Ida Bagus Udayana Pidada	The Role of Balinese Language and Literature in Developing Critical Literacy of the Digital Generation in the Post-Digital Era	BRIN	Room 20



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ABS-ICOLLITE-26225	Feruza Abdullayeva , Laylo Toshboyeva	Improving Tourism Students' Employability through Digitalized ESP Instruction	Uzbekistan State World Languages University	Room 21
ABS-ICOLLITE-26094	Dina Fitria Hasanah , Ari Ambarwati, Anita Widjajanti	The Discursive Construction of Family Food Security in Digital Mini Garden Content from a Dialectical Ecolinguistic Perspective	Jember University	Room 21
ABS-ICOLLITE-26117	Guli Ergasheva	The Interrupted Educational Pipeline: Early Marriage, Student Motherhood, and Hidden Academic Penalties in Higher Education	Uzbekistan State World Languages University	Room 21
ABS-ICOLLITE-26101	Nazula Silma	A Content Analysis of Sustainability Values in the Indonesian "English For Nusantara" Textbook for Junior High School	Universitas Pendidikan Ganesha	Room 21
ABS-ICOLLITE-26055	Iroda Saydazimova , Ozoda Saydazimova	AI Policy, Practice, and Teacher Wellbeing in Uzbekistan's Higher Education	Westminster International University in Tashkent	Room 21
ABS-ICOLLITE-26111	Syahida Kodra Tullah , Istiqomah Putri Lushinta, Saddam Nurhatami Umardi Putra, Hizqil Rausyan Fikr	Prompting Across Platforms: How University Students Cognitively Navigate ChatGPT and Claude in Scientific Writing	Universitas Pendidikan Indonesia	Room 21
ABS-ICOLLITE-26018	Hanifia Arlinda	Stories of Teaching Indonesian Abroad: Professional Identity Construction of BIPA Teachers at a Canadian University	Universitas Pendidikan Indonesia	Room 21
ABS-ICOLLITE-26159	Kaniah Kaniah	SATIRE LANGUAGE STYLE IN WEBTOON COMICS: STYLISTIC STUDY	Badan Riset dan Inovasi Nasional	Room 21



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ABS-ICOLLITE-26144	Kamola Muradkasimova, Jakhongir Khasanov, Jamola Urunbaeva	Learning to Teach Autonomously: Peer Feedback, Reflection, and Identity Positioning in EFL Pre-Service Teacher Training	Uzbekistan State World Languages University	Room 22
ABS-ICOLLITE-26207	Velayeti Nurfitriana Ansas, Risa Triarisanti, Arif Husein Lubis	“Once Upon a Time....” a Genre Analysis of Digital Storytelling to Enhance Creative Thinking and Digital Literacy Across Languages	Universitas Pendidikan Indonesia	Room 22
ABS-ICOLLITE-26021	Akmal Yuldashev, Durdona Khudayberganova	Representing Culture Through Conceptual Metaphors in Language	Uzbek State World Languages University	Room 22
ABS-ICOLLITE-26261	Hasnarianti Hasnarianti	Does Toulmin-Integrated Genre-Based Instruction Predict Argumentative Writing Quality? A SEM-PLS Analysis	Universitas Negeri Makassar	Room 22
ABS-ICOLLITE-26236	Rinaldi Supriadi	Metalinguistic Awareness in Artificial Intelligence-Assisted Indonesian–Arabic Translation: A Mixed-Methods Study on Arabic Language Education Students	Universitas Pendidikan Indonesia	Room 22
ABS-ICOLLITE-26099	Ratnawati Paki	From Social Interaction to Learning Materials: Constructing Ecology-Based BIPA Materials in the South Sulawesi Context	BRIN	Room 22
ABS-ICOLLITE-26040	Wahyu Damayanti, Syamsurizal, S.S., M.Pd.	Pontianak Delights: Digital Culinary as a Medium for Learning Local Identity and Culture	Badan Riset dan Inovasi Nasional	Room 22
ABS-ICOLLITE-26005	Achril Zalmansyah, Farah Khalda Arinta, Fachri Muhammad Rasyid	Bridging Indigenous Knowledge and Early Warning Systems: Lessons from the 1994 Liwa Earthquake	BRIN; Lampung University	Room 22



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ABS-ICOLLITE-26119	Malika Kazakova , Guli Ergasheva, Nilufar Kuchimova	Phonological Interference in English Pronunciation Influenced by Regional Varieties of Uzbek: A Comparative and Contrastive Analysis	Navoiy State University	Room 23
ABS-ICOLLITE-26221	Evi Maha Kastri	Politeness Strategies and Ethnopragmatic Phenomena in the Merabatin Tradition of The Lampung Indigenous Community	National Research and Innovation Agency	Room 23
ABS-ICOLLITE-26152	Anorxon Axmedova , Ilkhomjon Tukhtasinov	A Corpus-Based Linguodidactic Model for Enhancing Written Translation Competence within the PACTE Framework	Uzbekistan State World Languages University	Room 23
ABS-ICOLLITE-26185	Elda Mnemonica Rosadi	Netizens' Responses to Comments on the @Cretivox Instagram Account about the Free Nutritious Meals Program	Universitas Pamulang	Room 23
ABS-ICOLLITE-26039	Restu Sukesti	Views of Women in the Use of Language in Men`s and Women`s Magazines	Badan Riset dan Inovasi Nasional	Room 23
ABS-ICOLLITE-26252	Hasna Shafa Salsabilla , Iis Sopiawati	An Analysis of the Principles of Cooperation and Implicature in the Interview Video “What Was Your First Job as a Student?”	Universitas Pendidikan Indonesia	Room 23
ABS-ICOLLITE-26069	Asma Azizah	Knowing but Not Using? Metacognitive Knowledge, Strategies, and Speaking Practice in Relation to Proficiency among Indonesian KFL Learners	Sungkyunkwan University	Room 23
ABS-ICOLLITE-26168	Aulia Tri Rahayu	Figurative Language in Female-Authored Online Poetry on Social Media	Universitas Teknokrat Indonesia	Room 23



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ABS-ICOLLITE-26061	Sobir Khamzaev	Globalisation and Language Extinction: A Closer Look at the Relationship Between Global Communication and Language Loss	Associate Professor	Room 24
ABS-ICOLLITE-26234	Buha Aritonang	Cognate Analysis and Lexical Phylogenetic Map of Languages in the Indian Ocean: Devayan, Sigulai, Nias, Mentawai, and Enggano	Badan Riset Inovasi Nasional	Room 24
ABS-ICOLLITE-26083	Mukhtorjon Bakhtiyarov	Astronomical Terms Provided in “Kutadgu Bilig”	Associate Professor	Room 24
ABS-ICOLLITE-26049	Irmayani Abdulmalik , Erlinda Rosita	Metaphor with Verb Elements of Eating in Sosro Bottle Tea Advertisement	Badan Riset dan Inovasi Nasional	Room 24
ABS-ICOLLITE-26177	Ariessa Racmadhany , Dadang Sunendar, Tri Indri Hardini, Yadi Mulyadi, Alman Naufal, Tofan Stofiana	Bridging the Pedagogical Translation Gap: Digital Literacy-Based Competence Among Pre-Service Language Teachers	Universitas Pendidikan Indonesia	Room 24
ABS-ICOLLITE-26068	Wiwin Erni Siti Nurlina , Saras Yulianti, Nurweni Saptawuryandari	A Lexicon of Javanese Dishes Featuring Pseudo-reduplication: A Gastrolinguistic Study	Badan Riset Inovasi Nasional	Room 24
ABS-ICOLLITE-26002	Win Ei Phyu Tun	Traditional Games-based Activities to improve English Speaking skills Among Underprivileged Young Learners	Universitas Pendidikan Indonesia	Room 24
ABS-ICOLLITE-26092	Drajat Agus Murdowo , Sarip Hidayat	Cultural Economic Development Strategy Through Optimizing the Sangiran-Kemukus-Kedung Ombo Oral Tradition	Badan Riset dan Inovasi Nasional	Room 24

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World: Repositioning Language, Literature, Culture, and Education

Speakers





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SPEAKERS

KEYNOTE SPEAKER

Prof. Sumiyadi, M.Hum.



Prof. Sumiyadi, M.Hum. is a **Full Professor of Comparative Literature Education** at the **Faculty of Language and Literature Education, Universitas Pendidikan Indonesia (UPI)**.

His academic expertise encompasses comparative literature, Indonesian literature, literature education, and literary pedagogy. Throughout his distinguished career, he has held various academic leadership positions and has made significant contributions through scholarly publications, books, and literary works. His research and teaching continue to advance the development of comparative literature and language education in Indonesia.

KEYNOTE SPEAKER

Dr. Erika Matruglio



Dr. Erika Susan Matruglio is an **Associate Professor in TESOL** at the **School of Education, University of Wollongong, Australia**.

Her research focuses on TESOL, literacy education, systemic functional linguistics (SFL), critical literacy, disciplinary literacy, and knowledge-building in education. She has published extensively in leading international journals and has received numerous awards for excellence in teaching and research, including the University of Wollongong Vice-Chancellor's Outstanding Contribution to Teaching and Learning Award. In addition to her research, she actively supervises doctoral candidates and contributes to the advancement of literacy and language education through international collaborations and invited keynote presentations.



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PLENARY SPEAKER

Alexander Sautkin, Ph.D.



Alexander Sautkin, Ph.D. is an **Associate Professor** in the **Department of Philosophy and Social Studies, Murmansk Arctic University, Russia.**

His research focuses on the history of philosophy, philosophical anthropology, cultural studies, and socio-cultural identity, with particular interest in the symbolic dimensions of identity and the role of imagination in social processes. He has led international research projects, actively contributes to cross-border academic collaborations, and has published widely in books and international journals on philosophy, identity, and border studies.

FEATURED SPEAKERS

Dr. Kholid A. Harras, M.Pd.



Dr. R. Dian Hendrayana, M.Pd.



Dr. Linna Meilia Rasiban, M.Pd.



Dr. Rinaldi Supriadi, M.Pd.



Dr. Suharno, M.Pd.



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Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
World: Repositioning Language, Literature, Culture, and Education

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ABS-ICOLLITE-26213

**The Performative Equilibrium: A Critical Discourse Analysis of the “Micro-Win”
Economy and Self-Exploitation among Indonesian Generation Z on TikTok**

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Hustle culture, which glorifies relentless neoliberal productivity, is evolving into a complex demand for life balance among Generation Z. Through the TikTok trend, this paradox manifests in the hustle-for-balance narrative, where self-productivity is framed as a set of high-performance activities to maintain an image of being both balanced and productive. However, this phenomenon raises the fundamental concern about whether hustle-for-balance in Generation Z actively represents a subversion of neoliberal productivity or continuation of self-optimisation. Using Byung-Chul Han’s theory of the Burnout Society and Mark Fisher’s Capitalist Realism, this study analyses the framework of micro-wins in balancing stress, such as being brave, resting, and ‘self-reward’, which has been co-opted into a secondary form of performative labour. Through Multimodal Critical Discourse Analysis (MCDA) of top TikTok videos collected using high-engagement keywords, this study examines the texts, visuals, and contestations in the comment sections. Preliminary findings indicate discursive patterns among Generation Z, including the avoidance of work visibility and the consumption of ‘self-care’ behaviour. Rather than resisting neoliberal productivity, this study finds that micro-wins of Generation Z affirm the tendency as a simulation of agency that masks deep-seated economic precarity.

Keywords: Burnout Society, Capitalism, Generation Z, Productivity



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**FREQUENCY ANALYSIS OF THE LEXICAL UNITS OF LAUGHTER AND
CRYING IN UZBEK LANGUAGE BASED ON THE CORPUS**

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Shuhratillayevna, Rakhimova Mokhlaroyim Makhammadjon qizi, Saliyeva Surayyo
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This article aims to explore the active lexical realization of the words and expressions related to laughter and crying in the contemporary language of the Republic of Uzbekistan, based on the frequency analysis carried out in the corpus and based on lexicographic resources, and in the context of the theories about the language of emotions and corpus linguistics. The first lexicological inventory consisted of 127 dictionary units (compiled from the Explanatory Dictionary of the Uzbek Language, published in 2022) referring to the semantics of laughter and crying, but only 44 of them were found in the Northern Uzbek Web Corpus 2019 from the Leipzig Corpora Collection (LCC). This decrease is not only a technical limitation but also an indication of a mismatch between lexicographic storage and actual digital usage. The study was conducted using a corpus-based approach, with lexical items selected from a dictionary prior to the study, and their frequency of occurrence and rank in the dictionary were examined. The distribution of the results is very uneven. There is a small core of nine high-frequency items and a large number of low-frequency units. The most frequently used lexical units are tabassum ‘smile’, zor ‘deep grief/longing’, masxara ‘mockery’, kulgi ‘laughter’, and kulgili ‘funny’. The analysis further reveals that the use of words related to laughing is concentrated, whereas the use of words related to crying is not. In the modern context of Uzbek web discourse, the lexical core plays a more significant role because it can be expressed in the shortest, most efficient way, whereas literary, reduplicative, and phraseological forms play a peripheral role. Thus, we conclude that the Uzbek emotional lexicon can best be interpreted as a two-layer structure: the corpus core and the periphery, which is culturally relevant but only weakly activated.

Keywords: Emotional lexicon, frequency analysis, LCC, laughter-crying-related vocabulary, Uzbek corpus.



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A Multimodal Analysis of Self-Introduction Videos Produced by Filipino Beginner-Level Learners of Indonesian as a Foreign Language (BIPA)

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This study examines the multimodal construction of meaning in self-introduction videos produced by Filipino beginner-level learners of Indonesian as a Foreign Language (BIPA). In beginner language learning, self-introduction is not only a basic communicative task but also a space where learners demonstrate linguistic competence, identity expression, and intercultural awareness. Therefore, this research aims to analyze how verbal language, gestures, facial expressions, gaze, visual composition, and other semiotic resources are used by BIPA learners to present themselves in Indonesian.

This study employs a qualitative descriptive approach using multimodal discourse analysis. The data consist of self-introduction videos created by Filipino learners at the beginner level. The analysis focuses on the interaction between spoken Indonesian and non-verbal elements, including body movement, eye contact, facial expression, background setting, and visual organization. These elements are examined to understand how learners construct meaning, support communication, and overcome linguistic limitations in the target language.

The findings are expected to show that beginner BIPA learners rely not only on verbal expressions but also on various visual and embodied resources to strengthen their self-presentation. Gestures, smiles, gaze, and contextual objects may function as supportive tools in delivering messages, building confidence, and creating interpersonal engagement. This study contributes to the development of BIPA learning by highlighting the importance of multimodal competence in language teaching and assessment. It also suggests that video-based tasks can be used as effective learning media to evaluate learners' communicative ability beyond grammatical accuracy.

Keywords: multimodal analysis, self-introduction video, beginner learners, Filipino learners, BIPA

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Discourse as a factor in the formation of new syntactic models

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This article examines discourse as a key factor in the formation and transformation of syntactic models in contemporary Russian. The study is based on the assumption that syntactic structures cannot be fully understood outside the communicative environment in which they function. Modern linguistic processes demonstrate that discourse not only serves as a context for the realization of syntactic constructions but also actively influences their development, modification, and distribution. The rapid expansion of digital communication, social media platforms, online journalism, and multimodal forms of interaction has created new conditions for the functioning of language, resulting in significant changes in syntactic organization. Particular attention is paid to the emergence of discourse-driven syntactic patterns characterized by fragmentation, parcellation, ellipsis, hybrid sentence structures, and the increasing use of conversational elements in written communication. These phenomena illustrate the growing flexibility of syntactic norms and reflect the adaptation of language to new communicative needs. The research highlights the role of media, scientific, and everyday conversational discourses in promoting syntactic innovation. It is demonstrated that contemporary discourse practices encourage the development of compressed, dynamic, and expressive syntactic forms capable of transmitting information efficiently in fast-paced communicative environments. The study also discusses the relationship between syntactic variability and discourse dynamics, emphasizing the importance of functional and cognitive approaches to the analysis of modern language processes. The findings suggest that discourse should be regarded not merely as a sphere of syntactic realization but as a powerful mechanism influencing the evolution of syntactic structures and the transformation of grammatical norms.

Keywords: discourse, syntax, syntactic models, syntactic variation, discourse practices, digital communication

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**A BIPA Heritage Language Programme for Diaspora Children in Hong Kong:
Integrating Play-Based Learning and Folklore**

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Children of the Indonesian diaspora in Hong Kong face a critical risk of heritage language attrition, compounded by the sociolinguistic dominance of Cantonese and English in their daily environment. The period of 24–36 months constitutes a neurologically optimal window for heritage language acquisition, during which consistent and meaningful exposure is essential to establish phonological, lexical, and cultural foundations. Without intentional pedagogical intervention, heritage language learners in diaspora settings experience progressive language shift, weakening intergenerational transmission and eroding cultural identity. Existing BIPA programmes, however, are predominantly designed for adult foreign learners, rendering them structurally and pedagogically inadequate for young heritage language learners whose linguistic profiles, motivational orientations, and identity negotiations differ fundamentally from those of foreign language learners.

This study aims to develop a valid, practical, and effective BIPA programme that explicitly positions Indonesian as a heritage language for diaspora children in Hong Kong, integrating play-based learning and Indonesian folklore as its core pedagogical framework. This study employs Design-Based Research (DBR) through iterative cycles of needs analysis, prototype design, contextualised implementation, and systematic refinement, involving children, parents, and educators across multiple design iterations within authentic diaspora community settings.

The study is expected to produce a validated BIPA programme framework and implementation toolkit comprising folklore-adapted materials, play-based learning activity sequences, and holistic assessment instruments that are developmentally appropriate for early childhood heritage language learners in diaspora contexts.

A folklore-integrated, play-based approach is anticipated to strengthen heritage language maintenance while simultaneously fostering Indonesian cultural identity, yielding transferable pedagogical design principles applicable to Indonesian diaspora communities beyond Hong Kong.

Keywords: Design-Based Research, diaspora children, folklore, heritage language, play-based learning



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Innovative Methodological Mechanisms for Developing Future English Language Teachers' Linguodidactic Competence Based on Artificial Intelligence

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The integration of artificial intelligence technologies into language education is increasing the need to integrate future English language teachers' linguistic, methodological, digital, and reflective preparation. This study aims to identify methodological opportunities that contribute to the development of future English language teachers' linguodidactic competence through artificial intelligence. The research problem lies in the fact that, in existing educational practice, AI tools are often limited to translation, text generation, or automated checking, while their potential for the systematic formation of linguodidactic competence has not been sufficiently substantiated. The study employs theoretical and methodological analysis, comparative analysis, pedagogical observation, diagnostic tasks, and expert assessment methods. As a result, the research proposes an AI-integrative methodological approach based on linguistic-cognitive, methodological-design, digital-interactive, and reflective-evaluative components. This approach serves to develop future English language teachers' skills in analyzing language material, designing learning tasks with the help of AI, organizing individual learning trajectories, and reflectively evaluating pedagogical decisions. The results of the study expand the possibilities for the purposeful and methodologically grounded use of artificial intelligence in the process of preparing English language teachers.

Keywords: artificial intelligence, linguodidactic competence, future English language teachers, innovative language education, digital didactics, adaptive feedback, prompt-based learning.



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Cultural Repositioning of the Akit People in Sokop Village: Assimilation and Marginalization of Identity

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The Akit People, an indigenous community in Rangsang Island, is currently experiencing significant socio-cultural shifts. This study examines the cultural repositioning of the Akit People in Sokop Village, focusing on the phenomena of cultural assimilation and identity marginalization. The objective of this research is to investigate how the Akit people assimilate into the dominant Malay culture and to analyze the underlying factors driving the depletion of their distinct ethnic identity. Utilizing a qualitative ethnographic method, data were gathered through in-depth interviews, participant observation, and documentation involving community leaders and residents in Sokop Village. The findings reveal that the cultural identity of the Akit People is progressively fading as they assimilate into Malay customs. This repositioning is heavily driven by three interrelated factors: increased access to formal education, conversion to mainstream religions, and socioeconomic pressures for upward mobility. These factors collectively push the younger generation to abandon traditional practices in favor of a modern, Malay-centric lifestyle. Consequently, their original cultural identity faces structural and cultural marginalization. In conclusion, the repositioning of the Akit People is not merely a natural cultural transition but a complex survival strategy that inadvertently sidelines their indigenous heritage. Immediate cultural revitalization efforts are required to preserve the remaining local wisdom of the Akit community.

Keywords: Assimilation, Cultural Identity, Socioeconomic Factors.



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ABS-ICOLLITE-26156

**Translation of Domain-Specific Terms in Multilingual Education: Challenges,
Strategies, and Learning Outcomes**

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The increasing linguistic diversity of contemporary educational systems has emphasized the importance of translation as a pedagogical tool in multilingual learning environments. Translation facilitates communication across languages, supports knowledge acquisition, and enables learners to access educational content in various disciplines. In multilingual settings, particular attention must be paid to the translation of domain-specific terminology, as specialized terms constitute a significant component of academic discourse. This study aims to investigate the role of translation in multilingual education, with a particular focus on the translation of specialized terms in academic and professional domains, and to examine its pedagogical functions, benefits, and challenges in linguistically diverse classrooms. The research employs a qualitative descriptive approach based on the analysis of scholarly literature in translation studies, multilingual education, terminology, and applied linguistics. Relevant theoretical and empirical studies were reviewed to identify the major functions of translation and the challenges associated with the transfer of specialized terminology across languages. The findings indicate that translation enhances comprehension of academic content, supports language acquisition, and promotes intercultural communication. The translation of domain-specific terms contributes to the accurate transmission of subject knowledge in fields such as science, technology, and education. However, challenges related to terminological equivalence, conceptual differences, and cultural adaptation may affect the quality of communication and learning outcomes. So, translation serves as an effective mediating tool in multilingual education, facilitating both knowledge transfer and the accurate representation of specialized terminology. Its systematic integration into educational practice can enhance multilingual competence, academic achievement, and educational inclusion.

Keywords: intercultural communication, language acquisition, multilingual competence, multilingual education, specialized terms, terminology, translation.



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Developing a Folklore–Game–Intercultural Competence Matrix: Evidence from a Systematic Review of Narrative Gamification in Language Education

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The growing importance of intercultural communicative competence (ICC) in language education has stimulated interest in integrating cultural content and digital learning environments. However, research on folklore-based learning, narrative gamification, and ICC remains fragmented, with limited efforts to establish systematic connections among these domains. This gap is particularly evident in language education contexts where local cultural heritage has yet to be effectively transformed into technology-enhanced intercultural learning resources. This study aims to develop a Folklore–Game–Intercultural Competence (FGI) Matrix through a systematic literature review of narrative gamification in language education. Following the PRISMA framework, relevant studies published between 2021 and 2025 were identified from major academic databases and analyzed using thematic synthesis. The review examined how cultural narratives, game mechanics, and intercultural learning outcomes have been conceptualized and operationalized across previous studies.

The findings reveal four major gaps: the absence of an integrated framework linking folklore, narrative game design, and ICC; the predominance of implementation-oriented studies with limited theoretical development; the underrepresentation of Indonesian folklore and language education contexts; and the lack of explicit design principles for transforming cultural narratives into game-based intercultural learning experiences. In response, this study proposes the FGI Matrix, which maps folklore elements (cultural values, narrative structures, and moral dilemmas) onto narrative game mechanics and targeted ICC dimensions. The matrix offers a theoretically grounded and replicable framework for designing culturally responsive narrative games that support intercultural learning in language education.

Keywords: narrative gamification, intercultural communicative competence, folklore-based learning



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Examining the Influence of Malay and Its Variants on the Kaili Language

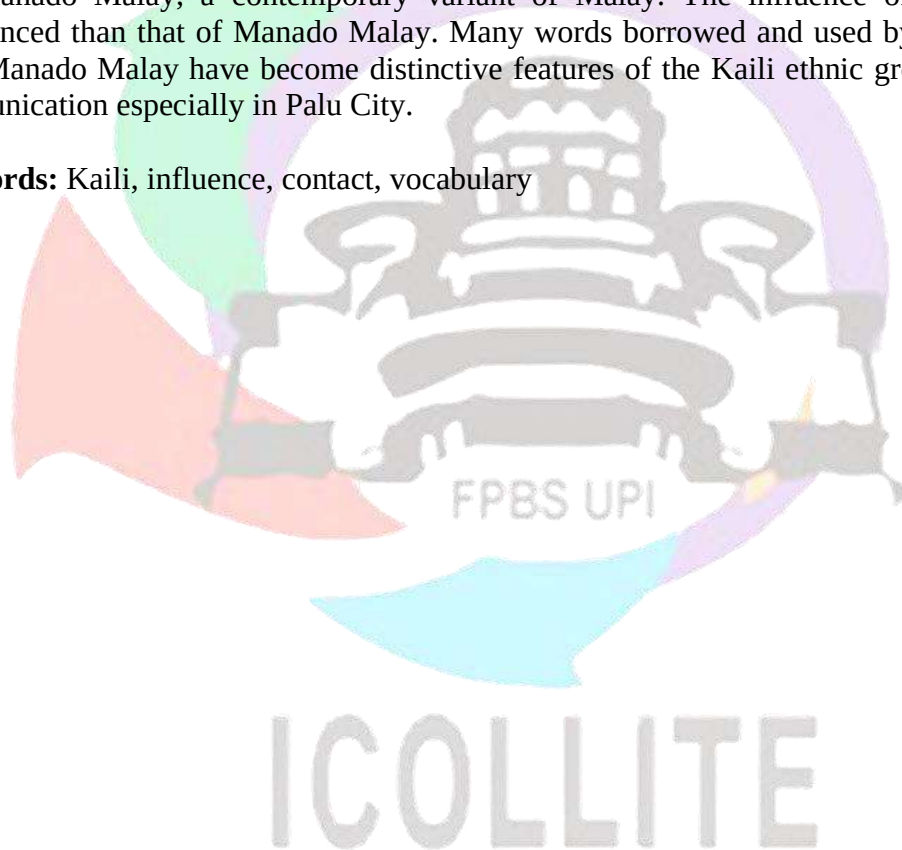
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Kaili language is the mother tongue used by the Kaili ethnic group. Kaili has the largest number of speakers in Central Sulawesi. The Institute of Southeast Asian Studies (ISEAS) (2024) stated that the number of Kaili ethnic groups is 770,088. Kaili is the primary language used in communication among the Kaili ethnic group. This study employed qualitative methods, using observation, interviews, and a literature review. The results indicate that the Kaili language is influenced by Malay, specifically the Malay language of the past, which became Indonesian, and Manado Malay, a contemporary variant of Malay. The influence of Malay is less pronounced than that of Manado Malay. Many words borrowed and used by Kaili speakers from Manado Malay have become distinctive features of the Kaili ethnic group in everyday communication especially in Palu City.

Keywords: Kaili, influence, contact, vocabulary



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ABS-ICOLLITE-26205

Adaptation as Ideological Recalibration: Female Subjectivity across Two Adaptation Trajectories in Sundanese Literature and Cinema, 1910–2022

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Adaptation studies have largely moved beyond fidelity criticism toward intertextuality and medium specificity, yet they remain limited in explaining how adaptation reconfigures the symbolic conditions through which subjects become recognisable, legitimate, and capable of agency. This article proposes ideological recalibration as a framework for understanding adaptation as a reorganisation of symbolic authority, subject positioning, and temporal orientation across media and historical contexts. The study undertakes a diachronic cross-media analysis of two adaptation trajectories in Sundanese cultural production: Carita Pantun Lutung Kasarung (1910) and its film adaptation Lutung Kasarung (1983), alongside Jais Darga Namaku (2018) and its film adaptation Before, Now and Then (Nana) (2022). Through three analytical dimensions, subject formation, symbolic authority, and temporal orientation, the article examines how female subjectivity is recalibrated across traditional literature, classical cinema, contemporary fiction, and contemporary art film. The findings identify three configurations: symbolic calibration, which anchors female legitimacy in cosmological hierarchy and cyclical temporality; dramatic recalibration, which relocates legitimacy to embodied visibility and conflict-driven narrative progression; and reflexive recalibration, which internalises agency through memory, affective experience, and experiential legitimacy. These shifts demonstrate that adaptation operates not merely through narrative inheritance or medium transformation but through the reorganisation of regimes of recognition that determine how female subjects become intelligible within changing cultural formations. By foregrounding ideological restructuring rather than narrative resemblance, this article contributes a new conceptual perspective to adaptation studies and to scholarship on gender, media, and cultural change in non-Western contexts.

Keywords: adaptation, female subjectivity, gender, ideological recalibration, Sundanese literature, cinema

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ABS-ICOLLITE-26072

**FEATURES OF THE TRANSLATION OF ENGLISH TO UZBEK FOR MODERN IT
TERMINOLOGY**Ma'rufjon Djalilov , Irgasheva Zulfizar Xatamovna, Boltayeva Durdona Baxadirovna
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The fast development of information technologies and the increasing integration of digital innovations into various fields of society have led to the emergence of numerous new English IT terms. As the English remains the dominant language of technological communication, the accurate translation of modern IT terminology into Uzbek language has become an important issue. The study of translation strategies for IT terminology contributes to the enrichment of the Uzbek technical lexicon. This article describes the strategies of teaching basic terms related to the IT and its translation. The article studies due to the comparative and quantitative analysis of translation solutions in the translation of modern IT terminology in order to identify the role of translator creativity, the compilation of a new and unique glossary of modern IT terms, as well as the possible benefits for both translation theorists who want to get a more complete understanding of existing translation strategies for the translation of modern IT terminology, and for a wide audience dealing with IT documentation or other texts. The purpose of this research is to identify the main features and challenges involved in the process of translating modern English IT terminology into Uzbek and analyze the most useful translation strategies used in the process. The research employs various methods as: comparative, descriptive, and semantic analysis. A corpus of contemporary English IT terms was collected from technical documentation, software interfaces, online platforms, and specialized dictionaries. The selected terms were analyzed by comparing their English variations with the existing Uzbek language equivalents and the translation techniques applied. The results show that the translation of IT terminology into Uzbek is primarily carried out via the borrowing phenomenon, transliteration, calque translation, and descriptive translation. The borrowing and transliteration phenomena are particularly common for freshly emerging concepts such as “server,” “browser,” and “software.” However, some terms require semantic adaptation to ensure the clarity and comprehensibility for Uzbek users. Besides, the study identifies inconsistencies in the translation of certain technical terms due to the absence of unified terminological standards. The translation issues of modern IT terminology from English into Uzbek demands a balanced approach which combines the linguistic accuracy with practical usability. The development of standard translation guidelines and terminological data can significantly improve the consistency and effectiveness of IT communication in the Uzbek language.

Keywords: information technology, IT terminology, borrowing words, mechanisms of information, translation



ABS-ICOLLITE-26215

Collective Trauma in Saadia Faruqi's Yusuf Azeem Is Not a Hero (2021)

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This paper examines the representation of collective trauma in Saadia Faruqi's *Yusuf Azeem Is Not a Hero* (2021), a Muslim middle-grade novel portraying the continuing effects of 9/11 on a Muslim American community two decades after the event. Rather than treating trauma as an isolated individual wound, this study reads trauma as a shared communal experience that is remembered, transmitted, and reactivated through social relations, family narratives, and public acts of Islamophobia. Drawing on Maurice Halbwachs's theory of collective memory, the paper argues that the novel represents trauma as a collective inheritance, in which Yusuf's present-day experience of suspicion and exclusion echoes the unresolved post-9/11 trauma carried by his father and wider community.

Employing a qualitative close-reading method, this study analyzes key narrative episodes involving family silence, mosque solidarity, and intergenerational testimony to trace how the novel stages trauma across generational and communal lines. Yusuf does not directly experience 9/11, yet he inherits its emotional and social consequences, demonstrating how collective trauma persists beyond its originating event to shape everyday belonging within the affected community. The novel simultaneously presents faith and communal testimony as critical literacy practices through which young readers are invited to reread history, identity, and memory beyond surface narratives—offering a timely lens for meaning-making in today's discourse-saturated, post-digital reading culture.

By foregrounding collective rather than merely personal trauma, this paper contributes to trauma studies, memory studies, and children's literature, positioning *Yusuf Azeem Is Not a Hero* as a literary model in which historical violence continues to structure memory, belonging, and communal survival in the present.

Keywords: collective trauma, collective memory, Muslim middle-grade fiction, critical literacy, children's literature

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ABS-ICOLLITE-26247

**Neurolinguistic Programming (NLP) and Psycholinguistic Mechanisms of Speech
Manipulation in Cyber Discourse: A Cognitive-Pragmatic Analysis**

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Although both these studies show that readers can extract affective information from single words in isolation, they also suggest that how the reader organizes lexical input—and consequently how affective content affect word processing—depends on the reader's current task demands. When two words are presented successively for a few hundred milliseconds each, it is harder to decide that the words differ when the difference is generated by a single letter compared with a condition where the same two words are replaced by two entirely different words.

We predicted that if these judgments are made on the basis of perceptual form only, then we should observe similar effects for manipulative and neutral words. We combined these paradigms to investigate the extent to which perceptual and semantic control modes can operate separately and jointly. In two blocks participants were instructed to make a button-press response only if the target word was respectively manipulative or neutral; in two other blocks participants were asked to respond to the target word only if the prime was respectively manipulative or neutral. To this end, we let thirty-two native speakers perform a letter-detection task (targets are drawn from the prime or target pair as the critical letter) and a lexical-decision task (responses given with a keyboard) in separate sessions.

Our results reveal a similar function for both tasks: letter detection and lexical decision, with strongest effects for pairs of highly manipulative words (e.g. "scam" and "urgent"), and a gradual decrease of effect strength for moderately manipulative words, which indicates that the observed pattern is due to semantic similarity rather than surface overlap. The results also show that while letter-detection processing is influenced by semantic content, lexical-decision processing seems independent of such factor. This first semantic-priming effect in the domain of manipulative words, combined with the absence of this effect in previous letter-detection studies, leads us to conclude that meaning-to-form mapping constraints only operate if the task is embedded in semantic processing. These findings have implications for our understanding of the structure of persuasive and deceptive language, and are useful for the development of tools to improve resistance to manipulation in various age and cultural groups.

Keywords: Discourse, Speech analysis, lexical-decision task, semantics



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**THE PORTRAYAL OF DIASPORIC ADOLESCENT IDENTITY IN THE FILM
TURNING RED (2022)**

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In the era of globalization, the increasing movement of people across the world has contributed to the growth of diaspora communities, whose members often negotiate diverse cultural identities. This condition is reflected in the animated film *Turning Red* (2022), which portrays the experiences of Mei, a Chinese-Canadian adolescent struggling to negotiate between traditional Chinese cultural values and modern Canadian society. The study analyzes Mei's identity formation through Homi K. Bhabha's concepts of mimicry, third space, and hybridity. Drawing on a qualitative approach and cinematic analysis, mainly through mise-en-scenes, the study examines selected scenes and dialogues from the film using Bhabha's postcolonial framework. The findings reveal that Mei performs mimicry by attempting to fit in with her Canadian peers by adopting some of their behaviors, values, interests, and lifestyle. As she faces conflicting cultural values between her family and the society around her, she occupies a third space where she negotiates the cultural differences between familial expectations and personal desires influenced by her peer group. This negotiation leads to the formation of a hybrid identity that embraces aspects of both Chinese and Canadian cultures. This film shows that diasporic identity is not fixed but continuously constructed through negotiation and transformation.

Keywords: cultural difference, diaspora, identity, hybridity, third space



ABS-ICOLLITE-26251

**NLP-Derived Linguistic Categories as a Critical Discourse Analysis Framework for
Uzbek Cyber Discourse**

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Although these preliminary findings regarding the frequency distribution appear contrary to our original hypothesis, they are nevertheless easily reconciled with that initial assumption. However, the correlation we observed between the linguistic categories and the discourse markers was exactly the opposite of this initial pattern, thus suggesting that frequency alone was not the sole factor explaining this discrepancy. Overall, our findings suggest that categorization occurs at the level of the lexical item, and reflects both pragmatic intent and ideological framing. To investigate whether the AHP method can be used to validate this classification, we conducted an analysis with two main objectives. The starting point of the search within the corpus and the final position of the keyword in the concordance line were varied across queries in either a fixed order (i.e., in cases where the same node word and collocates were repeated consistently) or in a randomized arrangement. To investigate the possible connection between categorization abilities and discourse framing, the research team completed four tasks: 1) a standard frequency analysis task; 2) a keyword-in-context (KWIC) task examining the collocational patterns of the search term, which indicates separate processing of semantic prosody and pragmatic function; 3) a pairwise comparison task, which measures the relative weighting of categories; and 4) an n-gram extraction task, which simultaneously measures both the distribution of lexical bundles and of discourse markers. The results indicated that the relative weighting of the linguistic categories influenced both the discourse strategies adopted by the writers and the degree to which the topic was elaborated, suggesting a cumulative effect. Results show that classification ability correlated significantly with both frequency of the categories and with collocational strength, but not with any measures from the pairwise comparison task. Together, these results suggest that higher categorization abilities are linked to more developed discourse awareness, and also provide further support for the connection between linguistic patterning and critical analysis abilities. The results showed that classification accuracy improved by means of AHP weighting and reducing the ambiguity by using an automated tool to most reliably focus on cyber discourse.

Keywords: Critical Discourse Analysis, Corpus Linguistics, AntConc, Analytic Hierarchy Process (AHP).



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Critical Reading of Colonial Plantation Archives and Artifacts in West Java

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Colonial plantation sites in West Java preserve a diverse range of material culture sources, including archival documents, visual archives, and plantation artifacts. Archival documents comprise annual government publications, while visual archives consist of photographs, paintings, and maps. Plantation artifacts include dining utensils and household furnishings. These sources function not only as historical records but also as representational media that shape understandings of power, identity, and everyday life within plantation societies. This study employs a critical literacy approach that integrates perspectives from historical archaeology, visual culture studies, and material culture analysis. The research focuses on archival and artifact collections from several colonial plantation sites in West Java, including the annual publication *Regerings-Almanak voor Nederlandsch-Indië* (1893), photographs and paintings of plantation administrators' residences and processing factories, topographic and settlement maps, as well as domestic artifacts reflecting plantation household life. The study examines how landscapes, workers, domestic life, and social hierarchies were represented in colonial sources and how these representations have influenced understandings of plantation society.

The findings reveal that colonial archives are not neutral documents but cultural texts that reflect colonial ideologies and power relations. Photographs and paintings project images of order, productivity, and modernity, while maps reinforce spatial control over land and workers. Domestic artifacts reveal practices of cultural hybridity and social differentiation within plantation communities. Through critical interpretation, colonial archives and artifacts provide opportunities to recover the experiences of underrepresented groups and to reinterpret the legacy of colonial plantations in a more inclusive manner in the post-digital era.

Keywords: Critical literacy, colonial archives, visual culture, material culture, colonial plantation heritage

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Linguo-cultural characteristics of syntactic-stylistic devices in the English translations of Alisher Navoiy's ghazals (Based on English and Uzbek Languages)

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This study investigates the linguo-cultural characteristics of syntactic-stylistic devices in the English translations of Alisher Navoiy's ghazals. As a monumental figure in Uzbek literature, Navoiy's poetry is deeply embedded in Islamic mysticism (Sufism), Eastern philosophy, and complex metaphorical structures. Translating his ghazals requires more than a lexical transfer; it demands the preservation of distinct syntactic-stylistic devices—such as inversion, parallelism, chiasmus, and rhetorical repetition—which carry profound cultural and theological weights. Utilizing a comparative-typological and linguo-cultural framework, this paper analyzes selected ghazals and their English translations by prominent scholars. The research focuses on how translators navigate the structural divergence between the synthetic nature of Uzbek and the analytic structure of English while preserving the original poetic rhythm and cultural pragmatics. Special attention is paid to the challenges of decoding the polysemantic nature of Sufi symbols embedded within unique poetic syntax. The findings reveal that while direct structural equivalents for certain syntactic devices are rare, successful translations rely on functional-stylistic compensation to retain the emotional and philosophical undertones of the source text. However, cultural dilution occasionally occurs when highly specific Eastern syntactic symmetries are neutralized into standard English prose. Ultimately, this study demonstrates that the syntactic-stylistic organization of Navoiy's poetry is an intrinsic carrier of cultural identity, and its effective translation depends on balancing linguistic fidelity with cultural hermeneutics. The insights gained provide a methodological foundation for future translation practices involving classical Turkic poetry. This research contributes to the fields of translation studies, comparative linguistics, and the global dissemination of classical Eastern literature.

Keywords: Alisher Navoiy, ghazal, syntactic-stylistic devices, linguo-cultural analysis, translation studies.

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Symbolic Meaning in the Pacu Jalur Cultural Festival of Kuantan Singingi Regency

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Pacu Jalur is a traditional long-boat race on the Kuantan River, Kuantan Singingi Regency, Riau. Pacu Jalur has been held for more than a century and marks its community's collective identity. Staged as an annual cultural festival, Pacu Jalur presents many visual and performative symbols, yet these symbols are rarely read in depth and are generally received merely as an annual spectacle. This study aims to read the symbolic meaning of the Pacu Jalur festival through Roland Barthes' semiotic framework. The study uses a qualitative, descriptive-interpretive method; data were collected through visual documentation and literature study, then analyzed at three levels of signification: denotation, connotation, and myth. At the denotative level, the festival presents racing boats with paddlers wearing uniforms, a division of roles aboard the boat, ornaments on the boat's body, and regional and national symbols. At the connotative level, these elements contain meanings of collective work, social order, and cultural identity. At the level of myth, the festival can be read as naturalizing solidarity, social order, the purity of tradition, and identity so that they are received as natural, while obscuring the labor, hierarchy, and economic relations that sustain it. The circulation of Pacu Jalur signs on global social media in 2025 further shifts its ritual function into spectacle. The study concludes that the resilience of Pacu Jalur as a tradition lies in its capacity to produce meaning and present it as natural, so that the community's control over the narrative of its own tradition becomes essential.

Keywords: cultural identity, myth, Pacu Jalur, Roland Barthes, symbolic meaning



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Development of a Forensic Framework for Detecting Cyberbullying and Hoax Content on Social Media Using a Statistical Approach and Legal Validation

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Harmful content such as cyberbullying and hoaxes on Indonesian social media poses a serious threat to social cohesion and law enforcement, as evidenced by the more than 1,028 COVID-19 hoaxes identified by the Ministry of Communication and Information Technology in 2020. However, based on a study of 10 recent publications (2025), not a single system for detecting harmful content is in Indonesian or designed to be admissible in court. This limitation creates a critical gap: manual approaches such as ICAPH (validated at 79.46% with n=30) cannot scale to handle the volume of social media content—which reaches thousands of posts per day—while pure machine learning solutions produce a “black box” without the forensic interpretability required as court evidence under Article 28 of the ITE Law. This TKT 4 research proposes an innovative solution in the form of a hybrid forensic-computational prototype that integrates the strengths of a validated forensic framework (14-dimensional ICAPH) with statistical inference to produce a continuous detection system with high accuracy and legal interpretability. This approach is the first of its kind for the Indonesian language and the first in the world designed with court admissibility as a core design requirement from the outset, rather than as an after-the-fact explanation. The mixed-methods R&D methodology consists of three integrated phases: (1) developing an ICAPH-annotated dataset to build a corpus; (2) integrating forensic features with statistical descriptions to achieve accuracy; and (3) legal validation through a panel of experts to ensure admissibility in court, and dissemination through journal publications. The significant contributions of this research include the academic dimension (forensic-computational theory), the practical dimension (early bullying detection systems, law enforcement training design), the innovative dimension (potential for patenting the methodology for ICAPH computational implementation), and the strategic dimension (positioning Indonesia as a regional leader in ASEAN, policies for guidelines on the implementation of the ITE Law).

Keywords: cyberbullying; forensic linguistics; hoax; legal validation; statistics

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ABS-ICOLLITE-26112

**The Forest as Home: Indigenous Environmental Ethics and Ecological Philosophy in
Seloka of Orang Rimba**

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The establishment of the Bukit Duabelas National Park (BDNP) in Jambi was intended to protect the forest ecosystem while safeguarding the continuity of the Orang Rimba's traditional way of life. However, conservation policies have often overlooked the indigenous worldview and ecological knowledge of the Orang Rimba, whose cultural identity and survival are inseparable from the forest. This study explores the philosophy of life embedded in seloka (traditional oral expressions) and examines its significance for environmental ethics and forest conservation in BDNP. Using a qualitative ethnographic approach, data were collected through participant observation, in-depth interviews, and literature review, and analyzed through the lens of environmental ethics.

The findings demonstrate that the Orang Rimba perceive the forest not merely as a physical environment but as home, source of livelihood, and sacred space that must be respected and protected across generations. This ecological worldview is articulated through various seloka, including beratap cikai, bedinding bener, bertikar gambut, berayam kuo, berkambing kijang, and berkerbau pada tuno, which symbolize harmonious human-nature relations. These expressions function as moral and cultural guidelines governing resource use, ecological responsibility, and social conduct. The values conveyed encompass respect for nature, environmental stewardship, ecological care, environmental justice, harmonious coexistence, and moral integrity. As a form of indigenous ecological wisdom, seloka contributes significantly to sustaining the Bukit Duabelas forest ecosystem. The study argues that integrating Orang Rimba customary values and knowledge into conservation policies is essential for developing more inclusive, equitable, and sustainable forest governance.

Keywords: environmental ethics, indigenous ecological wisdom, forest conservation, Orang Rimba, seloka.

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ABS-ICOLLITE-26085

**Animal Symbols and Cultural Codes in Uzbek, English, and Japanese Folk Tales: A
Comparative Literary Study**

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This research aims to analyse the symbolic representation of animals in Uzbek, English, and Japanese folk tales through a comparative linguocultural approach. The research used two essential methods, like descriptive method and qualitative approach. The object of this research is regarded to be animal images represented in folk narratives, including the fox, wolf, horse, crane, dragon, and raven. The data collection techniques in this research are literature study and comparative analysis of folkloric tales from the three cultural traditions. The results showed that animal symbolism reflects cultural values, mythological beliefs, and collective worldviews embedded in oral traditions. In addition to this, the same animal figures often possess different symbolic meanings across cultures. For instance, the fox symbolizes wisdom and survival in Uzbek folklore, but it totally opposes in English tales and mean cunning and deception, and in Japanese narratives the same animal represent sacred supernatural intelligence. As a result, the findings further stated that animal symbolism is closely connected with ecological conditions, religious beliefs, social structures, and cultural memory. This research contributes to the fields of Comparative Literature, Folklore Studies, and Semiotics by enhancing intercultural understanding of symbolic systems and demonstrating the role of folk narratives in preserving national identity and cultural heritage.

Keywords: Animal symbolism, linguocultural approach, mythological belief, cultural value, Comparative Literature



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ABS-ICOLLITE-26065

**Negotiating Identity and Cultural Memory after Environmental Transformation:
Heritage Discourse in the Jatigede Reservoir Area**

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The construction of the Jatigede Reservoir in West Java, Indonesia, has generated significant socio-ecological transformation affecting local communities, cultural landscapes, and collective memory. Beyond physical displacement, the environmental transformation has also altered the meanings attached to sacred sites, ancestral settlements, religious traditions, and local historical narratives.

This study examines how communities in the Jatigede Reservoir area negotiate identity and reconstruct cultural memory through heritage discourse in the context of post-displacement and post-digital society. Using a qualitative desk study approach, this research analyzes academic literature, policy documents, archival materials, media reports, and secondary sources related to cultural heritage, environmental transformation, and community narratives in the Jatigede area.

The study explores how local actors, including community leaders, religious figures, youth groups, and cultural communities, reinterpret heritage as a medium of social resilience, identity preservation, and intergenerational knowledge transmission. The findings demonstrate that heritage discourse in Jatigede is not merely concerned with preserving material remains, but also involves contestation, adaptation, and meaning-making processes shaped by environmental change and digital communication practices. Community narratives, ritual practices, and emerging digital documentation initiatives contribute to the reconfiguration of cultural identity in the transformed landscape.

This study argues that community-based heritage management can serve as an alternative framework for strengthening critical cultural literacy and sustaining local memory in post-digital environments. The research contributes to broader discussions on cultural heritage, environmental transformation, discourse, and meaning-making in contemporary society.

Keywords: Jatigede Reservoir, cultural memory, heritage discourse, environmental transformation



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Reading from different perspectives – the generation gap (Uzbekistan context).

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Children's literature is essential for literacy development and cultural transmission; nevertheless, there is limited understanding of how various generations engage with it within Uzbekistan's complex sociocultural context.

The purpose of this study is to look into how children, parents, and grandparents in Uzbekistan view children's literature and how they read it.

Participants from twelve regions of Uzbekistan participated in semi-structured interviews and surveys as part of a mixed-methods approach. Comparative analysis of reading habits, interests, and attitudes across generations was made possible by the sample, which comprised approximately 250 primary school students and their parents.

The results show notable differences between generations. While younger generations appreciate a range of literary genres inspired by digital media, older folks place a higher priority on traditional oral storytelling and moral precepts. Despite the importance of children's literature for literacy development and cultural transmission, little is known about how different generations interact with it in Uzbekistan's complex sociocultural environment. Establishing a cohesive reading culture, promoting intergenerational dialogue, and fostering sensitivity to diverse perspectives are all necessary components of literacy programmes designed to bridge generational divisions.

Keywords: Children's literature, genre, generation gap, literacy development, reading engagement, Uzbekistan

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Legend Reconstruction: An Innovative Model for Building Gen Z's Social Transformation in the Post-Digital World

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In the post-digital era, the boundaries between online and offline spaces have blurred. Generation Z grows up in a hybrid reality saturated with information yet vulnerable to disinformation, apathy, and weakened social empathy. In this context, literature education, particularly regarding local legends, faces the major challenge of not merely preserving stories but also fostering critical social transformation. This research is grounded in post-digital critical literacies, emphasizing multimodal text analysis, legend reconstruction as a counter-narrative, and the integration of arts to cultivate empathy and collaboration. The study employs a Design-Based Research (DBR) approach over two years at SMK Insan Mandiri in West Bandung Regency, a post-landslide disaster area. Data were collected through classroom observations, interviews, and analysis of students' creative works (theater, music, digital storytelling). Thematic analysis was applied. The innovative model effectively enhances Gen Z's critical literacies for interpreting legends in multimodal ways, fosters post-disaster empathy, and encourages collaborative social participation. The main obstacle lies in teachers' adaptation to post-digital pedagogies, which is addressed through continuous mentoring.

Keywords: Legend reconstruction, social transformation, Gen Z, post-digital era, critical literacies, arts integration



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COGNITIVE CHARACTERISTICS OF THE CONCEPT OF “SURPRISE” IN ENGLISH FILM DISCOURSE

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This study explores the cognitive characteristics of the concept of surprise in English film discourse from the perspective of cognitive linguistics and emotion theory. Surprise is understood as an emotional and cognitive reaction that occurs when people encounter unexpected or unfamiliar events. Although surprise has been widely studied in psychology, its linguistic representation in film discourse has received less attention. Therefore, this research examines the main cognitive components of surprise and their expression in language. The study uses a qualitative cognitive-discourse approach and analyzes data from Steven Conrad’s screenplay *The Pursuit of Happyness*. The analysis is based on cognitive-conceptual analysis, contextual interpretation, and appraisal theory.

The findings reveal four key components of surprise: unexpectedness, novelty, appraisal, and intensity. Unexpectedness arises when events conflict with existing expectations, while novelty attracts attention and encourages information processing. Appraisal helps individuals evaluate and interpret unexpected situations, often leading to emotions such as curiosity, anxiety, or hope. Intensity is reflected in stronger emotional reactions and increased attention. The study also identifies linguistic markers of surprise, including interjections, repetition, questions, pauses, and evaluative expressions. These features demonstrate how characters react to unexpected events and process new information in film discourse.

Keywords: surprise, cognitive linguistics, film discourse



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**FINE DINING RESTAURANTS AS A STAGE FOR GASTRONOMIC ARTS AND
CULTURE PERFORMANCES**

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Fine dining gastronomy has evolved from simply providing luxury food to becoming part of the experience economy that tells the story of cultural heritage and innovation. This study aims to analyze the use of fine dining restaurants as stages for gastronomic cultural performances in building the image of a sustainable tourism destination. Using a descriptive method with a case study approach through observation, semiotic literature, and in-depth interviews with the owner of Joongla Restaurant in Bandung City, this research explores how a restaurant integrates sensory aesthetics and local authenticity into an interactive dining ritual. The results show that Joongla Restaurant successfully reconstructs and performs local culinary culture, one of which is through the preparation of a set menu based on the narrative of the six pillars of Cirebon (Sundanese) ethnic taste: Kaduka (spicy), Madura (sweet), Amba (sour), Kasaya (savory), Lawana (salty), and Tirtka (bitter). Each dish is prepared using modern cooking techniques (modernist cuisine) with fresh, halal-guaranteed ingredients, without additives, and served in limited quantities to maintain the exclusivity of the interaction. The dining experience is designed as a gastronomic performance where consumers act as both audience and cultural co-creators. In conclusion, the integration of performing arts into the fine dining ecosystem has proven effective in strengthening tourists' aesthetic memories, strengthening the territorial anchor of local products, and validating the role of Indonesian cuisine as a strategic instrument for boosting a destination's reputation on the global stage.

Keywords: Keywords: Fine Dining, Culture, Performing Arts, Gastronomy, Joongla Restaurant, Destination Image.

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**PERSUASIVE THREAT NARRATIVES IN ANGLOPHONE MEDIA-POLITICAL
DISCOURSE ON EU DEFENCE POLICY**

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This study examines persuasive threat narratives in Anglophone media-political discourse on EU defence policy. Recent media coverage presents security issues through the language of danger, instability, vulnerability and urgent defence needs. Threat is treated not only as a geopolitical condition but also as a discursive interpretation that supports the representation of stronger EU defence policy as a response to insecurity. The aim of the study is to identify the linguistic and pragmatic means through which this interpretation is constructed in media-political texts. The empirical material includes English-language media publications from Reuters, The Guardian, Euronews and Politico, published between 2021 and 2025 and covering EU defence initiatives, defence readiness and related security debates. The study applies discourse-pragmatic analysis with attention to lexical, evaluative and causal patterns. The analysis shows that threat narratives are constructed through markers of danger and urgency, evaluative vocabulary, references to vulnerability and readiness gaps, and causal links between insecurity and stronger defence action. These patterns represent external military pressure, Europe's limited defence readiness and dependence on external security guarantees as interconnected aspects of insecurity. As a result, media-political texts intensify the perception of danger, frame Europe as strategically vulnerable and present stronger EU defence policy as necessary, rational and politically justified. The study contributes to research on persuasiveness by showing how security-related narratives organize the interpretation of defence policy in Anglophone media discourse.

Keywords: discourse-pragmatic analysis, EU defence policy, media-political discourse, threat narratives



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**Religious discourse and the construction of gendered subjectivity in Bothayna Al-Essa's
“All That I Want to Forget”**

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The article explores the role of religion discourse in shaping gendered subjectivity in the novel *All the I Want to Forget* (2013) by Bothayna Al-Essa through analysing the ways in which social and religious discourse produce specific patterns of identity and power relations. The novel presents the life of female protagonist who grows up within a family environment governed by religious and social perceptions of patriarchal nature, where religion is employed as a tool for regulating behavior and defending acceptable social roles.

The study proceeds from the assumption that religious discourse is not one direct unified explanation of religion rather it takes different forms according to different groups, environments, individual tendencies and purposes, and the degree to which they are influenced by social costumes, and accordingly examines how religious discourse produces patterns of subjectivities and reshapes relations among individuals. The study draws upon the concept of gender as performativity proposed by Judith Butler, alongside the concept of power and discourse developed by Michel Foucault, while also making use of Fouad Zakaria's readings related to the Islamic revival and contemporary religious course.

The study assumes that gender identity within the novel is not necessarily presented as a fixed or natural reality, but rather is formed through the continuous repetition of practices and discourses associated with obedience, commitment, and social roles. It also attempts to reveal how this discourse contributes to producing a normative model of masculine subjectivity within a network of power relations.

Keywords: Islamic revival, Gender performativity, Gendered subjectivity, Power, Religious discourse.



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Koronangis School for Indigenous Women: Revitalizing the Oral Tradition of the Dayak Tamambalo Apalin through Intergenerational Cultural Education and Festivals at the Sao Langke Dai Bolong Longhouse

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The Koronangis oral tradition is a sacred cultural heritage of the Dayak Tamambalo Apalin community in Kapuas Hulu Regency, West Kalimantan, which has been passed down through generations through poetic chants and narratives in the ancient Tamambaloh Apalin language. However, the existence of this tradition is currently in a critical condition because only a few elderly women remain as speakers, and no sustainable regeneration has yet occurred. This situation threatens not only the extinction of the ancient Tamambalo Apalin language but also the cultural values embedded within it. This study aims to revitalize the Koronangis tradition through community-based intergenerational cultural education at the Sao Langke Dai Bolong Longhouse. The method employed was a participatory approach involving elderly women as sources of cultural knowledge and young women as the next generation of cultural inheritors. The implementation techniques included intensive Koronangis training, audio-visual documentation, the compilation of an ancient Tamambaloh Apalin language dictionary, the preparation of a Koronangis chant guide module, and the organization of the Koronangis Cultural Festival. The activities were conducted over a two-month period, focusing on language learning, chants, intonation, meanings, and the cultural context of Koronangis. The results of the program indicate an improvement in the younger generation's knowledge and skills in understanding and performing Koronangis. Furthermore, the program successfully strengthened the role of the Sao Langke Dai Bolong Longhouse as a cultural public space, while also serving as a community-based cultural preservation model that integrates education, documentation, and the empowerment of indigenous women.

Keywords: Koronangis, indigenous women, oral tradition, cultural revitalization, intergenerational education

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ABS-ICOLLITE-26211

Local Knowledge, Ecological Relations, and Cultural Values in the Making of Gula Kawung (Palm Sugar) at Kampung Kuta, Ciamis, West Java

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This paper examines the local knowledge (traditional ecological knowledge/TEK) embedded in the production of kawung sugar, a form of palm sugar derived from the aren tree (*Arenga pinnata*), among the community of Kampung Kuta, Ciamis Regency, West Java. Drawing on ethnographic fieldwork, in-depth interviews, and comparative analysis of manuscript sources including the Naskah Kawung Baduy, Naskah Kawung Cimahi (Sukabumi), and Naskah Kawung Galuh, this study reconstructs the layered system of knowledge that governs the tapping, processing, and cultural use of kawung sugar in this community.

The findings reveal that the production of kawung sugar in Kampung Kuta is deeply embedded in a cosmological framework rooted in the myth of Dewi Sri Pohaci as recorded in the Wawacan Sulanjana. Within this mytho-ecological worldview, the aren palm is treated as a feminine entity, analogous to rice (*padi*) in the agrarian imagination of the Sundanese, and tapping practices are accordingly governed by ritual protocols involving bodily discipline, including prohibitions on the use of fragrances by tappers. The production process is further regulated by a sophisticated calendrical system known locally as Paririmbon Hitungan Waktu, encompassing auspicious and inauspicious days drawn from the Sundanese five-day market cycle (*pancawara*) and lunar calendar (*larangan bulan*), which structure every stage from the construction of tapping equipment and collection vessels (*lodong*) to the timing of the tapping itself. This study also documents the intergenerational transmission of this knowledge, which occurs through embodied apprenticeship within the household and community, beginning in early childhood and deepening through direct participation in every stage of production.

Keywords: gula kawung; traditional ecological knowledge; Kampung Kuta; Dewi Sri Pohaci; Wawacan Sulanjana; Paririmbon; intangible cultural heritage; West Java



ABS-ICOLLITE-26127

A Corpus-Based Lexical-Semantic Analysis of Uzbek Astronomical Terminology

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Astronomical terminology is a key component of scientific language, reflecting the conceptual organization of astronomical knowledge within a linguistic community. Although corpus linguistics has recently emerged as a powerful methodological framework for studying specialized terminological systems, Uzbek astronomical terminology has not yet been systematically investigated from a corpus-based perspective. This study aims to examine the structural, semantic, and functional properties of Uzbek astronomical terminology using corpus linguistic methods.

The research is based on a specialized astronomical corpus compiled from dictionaries, scientific articles, textbooks, encyclopedic sources, and digital materials. Corpus-linguistic and terminological methods were applied to analyze term frequency, structural patterns, lexical-semantic relations, and conceptual organization within the system.

The findings show that Uzbek astronomical terminology exhibits structural features typical of Turkic languages, including simple, compound, paired, and multi-component terms, with hybrid formations playing an important role. Morphological analysis indicates a clear dominance of noun-based terms, while adjective-, numeral-, and other part-of-speech-based formations are less frequent. The corpus data also confirm that the terminology is organized through hierarchical hypernym–hyponym relations, ensuring a coherent conceptual structure. Frequency analysis helps identify core and peripheral layers of the system and clarifies its functional distribution in scientific discourse.

The study emphasizes the methodological importance of corpus technologies in terminology standardization, semantic annotation, and digital terminography. It proposes a conceptual-semantic model of Uzbek astronomical terminology and defines linguistic criteria for its integration into electronic terminological databases. The results contribute to the development of Uzbek scientific terminology, digital lexicography, and language resources for artificial intelligence and natural language processing.

Keywords: Artificial intelligence, Conceptual-semantic model, Corpus linguistics, Digital lexicography, Lexical-semantic relations, Natural language processing, Scientific discourse, Terminography, Terminology standardization, Uzbek astronomical terminology



ABS-ICOLLITE-26110

**From Tragedy to Fantasy: A Study of the Adaptation of the Weird Sisters from
Macbeth to the Harry Potter Films**

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This article examines the narrative transformation and ideological shift of the Weird Sisters from three witches in William Shakespeare's classic tragedy *Macbeth* to a magical rock band in the film *Harry Potter and the Goblet of Fire*. Although the appearance of the Weird Sisters is often regarded as merely a minor detail and a narrative interlude, this drastic shift in the characters indicates a tension between tradition and modernity in interpreting the Weird Sisters. This article employs a textual approach that combines Bateman's theory of multimodality to dissect specific semiotic details and Ellestrom's theory of intermediality to trace the network of cross-media transformations. The analysis reveals that *Macbeth* exclusively employs verbal modes to construct the Weird Sisters as sacred, dark, mysterious, and gender-ambiguous entities (bearded women) representing the absolute power of fate. Meanwhile, the *Harry Potter* film adaptation deconstructs these characters through the integration of rich visual, auditory, and gestural modes, transforming them into outsiders within the established magical culture of Hogwarts, with profane, fashionable imagery and a more radical gender ambivalence (genuine men referred to as sisters). The conclusion of this study affirms that this transmedia adaptation is not merely a borrowing of names, but a comprehensive reworking of the myth. Traditional notions of tragic fate have been stripped away and replaced by a contemporary pop culture myth that celebrates performativity, diversity, and the passion for freedom.

Keywords: Weird Sisters, *Macbeth*, *Harry Potter*, multimodality, intermediality, narrative transformation



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**CULTURAL MARKERS IN KUTADGU BILIG: SEMANTIC AND CULTURAL
PERSPECTIVES**

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Language embodies various models of worldview characteristic of its speakers, which are manifested in the formation and development of linguistic concepts and forms. Lexical units not only name objects and phenomena but also symbolise particular images, values, and states, which are interpreted through culturally conditioned concepts and associations. The present study aims to identify and analyze culturally specific lexical units in Kutadgu Bilig from semantic and cultural perspectives. The research employs comparative-semantic analysis, linguocultural analysis, contextual interpretation, and classification methods. The findings indicate that culturally significant words in "Kutadgu Bilig" serve as bearers of cultural knowledge, reflecting the socio-cultural, religious, and philosophical foundations of medieval Turkic society. The analysis identified several thematic categories of culturally specific vocabulary, including terms related to household items, governance, morality, religion, flora and fauna, anthroponyms and toponyms. Additionally, the study found a strong connection between semantic meaning and cultural connotation in the portrayal of national values and collective identity. The research confirms that "Kutadgu Bilig" preserves significant aspects of Turkic cultural heritage through language. It serves as a valuable resource for linguocultural and philological studies. The interpretation of culturally significant vocabulary enhances our understanding of the relationship between language, culture, and historical awareness.

Keywords: cultural markers, culturally specific lexicon, Kutadgu Bilig, linguocultural analysis

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**Phatic Expressions in Cross-Cultural Workplaces: A Sociolinguistic Study of
Indonesian Workers in Japan**

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Phatic expressions constitute a fundamental communicative mechanism whose functions vary according to the cultural systems and social contexts of their users. This study aims to describe the social functions of Japanese and Indonesian phatic expressions in the work context of Indonesian workers in Japan, as well as to analyze how Indonesian workers navigate two different phatic systems in mixed communication situations. This study employs a descriptive-qualitative approach. A semi-open questionnaire consisting of 12 items was administered to 15 Indonesian workers who are currently or have previously worked in Japan through internship programs, specified skilled worker programs, and others. Data were analyzed descriptively interpretively based on the theoretical framework of phatic communion and pragmatic competence of second language speakers. The findings indicate that Japanese phatic expressions such as *otsukaresama desu* function as markers of hierarchy and appreciation for collective hard work 80% of respondents identified it as the most dominant phatic expression, all respondents understood its social meaning, yet 66.7% had experienced pragmatic awkwardness. Furthermore, 80% of respondents switched to Indonesian due to social context, with "mau ke mana?" and regional language greetings as the most dominant phatic expressions, reflecting active functions of solidarity marking and in-group identity. This study contributes to the development of knowledge on cross-cultural phatic competence among migrant workers, and provides practical implications for Japanese language training programs at Indonesian labor-sending organizations.

Keywords: aisatsu, code-switching, phatic competence, phatic communion, pragmatic failure



ABS-ICOLLITE-26172

Anthroponyms in English and Uzbek: Structural-semantic and linguacultural perspectives

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Anthroponyms constitute an important layer of the lexical system because personal names encode not only identification but also historical memory, social belonging, cultural values, and national worldview. In comparative linguistics, the study of English and Uzbek anthroponyms is significant for revealing how different languages represent personhood through structural forms and semantic motivation. This paper aims to examine the structural-semantic and linguacultural features of anthroponyms in English and Uzbek and to identify their common and language-specific patterns. The study applies a comparative-descriptive approach, supported by structural analysis, semantic classification, etymological observation, and linguacultural interpretation. The material includes selected male and female personal names, family names, and culturally marked anthroponomic units from English and Uzbek naming traditions. The analysis indicates that English anthroponyms are frequently associated with biblical sources, occupational meanings, geographical references, patronymic models, and historical naming conventions, whereas Uzbek anthroponyms more visibly reflect religious beliefs, moral qualities, wishes, kinship values, natural phenomena, and national-cultural symbolism. Structurally, both languages demonstrate simple, derived, compound, and borrowed naming patterns; however, their semantic organization is shaped by different cultural priorities and historical experiences. The study argues that anthroponyms should be treated not merely as proper names but as linguacultural signs that preserve collective experience and transmit identity across generations. The findings may contribute to comparative onomastics, linguacultural studies, translation studies, and intercultural communication by clarifying the relationship between name structure, meaning, and culture in English and Uzbek. It also offers a methodological basis for further bilingual anthroponomics research in language education and scholarly practice.

Keywords: Anthroponyms, linguacultural analysis, naming systems, comparative linguistics, English and Uzbek languages



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Understanding Japanese work culture, HORENSO as Preparation for Intercultural Competence among Japanese Language Students: A Study of the Drama "Kono Koi Atatamemasuka"

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Understanding Japanese work culture is vital for students studying the Japanese language, especially as they prepare for internships and careers within Japanese companies. A central component of this culture is HORENSO (Houkoku, Renraku, Soudan), an organizational communication practice that emphasizes systematic reporting, information sharing, and consultation. However, instruction on HORENSO often tends to be theoretical, lacking practical context for real-world application. This study explores how HORENSO communication patterns are depicted in the Japanese television drama "Kono Koi Atatamemasuka" and assesses its potential as a resource for enhancing intercultural competence among Japanese language students. Utilizing a qualitative and descriptive methodology, the study analyzed utterances reflecting HORENSO practices across ten episodes, totaling 510 minutes in duration. The findings indicate that HORENSO is represented through various speech forms, including futsuugo, teineigo, kenjougo, and sonkeigo, which reflect the hierarchical structures and communication norms prevalent in Japanese organizations. Assertive and directive speech acts emerged as the most common, closely tied to reporting and consultation activities. Overall, HORENSO serves not only as a communication mechanism but also as a reflection of key attributes of Japanese work culture such as responsibility, coordination, respect for hierarchy, and cooperation. This suggests that Japanese drama can effectively aid students in comprehending professional communication practices while simultaneously developing the intercultural competence necessary for successfully navigating Japanese workplace environments.

Keywords: Intercultural competence, Japanese work culture, Japanese drama, Japanese language learning

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ABS-ICOLLITE-26071

**ARTISTIC EXPRESSION AND SOCIAL ANALYSIS IN THE POETRY AND
PAINTINGS OF ADRIAN HENRI**

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This article aims to examine how artistic expression and social analysis interact in the creative practice of the Liverpool poet and painter Adrian Henri (1932–2000), one of the three authors of the best-selling anthology *The Mersey Sound* (later the *Liverpool Poets*). Henri is a productive test case for this question as he worked at once as a painter, poet, lecturer, librettist and rock-and-roll performer, refusing the boundary between media that the Western tradition has long policed, and because his verse deliberately addressed audiences that the mid-century British poetic establishment had overlooked. Methodologically, the study uses qualitative and stylistic analysis of a purposively selected corpus of Henri's poems; among them "I Want to Paint," "Without You," "Don't Worry," "Talking After Christmas Blues," the "Four Seasons" sequence, "Liverpool 8" and the "Liverpool Poems" were interpreted through the conceptual lens of ekphrasis and word-image theory and triangulated against the reminiscences of his contemporaries Brian Patten, Roger McGough and Willy Russell. The results point to five mutually reinforcing features: a fused painter's-eye and poet's-tongue method in which image-making and verbal composition become a single "imagetext"; an explicitly autobiographical lyric voice in which poet and speaker coincide; a consolatory love poetry whose surface optimism is undercut by personal doubt; a sustained treatment of Liverpool as both private muse and analysed social subject; and an oral, performance-oriented poetics through which the everyday (above all food and the domestic) becomes a channel for reaching a non-literary public. As a conclusion, the analysis argues that in Henri's work aesthetic expression and social analysis are not separable layers but a single, integrated communicative gesture, in which the image is always also a social statement and the social statement is always rendered as image.

Keywords: autobiographical lyric, ekphrasis and imagetext, painter-poet, performance poetry, sense of place



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A New Strategy for Garut's City Branding: Elevating Cultural and Philosophical Values Amidst the Dominance of Dodol

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Abstract Garut Regency faces a crisis of identity inconsistency driven by the dominance of the commercial discourse surrounding "Kota Dodol" (Dodol City), which diminishes the region's cultural dignity. This study aims to critically examine the contestation of urban identity and the deconstruction of the region's branding. The focus of this research centers on how collective memory and the construction of the regional image are negotiated amidst the hegemony of a capitalistic market. The primary framework utilizes Michel Foucault's critical theory, specifically the concepts of Power/Knowledge relations and the Regime of Truth. This research employs a qualitative approach with an interpretive case study design. Primary and secondary data were gathered through Focus Group Discussions (FGD) with the Garut Cultural Customary Council (DAKG), the arts council, cultural observers, and local government representatives. The urgency of this study lies in the significance of reclaiming marginalized local cultural heritage and overcoming legal-administrative barriers resulting from the lack of official regional cultural regulations. The qualitative hypothesis or primary premise of this study posits that city branding which integrates the philosophical values of "Kota Intan" (Diamond City) as an umbrella brand can counterbalance the economic dominance of the dodol commodity in the contemporary market. This counterbalancing, if legitimized through formal legal policies and the visual transformation of urban spaces, is projected to reshape the discourse dominating public spaces, restore collective confidence, and realize an equitable, sustainable tourism model for the civilized and culturally rich community of Garut.

Keywords: City branding, Garut, Critical theory, Cultural identity.



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**Constructing a Digital Assessment Framework for Multimodal Reading Literacy
through an Integrative PISA-Oriented Approach**

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The shift in reading from linear texts to digital multimodal texts has not been accompanied by a corresponding transformation in assessment practices, which remain predominantly outcome-oriented and therefore fail to adequately capture students' meaning-construction processes. This study aims to construct a digital assessment framework for multimodal reading literacy through an integrative PISA-oriented approach as a conceptual foundation for reading assessment at the senior high school level. This article is derived from a Design-Based Research (DBR) project and focuses specifically on the design and construction phase of the assessment framework. A qualitative descriptive approach was employed to analyze needs assessment documents, assessment blueprints, test specifications, instrument prototypes, and expert review reports. Data were collected through document analysis and document review and analyzed using data reduction, categorization, interpretation, and conceptual synthesis. The findings indicate that the proposed framework comprises four core components: reading literacy competency constructs, assessment indicators, multimodal stimulus design, and PISA-oriented assessment tasks and scoring rubrics.

The framework was subsequently implemented in a digital assessment platform featuring various multimodal stimuli, oral response functions, and automated feedback. Expert reviews confirmed the framework's high level of conceptual soundness. The novelty of this study lies in the construction of an assessment framework that integrates the PISA reading literacy competency domains, multimodal text characteristics, an integrative approach, and digital technology into a unified assessment system designed to capture students' meaning-construction processes. This framework offers a conceptual foundation for developing digital reading literacy assessments for senior high schools

Keywords: digital assessment; integrative approach; multimodal texts; PISA; reading literacy

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Trends in the development of polysemy of linguistic terms in English, Uzbek and Russian languages

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Terminological polysemy is one of the important issues in linguistic terminology, because one and the same term may express several related scientific meanings and create difficulties in classification, translation and academic communication. In multilingual contexts, this problem becomes more complex, since English, Uzbek and Russian belong to different language systems but demonstrate comparable mechanisms of semantic extension. This study aims to identify the main trends in the development of polysemy of linguistic terms in English, Uzbek and Russian and to determine the criteria that help distinguish genuine terminological polysemy from related phenomena such as homonymy, synonymy and polyfunctionality. The research is based on a qualitative comparative-typological design. Linguistic terms and their meanings were examined through linguistic description, comparative analysis, contextual analysis, and logical-definitional interpretation of dictionary meanings and scientific-speech contexts. The analysis shows that polysemantic linguistic terms in the three languages develop through terminologization of common vocabulary, determinologization, intrabranched reterminologization, metaphorical and metonymic transfer, borrowing, and conceptual differentiation. The findings also demonstrate that the actual meaning of a polysemantic linguistic term depends on contextual localization, categorical features, sphere affiliation, and the relation between common and terminological meanings. The study concludes that polysemy in linguistic terminology should not be interpreted only as a defect of scientific language. It also functions as a mechanism through which linguistic science reflects the development and restructuring of concepts. However, its interpretation requires clear criteria: semantic connection, context, categorical core, and the possibility of isolating an independent meaning within one branch of knowledge.

Keywords: terminological apparatus, linguistic terminology, polysemy, semantics, denomination, linguistic term



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**INTELLECTUAL RESISTANCE: REREADING WOMEN'S INTELLIGENCE IN
INDONESIAN FOLKTALE: FAJAR PALSU MOTIF**

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Indonesian folklore rarely portrays women's intelligence as the central force in resolving conflicts. However, the False Dawn motif found in Central Java, West Java, Banten, and Jambi reveals women's strategic intelligence in thwarting men's seemingly impossible tasks through the manipulation of time perception. Women create the illusion that night has already turned into morning, causing their opponents to fail in completing their tasks. The actions of Roro Jonggrang, Dayang Sumbi, Putri Cadasari, and Putri Mayang Mangurai have long been interpreted merely as deception. This article reinterprets these figures as representations of intellectual resistance and defensive strategies against nearly invincible masculine domination. This study employs a comparative method with a feminist literary criticism approach to various folktale versions containing the False Dawn motif. The analysis focuses on female characters' strategies, power relations, and the symbolism of time and collective action. The findings show that women in this motif never resist alone; instead, they mobilize other women and natural elements to create a collective illusion. Moreover, in the stories of Putri Cadasari and Putri Mayang Mangurai, women's intelligence is not only successful but also socially acknowledged and rewarded. This study contributes to the understanding that Indonesian folklore preserves strong representations of women's agency and solidarity through intellectual strategies rather than physical strength alone.

Keywords: intellectual resistance, defensive intelligence, false dawn motif, Indonesian folktales, gender representation



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ABS-ICOLLITE-26027

**THE IMPACT OF GLOBAL COMMUNICATION AND THE INTERNET ON THE
WORD STOCK OF ENGLISH AND UZBEK: A CONTRASTIVE ANALYSIS**

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This study examines the impact of global communication and the Internet on the word stock of English and Uzbek from a contrastive linguistic perspective. In the context of rapid digitalization and globalization, language systems – particularly their lexical layers – are undergoing significant transformations driven by technological and sociocultural factors. The research aims to identify the mechanisms of lexical change in both languages and to reveal the asymmetrical nature of their interaction.

The study employs a contrastive methodology to analyze neologisms, borrowings, abbreviations, and semantic shifts in English and Uzbek. The findings indicate that English functions as a global donor language, generating and disseminating lexical innovations through digital platforms, while Uzbek primarily acts as a recipient language, adapting these elements through phonological, morphological, and semantic processes. Special attention is given to hybrid lexical constructions and code-switching phenomena in Uzbek Internet discourse. The results demonstrate that lexical changes induced by global communication are not uniform but are shaped by typological and sociolinguistic characteristics of each language. The study also highlights the role of language policy and digital communication in shaping contemporary lexical development. The scientific novelty of the research lies in its systematic contrastive analysis of non-related languages and the identification of lexical asymmetry in the context of global communication. The findings contribute to the fields of sociolinguistics, internet linguistics, and contrastive linguistics, and provide a basis for further corpus-based investigations.

Keywords: global communication; internet linguistics; lexical change; contrastive analysis; neologisms; borrowing; code-switching; globalization

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From China to The Archipelago: Innovation Potehi Puppetry as a form of Chinese-Japanese Acculturation

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Potehi puppetry is a traditional Chinese performing art that has developed since entering the archipelago. In its development, this performance experienced a process of acculturation with local culture that gave birth to various innovations in the aspects of staging, narrative, and media of expression. This article aims to examine the transformation of the potehi puppet by highlighting the innovation and acculturation of Chinese-Japanese culture through the study of history, story, language, movement, visual elements, and performance form. This research uses a qualitative approach with the methods of literature study, in-depth interviews, and observation by involving participants. The research participants are individuals who have emotional and professional closeness to potehi puppet-such as cultural experts, and puppeteers, as well as observers and preservationists of the art. The results show that potehi puppet innovation occurs through the adaptation of plays from classic Chinese stories, such as Shin Jie Kwei, into stories that are in line with Japanese cultural values. In addition, technological developments also encourage potehi puppetry innovation in the form of comics, ketoprak, and animation. These transformations not only enrich cultural expression but also strengthen the sustainability of potehi puppets in Indonesia. Thus, the potehi puppetry is a tangible representation of Chinese-Japanese cultural acculturation which reflects his journey from China to the archipelago.

Keywords: Cultural acculturation, innovation, development of performance form, Chinese-Japanese, potehi puppetry Cultural acculturation, innovation, development of performance form, Chinese-Japanese, potehi puppetry

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ABS-ICOLLITE-26250

**Towards a PISA-D-Oriented Reading Literacy Assessment Framework:
Conceptualizing Reading Assessment for the Indonesian Context**

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The transformation of reading literacy assessment in the digital era requires an assessment framework that not only aligns with international standards but also responds to students' characteristics and the Indonesian educational context. Although PISA-D provides assessment characteristics that are relevant to developing countries, no reading literacy assessment framework has yet systematically adapted these characteristics to the Indonesian educational context. This study aims to conceptualize a PISA-D-oriented reading literacy assessment framework for the Indonesian context by synthesizing PISA-D characteristics and empirical findings. The study employed a conceptual approach by synthesizing the literature on PISA-D characteristics and reading literacy assessment, as well as analyzing empirical findings derived from the development of a digital reading literacy assessment for junior secondary schools. The study resulted in a PISA-D-oriented reading literacy assessment framework that integrates cognitive reading processes, text characteristics, reading contexts, item formats, digital assessment principles, and the contextual needs of Indonesian education. The proposed framework positions the abilities to access and retrieve information, integrate and interpret information, and evaluate and reflect on information as the foundation for developing reading literacy assessment instruments. The empirical findings also indicate that the quality of assessment stimuli, item formats, and students' familiarity with digital assessment are essential contextual considerations in designing the framework. The proposed framework provides a conceptual foundation for developing reading literacy assessments that are more contextual, adaptive, and aligned with PISA-D characteristics, and it is expected to serve as a reference for the development of digital reading literacy assessment in the Indonesian educational context.

Keywords: assessment framework, conceptual research, PISA-D, reading assessment, reading literacy

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Literature-Based Literacy Movement: Women's Contributions to the Writers' Community in Bontang, East Kalimantan

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Literacy is not merely the act of reading and writing, but also a social practice. Therefore, improving literacy requires initiatives from many different parties, including local communities. Communities of writers play a vital role in strengthening literacy through various activities and literary works. Such communities are flourishing in various regions across Indonesia, one of which is the city of Bontang. This study examines the contribution of women's writing communities to the literacy improvement in the city of Bontang, East Kalimantan. The study employs a qualitative approach using a case study design. The data used in this study were derived from observations and interviews with the writing communities' members and librarians in the city of Bontang, who organise various literacy activities. The data was then analysed using literacy theories, including communities of practice, critical literacy, and literacy as a social practice. In addition, sociological theories of literature were also employed to examine this research. The findings of this study indicate that literature-based literacy activities play a significant role in strengthening a culture of reading and writing within the community. These activities include creative writing workshops, literary discussions, the publication of literary works, and reading activities.

Keywords: literacy movement, women writers, literature community, Bontang



ABS-ICOLLITE-26131

Beyond the Classroom: Community Language and the Internationalization of Indonesian in Australia

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As efforts to internationalize Indonesian continue to expand, attention has shifted beyond formal educational institutions toward community-based language initiatives. In multicultural societies such as Australia, community language programs have emerged as spaces for sustaining, promoting, and transmitting languages and cultures across generations. These initiatives provide opportunities for Indonesian language learning that complement formal schooling while fostering community engagement and intercultural understanding. This paper examines the role of community language programs as an emerging platform for the internationalization of Indonesian in Australia. Focusing on initiatives developed in Canberra through collaboration among the Indonesian Education and Cultural Attaché, local communities, schools, and Universitas Pendidikan Indonesia (UPI), this paper explores how community-based language education expands the global presence of Indonesian beyond conventional settings. Drawing on community engagement principles and Project-Based Service Learning (PBSL), the initiative integrates language learning, cultural activities, and collaborative participation. University students are positioned not only as learning assistants but also as language ambassadors and cultural mediators who support teaching, cultural promotion, and outreach. This approach creates meaningful learning experiences while strengthening connections between institutions and communities. The discussion highlights challenges in developing Indonesian community language programs, including limited pedagogical support, culturally responsive resources, teacher capacity development, and partnership sustainability. These challenges reveal opportunities to reimagine Indonesian language promotion through participatory and community-centered approaches. The paper argues that community language programs represent a new ecosystem for the internationalization of Indonesian. By connecting communities, educational institutions, government agencies, and university students, these initiatives function not only as sites of language learning but also as platforms for cultural diplomacy and international engagement. The Australian experience demonstrates that community-based approaches can strategically strengthen the global visibility of Indonesian and provide insights for developing Indonesian language education beyond the classroom.

Keywords: community language, internationalization of Indonesian, BIPA, Project-Based Service Learning



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Measuring the vitality of regional languages in large urban agglomerations in Indonesia: Is their vitality status declining?

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Given Indonesia's 1,300 ethnic groups and 718 registered languages, monitoring language vitality is essential to anticipate and prevent linguistic decline. This research focuses on major urban agglomerations, as these environments accurately reflect the sociolinguistic pressures driving language shift. By measuring regional language vitality across Greater Jakarta (Jabodetabek), Semarang, Surabaya, and Makassar, the study captures data from major urban centers both on and off the island of Java. The findings indicate that the dominance of the national language, Bahasa Indonesia, is significantly displacing regional languages. For instance, Betawi is experiencing an active shift, Sundanese is increasingly restricted to informal familial domains, and Javanese is largely maintained only as an in-group community language. To counter this trajectory, the study recommends a multi-tiered approach to sustain linguistic diversity. This includes policy-level interventions, educational innovations, and the integration of regional languages into digital media and contemporary pop culture. In the end, effective revitalization requires contextual, community-based strategies designed to elevate the prestige and functional use of local languages among the younger urban generation.

Keywords: Language Vitality, Language Revitalization, Local Language, Endangered Language, Sociolinguistic



ABS-ICOLLITE-26197

**Local Wisdom of Disaster Mitigation in the Pahrasat Manuscript: Philological
Reconstruction to Strengthen Disaster Literacy**

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The Sunda Strait and Banten region are among the most disaster-prone areas in Indonesia, so strengthening disaster literacy based on local wisdom is urgently needed for vulnerable communities. Sources of local disaster wisdom have so far been dominated by oral traditions and indigenous community practices, while manuscripts as archives of disaster knowledge have not been widely utilized. This study aims to reconstruct the concept of disaster mitigation in the Pahrasat manuscript—a Sundanese pupuh in Pegon script composed by Haji Mohamad Bakri (1889) in Banten—and formulate its relevance for disaster risk reduction and contextual disaster literacy. The study combines philological methods—transliteration, translation, and textual criticism as necessary—with thematic content analysis. The disaster risk reduction framework is used as a reflective analytical lens, with the awareness that the term “mitigation” is modern. The manuscripts have been shown to record a variety of hazards: a smallpox outbreak, the 1880 epidemic, a flood-induced famine, a livestock outbreak, and the 1883 Krakatoa eruption and tsunami. Mitigation ideas are mapped into four clusters: structural-environmental (settlement fences, sanitation, irrigation); security and emergency communications (substations, patrols, post, telegraph); epidemic control and health services (vaccination, doctors, reporting, quarantine); and emergency response and recovery (aid, livestock compensation, tax exemption for victims). Religious framing—fate, tawakal, and amal jariah—served as psychosocial coping mechanisms while legitimizing colonial governance. These findings suggest that the manuscripts can serve as a cultural-religious foundation for the development of contextual disaster risk literacy and communication. This research expands the study of local disaster wisdom to the previously neglected realm of Sundanese-Islamic manuscripts, while strengthening the journal's focus on local wisdom and community resilience in disaster-prone areas.

Keywords: disaster mitigation, disaster literacy, disaster risk reduction, local wisdom, Pahrasat manuscript

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ABS-ICOLLITE-26153

Engagement with Indonesian Heritage Language and Culture – a Case Study from the Indonesian Diaspora in Singapore

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This study examines how Indonesian diaspora young adults in Singapore express engagement with Indonesian heritage language and culture through written enquiry emails. Employing a thematic analysis framework (Braun & Clarke, 2006), the study analysed enquiry emails written by ten participants (aged 18–27) to a course organiser in Indonesia. The findings reveal three dominant patterns of heritage engagement. First, participants demonstrated cultural motivation through explicit statements of interest in traditional arts, including batik, traditional dance, and Indonesian cuisine. Second, identity connection was expressed through references to Indonesian as "mother tongue" and heritage, with several participants explicitly stating their Indonesian background as motivation for learning. Third, practical engagement was shown through specific questions about course logistics, including duration, materials, costs, and registration procedures. Notably, participants varied significantly in their linguistic performance. While most wrote in formal Indonesian with appropriate salutations and closings, some wrote predominantly in English, explicitly stating limited Indonesian proficiency. The emails collectively show that heritage language engagement operates along a continuum from symbolic identity affirmation to practical skill development. These findings contribute to understanding how diaspora youth navigate heritage language maintenance in multilingual Singapore and have implications for designing heritage language programmes that respond to learners' cultural and linguistic profiles.

Keywords: heritage language, Indonesian diaspora, thematic analysis, identity, culture, Singapore

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**FOSTERING INTERCULTURALITY IN THE EFL CLASSROOM: DISCOURSE
MITIGATION AND SUPPORTIVE SCAFFOLDING IN TEACHER TALK**

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In the post-digital era, modern English as a Foreign Language (EFL) classrooms function as dynamic intercultural spaces where pre-service teachers often encounter communicative barriers, such as the “interference of silence” and socio-culturally biased speech patterns. This study evaluates Teacher Talk as a cognitive-regulative mechanism to enhance interactive meaning-making, reduce classroom anxiety, and foster interculturality. A longitudinal empirical study was conducted across three universities in Uzbekistan (UzSWLU, FerSU, and GulSU). Undergraduate pre-service EFL teachers (CEFR B2/C1) were divided into an experimental group (EG), which underwent an intensive 10-module instructional framework focusing on discourse hedging, prosodic pause-filling, and paralinguistic scaffolding, and a control group (CG) following the standard curriculum. Data collection involved digital questionnaires, linguistic checklists, and psychometric scales (Davis’s IRI). Quantitative results revealed substantial advancements in the EG: the cognitive-analytical criterion increased by 24.5% (to 37.0%), and proficient speech-behavioral performance rose by 26.0% (to 36.0%), whereas the control group (CG) exhibited only negligible fluctuations ($\leq 2.5\%$). Qualitative analysis of discourse transcripts confirmed a structural shift in the EG from explicit, face-threatening directives to nuanced hedging and adaptive scaffolding. The findings demonstrate that systemic training in discourse strategies defuses the “interference of silence,” neutralizes cultural stereotypes, and enhances the socio-affective framework of teacher discourse, offering a scalable model for contemporary language education.

Keywords: Discourse mitigation, Interference of silence, Interculturality, Scaffolding, Teacher Talk



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**Linguistic Landscapes and Cultural Inclusivity: Examining Language Representation
Identity Negotiation in Arab Diasporic Tourism Spaces in Puncak Bogor Indonesia**

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The use of language could create an inclusive or exclusive environment, which facilitates or reduces accessibility to the information about goods and services offered. This study examines how language and cultural inclusivity are represented in the use of language in public spaces, and examining the cultural interaction of tourists and local communities in Arab diasporic business and tourism centres in Puncak, Bogor, West Java, Indonesia. Employing a qualitative approach through the linguistic landscape analysis, this research was conducted with the framework of Stuart Hall's (1996) identity theory, which positions identity as representational and continuously negotiated. This research explores how language choices on public signage both construct and contest cultural belonging. The data were collected through field observation, analysis of signage found in the region, and interviews with visitors and business owners. The findings revealed that the use of Arabic in the linguistic landscape in the Arab diasporic at Puncak, Bogor posed linguistic and cultural exclusion for the surrounding communities but increases tourist attraction for Middle Eastern visitors. About 73% of the signage, be in monolingual, bilingual, and multilingual, was dominated by Arabic. As a suggestion, there needs to be a policy that regulates an inclusive public, where every individual has the right to understand and participate in communication equally.

Keywords: Arabic; identity; inclusivity; linguistic landscapes; tourism



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The Role of Borrowings in the Formation of National Language Systems

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In the contemporary context of globalization and the intensification of intercultural communication, particular importance is attached to the study of the historical experience of language contact, the mechanisms of penetration and adaptation of foreign-language elements, and their role in the formation of national language systems. Language processes are examined within the broader cultural and historical context of the eighteenth century, a period marked by large-scale social and cultural transformations in Russia, accompanied by the active penetration of the French language and culture into various spheres of public life. The study also addresses the era of globalization, in which interlingual interaction has reached unprecedented proportions, and English has become the principal source of lexical enrichment. The research is based on the premise that linguistic change cannot be explained solely by the internal laws of language development, but is largely conditioned by social, cultural, and ideological factors. The study aims to investigate the historical experience of language contact, the mechanisms governing the penetration and adaptation of foreign-language elements, and their contribution to the formation of national language systems.

The research employs comparative-historical, descriptive, contextual, and contrastive methods of analysis, enabling the material under consideration to be examined from multiple scholarly perspectives and ensuring the reliability of the findings.

The study demonstrates that the influence of the French language on the eighteenth-century Russian language was a natural consequence of extensive social transformations and intensive cultural contacts between Russia and France. It may be concluded that the structural, semantic, stylistic, and syntactic changes associated with the incorporation of borrowed elements into the Russian linguistic system constituted an important factor in both linguistic and cultural development, contributing to the emergence of new modes of linguistic expression and new patterns of communicative behavior.

Keywords: anglicization, borrowing, gallicization, globalization, lexicon



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**BAAYUN MAULID IN AN ANTHROPOLOGICAL PERSPECTIVE: AN
INVENTORY OF LEXICONS, SYMBOLIC MEANINGS, AND LOCAL WISDOM
OF THE BANJAR PEOPLE**

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This study aims to examine the traditional ceremony of Baayun Maulid as a cultural discourse in an anthropological perspective, focusing on aspects of language, symbols, and local values that live in the Banjar community in South Kalimantan. The Baayun Maulid tradition is a cultural practice carried out in commemoration of the Prophet Muhammad's Birthday, which combines religious elements and local wisdom through the use of language, ritual expressions, and cultural symbols that are full of meaning. This study uses a qualitative approach with ethnographic methods and anthropological analysis. Data were obtained through participatory observation, in-depth interviews with traditional and community leaders, and documentation. Data analysis was carried out by identifying lexicons related to the ritual of baayun maulid, ritual symbols, and the meanings contained in it, then interpreted in the framework of the relationship between language, culture, and social practices. The results of the study show that the Baayun Maulid ritual contains a complex discourse structure, which reflects the religious, social, and cultural values of the Banjar people. The language used in rituals contains symbolic meanings that serve to strengthen cultural identity and social solidarity. In addition, symbols in rituals, such as swings and ceremonial supplies, represent hope, prayer, and man's relationship with God.

Keywords: anthropological, baayun maulid, banjar, culture, lexicon.



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**A Sociolinguistic Analysis of the Impact of Typological and Factorial Variables on
Language Change**

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The evolution of language represents one of humanity's most fascinating yet intricate processes, influenced by an array of interconnected forces including social structures, cultural practices, mental processes, and the inherent properties of linguistic systems themselves. This investigation examines current research on how languages transform, focusing particularly on the interplay between these various catalysts of linguistic development. Through the lens of sociolinguistic theory, language contact studies, and typological research, we explore not only how linguistic changes occur but also why speech communities embrace these modifications. The methodology selected for this study is a mixed-methods approach to analyze the impact of typological and factorial variables on language change. In addition, a total of 160 bilingual participants took part in the study, divided into two language groups, firstly, 80 Kurdish participants in Iraqi Kurdistan, examining the influence of English on Kurdish. Secondly, 80 Uzbek speakers in Uzbekistan, analyzing the effect of Russian on Uzbek. Our findings enhance theoretical understanding of language evolution while providing practical insights for language education, policy development, and strategic language planning initiatives. Keywords: external factors, historical linguistics, internal factors, language change, linguistic evolution, societal impact, typologies.

Keywords: external factors, historical linguistics, internal factors, language change, linguistic evolution, societal impact, typologies.



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From Periphery to Prestige: A Bourdieusian Analysis of Cultural Mobility in Lady Bird (2017)

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Young individuals often negotiate their position and identity while attempting to access broader cultural space through education and cultural participation. This phenomenon has also caught the attention of filmmakers, who present it through their cameras. The study analyzes *Lady Bird* (2017) through the lens of Pierre Bourdieu's theory of the cultural field. Focusing on the character Christine McPherson as a working-class adolescent, the research explores how cultural mobility is constructed as a gradual and complex process during the coming-of-age phase. This study adopts a descriptive qualitative approach, combining textual and film analysis methods, to gain a deeper interpretation of how Christine achieves cultural mobility in the film. The findings reveal that Christine's efforts to achieve upward cultural mobility are shaped by the accumulation of her capital and habitus, as seen in her actions and point of view, including her artistic participation, self-representation, and decision-making. This study implies that films can function not only as entertainment but also as a reflection of social structures and movements, revealing a universal experience of the transitional phase during the coming-of-age process.

Keywords: adolescence; capital; coming-of-age; cultural mobility; habitus



ABS-ICOLLITE-26124

**AI Translation, Cultural Meaning Transfer, and Linguistic Relativity: Revisiting
Sapir's Ideas in the Post-Digital Era**

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The rapid development of artificial intelligence (AI) translation technologies has transformed intercultural communication in the post-digital era. While AI systems effectively process grammatical structures and lexical meanings, questions remain regarding their ability to preserve culturally embedded concepts and worldview-specific meanings. This issue is particularly significant in light of Edward Sapir's view that language reflects cultural experience and shapes human understanding of reality. This study investigates the extent to which AI translation systems preserve cultural meanings across languages and explores the relevance of Sapir's concepts of linguistic relativity and linguistic drift in AI-mediated communication.

The research adopts a qualitative comparative approach grounded in Sapirian linguistic theory. The analysis focuses on AI-generated translations of culturally marked expressions, proverbs, metaphors, and culture-specific concepts documented in Mahmud al-Kashgari's *Dīwān Lughāt al-Turk*, alongside Uzbek cultural expressions. The study examines how AI translation systems render these concepts and identifies instances of semantic reduction, cultural loss, and reinterpretation.

The findings indicate that AI translation successfully transfers lexical and grammatical information but often reduces culturally embedded meanings to more generalized and universally interpretable forms. As a result, historical, emotional, and worldview-related dimensions of meaning may become partially obscured in translation. This process may be interpreted as a contemporary manifestation of Sapir's notion of linguistic drift under conditions of algorithmically mediated communication.

The study argues that AI translation does not eliminate linguistic and cultural differences but rather reshapes them through technological mediation. Revisiting Sapir's concepts of linguistic relativity and drift provides a productive framework for understanding how AI-mediated translation reshapes the relationship between language, culture, and meaning.

Keywords: AI translation, cultural meaning transfer, linguistic drift, *Dīwān Lughāt al-Turk*



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**Muna Kabanti Poetry: Representation of Worldview and Threats to Oral Tradition
Extinction**

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This study examines the Muna Kabanti poetry as a representation of the Muna people's worldview and its threat of extinction amid modernization. Using descriptive qualitative, ethnographic, and semiotic analysis approaches on 17 Kabanti verses collected through in-depth interviews and participatory observation in Muna Regency, Southeast Sulawesi, this research identifies three pillars of the Muna worldview crystallized in Kabanti poetry: pomasigho (mutual affection), poangka-angkatau (mutual respect), and poadha-adhati (mutual honor). These values are expressed through nature metaphors, archaic language, and distinctive cultural symbolism. The threat of Kabanti's extinction is driven by declining Muna language competence among youth, shifting interests due to digital technology, and insufficient institutionalization of tradition transmission. This study recommends a layered transmission strategy: from oral to written tradition, and then to media transformation through audiovisual and digital mediums. These findings contribute to Indonesian oral tradition studies, cultural revitalization, and intangible cultural heritage studies.

Keywords: Muna Kabanti; oral tradition; worldview; cultural extinction; heritage revitalization



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Male Gaze in Mendadak Dangdut (2006; 2025)

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This study examines differences in how the camera gaze objectifies female dangdut singers in Mendadak Dangdut (2006) and its 2025 remake, as well as the broader implications of this objectification. Female dangdut singers have long faced objectification normalized by industry demands, saweran, and negative labeling. Cinema actively reproduces these dynamics through its cinematographic choices. However, no prior study has examined how the male gaze operates through the camera in films about female dangdut singers. Applying Laura Mulvey's (1975) male gaze theory, this study adopts a qualitative textual analysis approach to analyze how the camera gaze operates, through shot scale, framing, camera angle, movement, and editing, in objectifying female dangdut singers across two contexts: dangdut performances and daily life. The findings reveal that both films employ the objectifying camera gaze towards the female dangdut singer in different ways. In 2006, objectification was mediated through the diegetic audience during performances and extended voyeuristically into daily life. In 2025, the camera gaze became more direct and bodily explicit, yet was restricted on stage. This shift is influenced by three contextual developments: Indonesia's Pornography Law (UU No. 44 of 2008), dangdut's rising cultural status, and female dangdut singers' active construction of off-stage identities. Ultimately, while the scope of objectification has narrowed, its fundamental construction remains intact; the female dangdut singer continues to be objectified within a patriarchal system.

Keywords: camera gaze, dangdut, female dangdut singer, Indonesian cinema, Laura Mulvey, objectification

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Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
World: Repositioning Language, Literature, Culture, and Education

07

List of Abstracts





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**THE VALUE OF LOCAL WISDOM IN THE TERM OF FISH FERMENTATION IN
BANJAR LANGUAGE**

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The term fish fermentation in the Banjar community is the preservation of cultural knowledge which has local wisdom value in the modern era. The research includes 1. What is the name of fermented fish in Banjar language? 2. What is the term for the fish fermentation process in Banjar language? 3. What is the local wisdom behind the names of fish and the fermentation process in Banjar language? Research in South Kalimantan Province. This type of qualitative descriptive research, with steps of observation, data search, presentation and drawing conclusions. The research methods used are observation, interviews and literature study. Data collection techniques include interviews, literature study, involvement of experts and documentation. Research Year 2025 to 2026. Ethnolinguistic Theory. Research Results 1. Names of fermented fish such as samu iwak junu' samu fish junu, samu anak iwak haruan' samu gabus kid', tilapia pakasam iwak 'tilapia penyekasam', and others. 2. The terms in the fish fermentation process begin with manyiangi iwak 'cleaning the fish', mambasuh iwak 'washing the fish', panirisan iwak 'draining the fish', pengosengan baras 'fried rice', panutukan baras 'pounding the rice', pamburubuyan baras 'sprinkling the rice and putting it in a container'. 3. The value of local wisdom behind the name of the fish and the fermentation process includes a. Traditional values based on ecology, b. Creative economic value. In conclusion, fermented fish processing supports language and cultural identity and preserves local knowledge systems that are wise in managing natural resources in the Banjar community's living environment.

Keywords: Local Crafts, Fish, Fermentation, Banjar, Ethnolinguistics



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Comparativ Analysis Authorial Voice in English and Uzbek Scientific Discourse

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This study investigates how authorial voice is constructed in English and Uzbek scientific discourse, focusing on the contrast between explicit authorial presence and impersonal presentation. Since academic writing conventions differ across languages, it is crucial to examine how researchers present themselves, their claims, and their contribution to knowledge in different scientific discourses. The analysis draws on two corpora compiled in Sketch Engine: an English corpus of 100 abstracts (17,885 words) from Applied Linguistics and TESOL Quarterly, and an Uzbek corpus of 100 abstracts (25,158 words) from Filologiya masalalari and Foreign Languages in Uzbekistan. The results reveal a marked contrast. The pronoun *we* occurred 99 times in the English corpus (55.4 per 10,000 words) but only 13 times in the Uzbek corpus (5.2 per 10,000 words). Uzbek abstracts relied more heavily on impersonal markers, particularly *this article* and *this research*. The findings suggest that English scientific discourse tends to express authorial presence more explicitly, whereas Uzbek scientific discourse demonstrates a stronger tendency toward authorial invisibility. These findings have implications for academic writing pedagogy and cross-linguistic studies of scientific discourse.

Keywords: authorial voice; corpus linguistics; self-mention; academic writing; metadiscourse



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Posthumanism in Esok Tanpa Ibu (2026): Reconstructing Motherhood, Grief, and Human Subjectivity through Artificial Intelligence

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This study examines posthumanism issues in the film *Esok Tanpa Ibu* by focusing on the reconstruction of motherhood, the experience of grief, and the formation of human subjectivity through artificial intelligence (AI). The film raises significant questions about the relationship between humans and technology when the figure of the mother is no longer understood solely as a biological body, but also as a digital entity reconstructed through an AI system. Through the presence of i-BU, the film opens a critical space for reading the blurred boundaries among humans, machines, memory, and affect in modern family life. This study employs a qualitative method using a critical posthumanism perspective. The data are analyzed through narrative and cinematic elements, particularly characterization, dialogue, family conflict, the visualization of technology, and emotional relations among the child, father, biological mother, and AI entity. The study argues that *Esok Tanpa Ibu* represents AI not merely as a technological tool, but as an affective medium that preserves memory, manages loss, and reshapes family relations. The figure of i-BU can be read as a form of artificial motherhood that re-presents the mother while also generating crises concerning emotional authenticity, bodily presence, and the limits of human subjectivity. Thus, the film reveals a posthuman condition in which humans are no longer autonomous subjects, but are shaped through their entanglement with technology, data, and digital memory.

Keywords: Posthumanism, artificial intelligence, artificial motherhood, grief, *Esok Tanpa Ibu*



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**SEMIOTIC STUDY OF THE ENGLISH AND UZBEK FOLKLORE DISCOURSE
USING CDA**

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This study investigates the representation of gendered language in folklore narratives using the framework of Critical Discourse Analysis (CDA). Folklore, as a culturally embedded form of discourse, reflects social values, ideological structures, and historically constructed perceptions of masculinity and femininity. The study aims to identify the linguistic mechanisms through which gender roles are reproduced, legitimized, and transmitted in traditional narratives. Attention is paid to lexical choices, evaluative expressions, speech patterns, narrative roles, and symbolic representations of male and female characters. This study employs a qualitative discourse-analytical methodology based on the principles of CDA developed by Fairclough and related approaches in gender linguistics. The analysis demonstrated that folklore discourse frequently constructs male characters as dominant, authoritative, and socially active, whereas female characters are often represented through submissive, emotional, or domestic roles. Furthermore, this study highlights the relevance of CDA in examining the interaction between language, culture, and power in folklore discourse and it is taken from the author's abstract for her doctoral thesis.

Keywords: Gendered language, folklore narratives, gender, discourse studies, culture



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**Key lessons from Indigenous Peoples' and Local Communities' agricultural systems:
insights from food sovereignty**

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This study explores the Kasepuhan indigenous community in maintaining and preserving local wisdom as a place of cultural survival, maintaining food sovereignty and resisting the national food system, which is an industrial business that has severed the community's relationship with nature and abandoned ancestral knowledge while perpetuating environmental damage and systemic injustice. By focusing on food sovereignty, ancestral knowledge, and customary land management, this study highlights how the community re-establishes cultural traditions of agricultural cultivation, food storage, and the maintenance of ecological relationships through social capital, adapting to innovation and other activities. The case study of the Gelar Alam indigenous community in Sirna Resmi Village offers the food justice movement opportunities to learn how to counter capitalist market mechanisms, revitalize traditions, and build a sustainable and autonomous future rooted in collective care and resilience. This strategy provides a viable model for other regions with strong local wisdom traditions and contributes to the global discourse on integrating local practices into education and preserving indigenous knowledge for future generations. It also serves as a framework for sustainable food security and reducing the risk of food crises.

Keywords: food sovereignty, indigenous community, sustainable, future generations



ABS-ICOLLITE-26008

Linguocultural Phrases Expressing Respect and Politeness in English and Uzbek Communication

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Language is not merely a communicative tool but a cultural mirror that reflects the social values, norms, and worldviews of its speakers. Among the most culturally embedded linguistic phenomena are honorific and politeness expressions, which reveal how communities conceptualize respect, hierarchy, and interpersonal relations. In both English and Uzbek, these expressions are encoded in fixed and semi-fixed linguocultural phrases whose meanings extend beyond their literal forms.

This study aims to identify and comparatively analyze linguocultural phrases expressing respect and politeness in English and Uzbek communication, with particular attention to their structural, semantic, and cultural dimensions.

The study employs a descriptive-comparative method combined with linguocultural and contextual analysis. Data were collected from literary texts, conversational corpora, and ethnographic sources in both languages. Selected phrases were analyzed using componential analysis and cross-linguistic comparison to identify shared patterns and culture-specific features.

The analysis revealed that both languages employ a rich inventory of linguocultural politeness phrases; however, they differ substantially in their grammatical encoding and cultural motivation. Uzbek politeness phrases are more heavily influenced by collectivist values and hierarchical social structures, while English equivalents tend toward egalitarianism and indirect expression. Several universal politeness strategies were also identified across both languages. The findings demonstrate that linguocultural phrases expressing respect are deeply rooted in the cultural identity of each speech community. A contrastive approach to their study contributes to intercultural communication competence and enriches the theoretical framework of comparative linguistics.

Keywords: comparative linguistics, English, linguocultural phrases, politeness, Uzbek language



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**CODE-SWITCHING AND CODE-MIXING IN BATAK TOBA SONG LYRICS:
IMPLICATION FOR LANGUAGE MAINTENANCE AND LANGUAGE SHIFT – A
SYSTEMATIC LITERATURE REVIEW**

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This studies examine the patterns and functions of code-switching and code-mixing in song lyrics and their implications for language maintenance and language shift, with focus on Batak Toba language. Using a qualitative Systematic Literature Review (SLR) guided by PRISMA framework, this study analyse selected academic works published between 2017 to 2025. The findings reveal that intra – sentential code-switching and word level code-mixing are the most dominant forms. These phenomena serve multiple and overlapping functions, particularly expressive, stylistic, identity related and globalization oriented functions. The study also identifies a layered pattern of language use where Batak Toba reflect cultural identity, Indonesian functions as a national medium, while English represents the global language and influence. Furthermore, code-switching and code – mixing play a dual role ; they contribute to language maintenance by preserving the visibility of Batak Toba in cultural domain, while simultaneously indicating a gradual language shift due to increasing presence of dominant language. This research underlines the dynamic balance between preservation and adaptation in multilingual songs, as well as adds insight to the sociolinguistic discussion on language desire in the era of globalization.

Keywords: code-switching, code-mixing, language maintenance, language shift, Batak Toba songs, sociolinguistic



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A Braille-Based System of Exercises for Inclusive EFL Instruction: A Comparative Coursebook Analysis

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Mainstream English-as-a-foreign-language (EFL) coursebooks rely on visual scaffolds — pictures, infographics, and maps — that are inaccessible to learners with visual impairment and that slow the development of target competences. This study designs, theoretically justifies, and empirically evaluates a Braille-based, multisensory system of EFL exercises for visually impaired fifth-grade learners. Grounded in Vygotsky's compensation principle, the Universal Design for Learning (UDL) framework, and materials-adaptation theory, the system was instantiated in an adapted Braille coursebook (Light Up 5) and benchmarked against a mainstream coursebook (Guess What! 5) through comparative content analysis, which yielded a task-transformation algorithm, an integration model linking the four language skills through compensatory channels, and an exercise typology across vocabulary, grammar, and integrated skills. The system was then tested in a quasi-experiment with 128 pupils in specialised boarding schools (experimental group $n=71$; control group $n=57$) using a pre-/post-test design and a four-criterion, ability-oriented assessment rubric. Baseline performance was equivalent across groups; after the intervention, the experimental group's mean proficiency exceeded the control group's (2.04 versus 1.80), a difference of approximately 13.3% that was statistically significant under Pearson's χ^2 and the Kolmogorov–Smirnov test. The findings indicate that transforming a task's input and output channels while preserving its learning objective measurably improves EFL outcomes for visually impaired learners, offering a transferable, low-resource model for new-generation inclusive materials.

Keywords: Braille literacy, English as a foreign language; inclusive education, multisensory learning.

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SUNDANESE HAIKU AS A NEW GENRE IN SUNDANESE LITERATURE

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The emergence of Sundanese haiku on the social media platform Facebook has become an intriguing phenomenon, particularly from a literary perspective. Sundanese literature, which has existed for centuries, encompasses a variety of distinctive genres in both oral and written traditions. The naming of a literary genre can often be traced to the language from which it originates, and the same applies to haiku. Sundanese haiku emerged through the cultural encounter between Sundanese and Japanese traditions, reflecting a process of cross-cultural interaction and exchange. Sundanese haiku first appeared in the literary sphere in 1957, then experienced a long period of inactivity before re-emerging in 2014 through digital media. On Facebook, Sundanese haiku was introduced by the Haiku Sunda Majuma group, which attracted thousands of members. In 2018, the group's administrator published an anthology of Sundanese haiku entitled Sapamentangan Sunda. Using a literature review method, this study describes the process of the internalization of haiku that shaped the historical development of haiku within Sundanese literature.

Keywords: Sundanese haiku, poetry genre, history of haiku, Sundanese history



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**Spectrum of Masculinity in Nusantara Folklore: A Semiotic and Literary
Anthropological Analysis**

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This research investigates the representation and cultural construction of masculinity across Nusantara folklore through an interdisciplinary framework combining semiotics and literary anthropology. While contemporary masculinity studies have largely been dominated by Western paradigms, this study argues that Indonesian traditional narratives preserve alternative and locally grounded configurations of masculine identity.

The study analyzes ten primary manuscripts originating from Javanese, Malay, and Makassar literary traditions, namely Damarwulan, Arjunasrabahu Sekar Ageng, Serat Salokadarma, Ken Tambuhan, Syair Burung Nuri dan Burung Pungguk, Aneka Ragam Cerita ML 197, Riwayat Syekh Yusuf, Kumpulan Ceritera AS 85, 26 Kumpulan Dongeng, and Jongensspelen. Using Roland Barthes' semiotic framework, the analysis examines the production of masculine meaning at the levels of denotation, connotation, and myth, while literary anthropology is employed to interpret folklore as a cultural system that reflects and reproduces social values, behavioral ideals, and collective worldviews.

The findings demonstrate that Nusantara folklore does not promote a singular or monolithic model of manhood but instead constructs a spectrum of masculinities embedded within diverse cultural contexts. This spectrum includes the satria (knight-hero), whose masculinity is associated with courage, loyalty, and moral legitimacy; the pendeta (priest-sage), who embodies self-restraint, wisdom, and ethical leadership; the kancil (trickster), whose power emerges through intelligence and adaptability rather than physical dominance; the raksasa (demon-king), representing excessive authority and uncontrolled desire; the sufi (mystic), whose masculine identity is formed through devotion, humility, and spiritual transcendence; and the anak (child-player), whose socialization into masculinity occurs through play, discipline, and communal interaction.

Keywords: Keywords: Masculinity; Nusantara folklore; gender representation.

ROOM

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Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
World: Repositioning Language, Literature, Culture, and Education

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ABS-ICOLLITE-26100

Philological Reconstruction of the Kisah Putra Rama dan Rawana (KPRR) Manuscripts

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This study focuses on the philological reconstruction of the Old Sundanese manuscript Kisah Putra Rama dan Rawana (KPRR), which exhibits a unique nexus between Indian literary heritage and Old Sundanese literary traditions. Although initially presumed to be a single witness (codex unicus), subsequent research demonstrates that KPRR is a multiple-copy text whose fragments are dispersed across the Sri Baduga Museum (MSB) and the Ciburuy Mandala (MC). Grounded in philological theory, this research aims to establish a reconstructed, coherent text through the identification of palm-leaf folios (lempir), variant analysis, and the examination of inter-fragmentary relationships.

The findings successfully identify two primary manuscript groups: Manuscript A (totaling 1,975 lines), which comprises the MSB collection and its corresponding folios in MC; and Manuscript B (totaling 1,706 lines), which is preserved entirely within the MC collection. A crucial finding indicates that Manuscript B is a copy of Manuscript A and successfully fills the textual lacuna from lines 1602 to 1701 in Manuscript A. These fragments are mapped across various codices (kropak), including Kropak 17, 18, 22-27, 24, 26, 29, as well as the most recent discovery in Kropak Ciburuy XIII. Historically, the existence of KPRR reflects the manuscript production and transmission networks across various Sundanese mandala (monastic learning centers) from the 15th to the early 16th century CE. This endeavor represents a significant milestone in the philological preservation of Old Sundanese literary works that are highly fragmentary and endangered.

Keywords: Old Sundanese, Rama and Rawana, Philology, Textual Reconstruction, Ciburuy



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Building a trilingual (Uzbek-Russian-English) ESP corpus for data-driven learning: balancing the students needs and digital technology in curriculum design

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Previous findings suggest that corpus-based tools show promise in the design of ESP curricula, including the identification of discipline-specific terms and recurrent collocations. In the present study, we test the hypothesis that during curriculum design, the ability to distinguish between items that have been explicitly taught and items that have been incidentally encountered is correlated with overall proficiency, as indexed by a composite measure of language skills. This suggests that keeping a clear record of vocabulary during language instruction is beneficial for learners who have already acquired many terms, but keeping track within digital tools is especially useful for students at early stages of language learning. Using a corpus-based mixed-methods design with a sample of trilingual ESP texts, we tested whether items that had been explicitly taught could be distinguished from items recently introduced that had been encountered incidentally over the course of several weeks, or a combination thereof of both groups that overlap substantially. We have analyzed the frequency and the distribution of n-grams (unigrams, bigrams and trigrams) in AntConc. We observe that vocabulary retention is correlated with improvement in the ability to make accurate choices in the regression model (from pre-test to post-test), but not for the control group. Generally speaking, both experimental groups—Uzbek-medium and Russian-medium—are equally (accurate) and significantly more proficient than the control group. Given that the results are unaffected by language background, we interpret these findings as evidence for the effectiveness of corpus-based tools during curriculum design.

Keywords: Corpus-based language learning, ESP curriculum design, trilingual vocabulary acquisition

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ABS-ICOLLITE-26245

**THE FEMININITY OF SEX WORKER CHARACTERS IN THE PERFORMANCE
OF POV: ZIARAH SARKEM DULU, KINI DAN NANTI BY AHMAD SUHARNO**

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The femininity of sex worker characters in theatrical performance has consistently been presented as the outcome of social construction shaped by patriarchal norms, including in the performance POV: Ziarah Sarkem Dulu, Kini, dan Nanti by Ahmad Suharno. Employing a performance studies framework alongside the concept of gender performativity to examine the representation of sex workers on stage, this study investigates how the femininity of the sex worker character is portrayed in the staging of POV: Ziarah Sarkem Dulu, Kini, dan Nanti by Ahmad Suharno. This research demonstrates how femininity is constructed through the body, performative acts, costume, makeup, and the use of stage space. The findings indicate that the femininity of the sex worker character is presented as a social construction produced through the combined support of all performance elements and through repeated performative acts. The sex worker character in this performance displays an active role while simultaneously challenging the stereotype of the sex worker as a passive object. This study argues that the contemporary theatrical staging opens a space for reflection that shifts perspectives on sex workers from object to subject, while also demonstrating theater's potential as a medium of resistance against patriarchal norms.

Keywords: femininity, performance studies, gender performativity, Sarkem, contemporary theatrical



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ABS-ICOLLITE-26155

**Dreams Denied: The Paradox of Freedom and the Illusion of the American Dream in
Edward P. Jones's *The Known World* (2003)**

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This study highlights the cracks in the American Dream as reflected in Edward P. Jones's *The Known World*. Set in antebellum Virginia, the novel presents a world where independence is not a universal right, but a privilege guarded by skin color and social class. Combining Jim Cullen's six concepts of the American Dream and Marxist criticism, this study traces three main aspirations that collapse due to oppressive racial and economic structures. By examining the historical roles of free and enslaved Black individuals, the novel demands that marginalized voices be given space in the national historiography. Thus, this study connects the critique in *The Known World* to contemporary issues such as immigration and racially based economic inequality, positioning Jones's work as a postcolonial and Marxist intervention that shatters the myth of who exactly has the right to dream in America's Land of Dreams.

Keywords: immigration, Marxist criticism, postcolonial literature, racism, slavery



ABS-ICOLLITE-26154

**Parallel Corpus-Based Analysis of Lexical-Semantic and Translational Features of
Action Verb Synonyms (Based on English and Uzbek Languages)**

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This study investigates the lexical-semantic and translational properties of action verb synonyms in English and Uzbek based on parallel corpus analysis. The research focuses on identifying semantic differentiation, contextual distribution, and translation equivalence of synonymic verb units within bilingual discourse. The study applies corpus-linguistic and lexical-semantic approaches to examine synonym differentiation through denotational, stylistic, contextual, and translational parameters. Particular attention is given to the semantic nuances and functional distribution of action verb synonyms in authentic parallel texts. The research employs descriptive, comparative, corpus-based, componential and contextual analysis methods. English-Uzbek and Uzbek-English parallel corpora compiled from literary works, scientific papers and legal documents and their translated texts were used as the primary research material. The analysis incorporates concordance examination, contextual comparison, collocational analysis, and translation equivalence assessment to determine semantic and functional distinctions among synonymic verb units.

The findings demonstrate that action verb synonyms in English and Uzbek exhibit significant differences in semantic scope, stylistic markedness, collocational behavior, and pragmatic usage despite partial equivalence in dictionary definitions. The study reveals that parallel corpus analysis enables the identification of context-dependent translation strategies and exposes cases of semantic narrowing, semantic expansion, and functional substitution in translation processes. The results further indicate that synonymic variation directly influences translation accuracy, discourse coherence, and preservation of stylistic connotations in bilingual texts.

The corpus-based approach contributes to improving the analysis of synonymy in bilingual contexts and provides a more accurate framework for evaluating translation equivalence in action verbs. The findings may be applied in translation pedagogy, bilingual lexicography, comparative linguistics, corpus studies, and foreign language teaching. The study concludes that parallel corpus methodology offers an effective tool for investigating lexical-semantic differentiation and translation behavior of synonymic verbs across languages. Integrating corpus linguistics with translation-oriented semantic analysis expands the methodological possibilities for contemporary bilingual synonym research.

Keywords: action verb synonyms, lexical semantics, parallel corpus, corpus linguistics, translation equivalency



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ABS-ICOLLITE-26206

**From Oral Tradition to Educational Resource: Recontextualizing Sundanese Folklore
in a Socially Transformed Community**

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This study examines the recontextualization of Sundanese oral folklore as an educational resource within a socially transformed community. Focusing on the Jatigede region of West Java, Indonesia, the study investigates how oral traditions are not only preserved as cultural heritage but also transformed into educational knowledge relevant to contemporary society. The research is motivated by the social changes associated with large-scale development and community relocation, which have affected the continuity of oral traditions and the transmission of local wisdom. This study employs a qualitative approach that combines folklore documentation, narrative analysis, and ethnopedagogical interpretation. Data were collected through interviews, observations, and the transcription of oral narratives still circulated within the community. The analysis focuses on identifying narrative structures and uncovering educational values grounded in local wisdom embedded in the stories. The findings reveal that Sundanese folklore functions not only as a medium for preserving tradition but also as a valuable educational resource containing local wisdom. The narratives promote educational values such as social responsibility, mutual cooperation, respect for ancestors, environmental awareness, and resilience in the face of social change. Through a process of recontextualization, oral folklore becomes a source of learning that supports culturally responsive education while strengthening cultural identity and preserving local knowledge. This study contributes to folklore studies and ethnopedagogy by demonstrating how oral traditions can remain relevant through their transformation into educational resources in communities experiencing social transformation.

Keywords: educational resource, ethnopedagogy, local wisdom, oral tradition, social transformation, Sundanese

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When Algorithms Shape Reading: BookTok, Popular Culture, and the Transformation of Literary Engagement in the Digital Age

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Digital platforms have transformed contemporary reading practices and reshaped how literary texts are discovered, discussed, and valued. Among these platforms, BookTok has emerged as a powerful online reading community where algorithm-driven content influences readers' choices and contributes to the popularity of particular books. This study examines how BookTok and its algorithmic environment transform literary engagement in the digital age. It explores the role of recommendation systems in shaping reading preferences, literary discussions, and cultural perceptions of books, while considering how digital platforms mediate literary visibility and influence cultural attention. The research adopts a qualitative descriptive approach based on digital discourse analysis. Selected BookTok videos, reader interactions, and discussions surrounding popular literary works are analyzed to identify patterns of engagement, recurring themes, and mechanisms through which algorithms amplify specific books and reading trends. The findings reveal that BookTok expands access to literature and encourages participatory reading cultures. At the same time, algorithmic recommendation systems tend to prioritize emotionally engaging and highly shareable content, influencing which books gain visibility and cultural significance. Consequently, literary value is increasingly negotiated through digital interaction, community endorsement, and platform algorithms. The study concludes that reading in the post-digital era is no longer solely an individual activity but also a socially and algorithmically mediated cultural practice. BookTok demonstrates how digital technologies reshape the relationship between literature, popular culture, and reading engagement in contemporary society.

Keywords: BookTok, digital culture, literary engagement, popular culture, social media.

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Text to Speech in Vocabulary Acquisition: An Insight to Its Utilization

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As Japanese language education expands in Indonesia, learners face challenges in preparation for Japanese language proficiency tests, which include vocabulary acquisition. Correct pronunciation and the ability to distinguish similar sounding words in Japanese language phonetic is part of learning vocabulary from early stage. This study investigates Indonesian learners' problems on mastering pronunciation and specific sounds, with or without the prevalence of non-native speaker teachers who may inadvertently transfer interference—such as local accents—to their students. This research also explores the potential of synthetic audio derived from Text-to-Speech technology to serve as words' phonetic models. Through a systematic literature study as a method, the purpose of this study was to identify Indonesian students' difficulties in vocabulary acquisition on Japanese language, and to describe how students utilize the existing AI-based tools in learning Japanese. Preliminary studies shows that AI-driven tools are pervasive, but there is a lack of sufficient empirical data regarding their specific impact on word-level phonetic accuracy and memorization. Meanwhile, synthetic audio offers distinct advantages in providing consistent and native-alike sound models that are unaffected compared to the sound fluctuations inherent in human speech. The study concludes that further empirical research on the utilization of text to speech as a sound generating tools in vocabulary learning, is needed, to understand how the tools may impact in enhancing competence of Indonesian learners in the digital age.

Keywords: Non-Native Speaker Teacher, Non-Native Student, Text to Speech



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**Natural Mythology and Cultural Criticism in the Legend of Mount Senujuh Sambas,
West Kalimantan**

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The legend of Mount Senujuh is one of the folklore from Sambas, West Kalimantan, which represents the complex relationship between humans, nature, and power. In the midst of the development of the post-digital era, when digital technology is no longer just a means of communication but has shaped the way people understand cultural and environmental realities, this legend has gained new relevance as a medium of reflection on ecological crises and the transformation of local values. This article aims to examine the construction of natural mythology and the function of cultural criticism contained in the Legend of Mount Senujuh through an ecocriticism approach and cultural studies. The research data is in the form of legend texts obtained from the documentation of West Kalimantan folklore and various oral narratives that develop in the Sambas community. The analysis was carried out by examining the representation of mountains as ecological and symbolic spaces, the relationship between humans and the environment, as well as criticism of power practices, territorial conflicts, and the exploitation of natural resources reflected in the storyline. The results of the study show that Mount Senujuh not only serves as a geographical marker, but also as an ecological myth that contains the value of conservation, respect for the natural landscape, and the collective memory of the local community. In addition, this legend contains cultural criticism of power ambitions and the struggle for living space that has the potential to damage the balance of the environment. In the post-digital context, the narrative has developed on various digital platforms so as to expand the function of folklore as a means of ecological education and cultural resistance to global homogenization. These findings confirm that local legends still have a strategic role in building environmental awareness and strengthening people's cultural identities in the digital era.

Keywords: natural mythology, cultural criticism, folklore, Mount Senujuh, ecocriticism, post-digital era

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ABS-ICOLLITE-26204

A Needs Analysis for Developing a Local-Wisdom-Based Differentiated Assessment Model in Inclusive Sundanese Writing Instruction at the Junior High School Level

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This study aims to analyze the needs for developing a local-wisdom-based differentiated assessment model in inclusive Sundanese writing instruction at the junior high school (SMP) level. To date, assessment practices in Sundanese writing instruction have tended to be uniform, failing to accommodate the diversity of students' characteristics or Sundanese cultural values as a contextual pedagogical foundation. The study employed a convergent mixed-methods design that complementarily integrates qualitative and quantitative data. Data were collected through in-depth interviews, questionnaires, classroom observations, and document analysis of existing assessment instruments, involving Sundanese language teachers and junior high school students as the main participants. From the teachers' perspective, the analysis revealed an urgent need for assessment instruments capable of accommodating diverse learning styles, abilities, and cultural backgrounds. From the students' perspective, the absence of local cultural elements in assessment was found to reduce their engagement and the perceived relevance of their learning experiences. Both perspectives underscore the urgency of developing a differentiated assessment model that integrates Sundanese local-wisdom values—such as cageur, bageur, bener, pinter, singer, silih asih, silih asah, and silih asuh—as an authentic, meaningful, and culturally responsive evaluation framework. These findings provide a conceptual basis for developing a holistic and equitable Sundanese writing assessment model at the junior high school level.

Keywords: differentiated assessment; Sundanese local wisdom; writing instruction; inclusive education



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**From Bodily Experience to Proverbial Meaning: A Cognitive Analysis of Uzbek
Somatic Proverbs**

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This study aims to examine human embodied experience and its reflection in proverbs from the perspective of cognitive linguistics. The primary objective of the study is to identify the role of conceptual structures associated with human body parts, particularly image schemata and metaphoric projections, in the formation of somatic proverbs. The research is based on a cognitive analysis of 20 Uzbek proverbs containing references to human body parts. The study examines major image schemata, including FORCE, PATH, CONTAINER, and BALANCE, and elucidates their functions in shaping the semantic structure of proverbs. Furthermore, the interrelationship between these image schemata and conceptual metaphors is explored, with particular attention to how sensory perception, cognition, and bodily experience are reflected in the semantics of paremiological units.

The findings demonstrate that individuals perceive the surrounding environment and social relations through their bodies, and these experiences are metaphorically conceptualized in proverbs. In particular, the FORCE schema is manifested through cognitive models such as compulsion, blockage, counterforce, enablement, and attraction. The PATH schema represents processes of goal achievement and purposeful movement. The CONTAINER schema conceptualizes emotions and feelings as an internal space, while the BALANCE schema reflects harmony between physical and mental states. The results confirm that the semantic structure of somatic proverbs is closely linked to embodied experience and universal cognitive mechanisms.

The scientific significance of the study lies in its contribution to the cognitive modeling of proverbs and to the identification of the conceptual foundations of Uzbek paremiological units. The findings may serve as a valuable theoretical resource for further research in cognitive linguistics, linguoculturology, and paremiology.

Keywords: somatic proverbs, cognitive linguistics, image schema, conceptual metaphor, embodied experience



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**Integrating TPACK in Project-Based ESD Learning: Examining Teachers' Practices in
Developing Sustainability Competencies**

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The integration of Education for Sustainable Development (ESD) into teaching practices is essential for fostering learners' sustainability competencies in response to contemporary environmental and social challenges. At the same time, teachers are expected to effectively integrate technology, pedagogy, and content knowledge to support meaningful learning experiences. Despite growing interest in both ESD and the Technological Pedagogical Content Knowledge (TPACK) framework, limited research has explored how teachers enact TPACK within project-based ESD learning. This study aims to examine teachers' practices in integrating TPACK into Project-Based Learning (PjBL) designed around ESD principles and to explore how these practices contribute to the development of sustainability competencies. A qualitative case study was conducted involving five vocational high school teachers experienced in implementing ESD-oriented project-based learning. Data were collected through semi-structured interviews, classroom observations, and document analysis and were analyzed using thematic analysis. The findings reveal that teachers integrated digital technologies to facilitate inquiry, collaboration, and problem-solving throughout project activities. Pedagogically, authentic and student-centered projects were designed around real-world sustainability issues, enabling learners to connect classroom knowledge with local environmental and social contexts. The integration of sustainability content encouraged students to critically examine challenges, explore alternative solutions, and engage in collaborative decision-making. The interaction among technological, pedagogical, and content knowledge supported the development of key sustainability competencies, particularly systems thinking, collaboration, critical reflection, and problem-solving. This study highlights the potential of TPACK as framework for implementing project-based ESD learning and offers practical insights for strengthening teachers' capacity to foster sustainability competencies through technology-enhanced instruction.

Keywords: TPACK, Education for Sustainable Development, Project-Based Learning, sustainability competencies



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Socio-Linguistic Interpretation of Lexical Gaps in Contemporary Children's Literature

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Today identifying lexical gaps in children's literature and dealing with them appropriately is considered to be a complex linguistic phenomenon that holds equal significance for cognitive linguistics, ethnopsycholinguistics, and translation studies. For 10-to-14-year-old-children, whose mental lexicon is not yet fully developed and whose concepts are still changing, lexical differences between languages in literary books can become a serious barrier to understanding the real meaning of the work. This study aims to analyze popular fiction books among children of this age to identify the lexical gaps that Uzbek readers might encounter. Throughout the research these gaps are classified and experiments are used to evaluate ways of interpreting and compensating for them. It combines a corpus analysis of modern children's literature in English, Uzbek, and Russian with surveys among 10-to-14-year-old schoolchildren to determine their cognitive levels. The identified lexical gaps are modeled using Sternin's systematic structural classification and Karaulov's ideographic approach. Finally, mathematical analysis is used to measure the students' level of understanding. The experiment showed that culture specific words, realias can cause misunderstandings for children to understand especially when they are used without any explanations. According to the survey results, paraphrasing within the text is 40 % more effective for children than simply providing footnotes. The research paper concludes that lexical gaps in literary discourse lead not only to misunderstandings but also to associative clashes. The study also found that discursive adaptation is the best interpretation strategy for teenage readers to overcome lexical gaps in written discourse.

Keywords: children's literature, experiment, lexical gaps, Uzbek readers, translation strategies

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**The Influence of Educational Paradigms on Japanese Language Learning: A
Philosophical Review**

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This study aims to analyse how educational paradigms influence Japanese language learning from teachers' perspectives. Recent studies in Japanese language education indicate a shift from structural approaches toward communicative, contextual, and learner-centered learning. In Indonesia, empirical studies have also demonstrated the effectiveness of specific learning media in improving Japanese language outcomes, such as vocabulary mastery. However, most existing research focuses on instructional techniques or media effectiveness, with limited attention to the educational paradigms underlying teachers' pedagogical decisions. Using a descriptive qualitative approach, data were collected through an objective questionnaire administered to Japanese language teachers. The data were analyzed by mapping teachers' responses to five educational paradigms: behavioristic, cognitivist, constructivist, humanistic, and sociocultural. The findings reveal that teachers conceptually favor communicative and constructivist paradigms, particularly in defining learning goals and success indicators. Nevertheless, instructional practices and assessment methods remain largely influenced by cognitivist and behavioristic paradigms. This discrepancy suggests that paradigm transformation in Japanese language education remains partial and transitional. This study contributes to Japanese language pedagogy by positioning educational paradigms as a philosophical framework connecting learning objectives, classroom practices, assessment, and learning outcomes.

Keywords: educational paradigm; Japanese language education; learning; philosophy of education



ABS-ICOLLITE-26030

The Representation of Robots in Twentieth- and Twenty-First-Century English and American Literature

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The image of the robot has become one of the most dynamic and intellectually engaging themes in twentieth- and twenty-first-century English and American literature. As technological innovation and artificial intelligence increasingly influence modern life, literary texts have begun to explore not only the capabilities of intelligent machines but also their implications for human identity, morality, and social values. In this context, robot characters have evolved beyond their traditional role as technological inventions and have become important literary figures through which writers examine the changing relationship between humans and technology.

This article explores the artistic representation of robots in the works of Isaac Asimov and Ian McEwan, two authors whose writings reflect different stages in the development of literary approaches to artificial intelligence. Using comparative literary analysis, textual interpretation, and posthumanist perspectives, the study examines the narrative functions, symbolic meanings, and ethical dimensions of robot characters in Asimov's robot stories and McEwan's novel *Machines Like Me*. Particular attention is given to questions of consciousness, free will, moral responsibility, and human-machine interaction.

The analysis demonstrates that Asimov's robots are portrayed as rational and ethically guided beings whose existence reflects confidence in scientific progress and the possibility of cooperation between humans and intelligent machines. In contrast, McEwan's artificial human Adam is presented as an autonomous moral subject whose actions challenge conventional assumptions about humanity, individuality, and ethical judgment. The comparison reveals a significant transformation in the literary image of the robot, from a symbol of technological advancement to a complex figure through which contemporary concerns about identity, ethics, and posthuman existence are articulated.

This study argues that robot characters function not merely as products of technological imagination but as powerful literary and cultural constructs that encourage readers to reconsider the boundaries between the human and the artificial. From the researcher's perspective, the continuing evolution of robot imagery reflects broader cultural debates about the future of humanity in an age increasingly shaped by artificial intelligence.

Keywords: robot image; artificial intelligence; posthumanism; human identity; science fiction



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Language Management and Multicultural Representation: Implementing the Arabic Baina Yadaik Book in Military Arabic Language Learning

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In United Nations (UN) peacekeeping missions in the Middle East and Africa, Arabic language skills and cross-cultural understanding are essential competencies for military personnel to support field diplomacy, mediation, and interaction with local communities. The Arabic Baina Yadaik (ABY) book is used as the primary teaching material in Arabic language training for personnel preparing for international assignments. This study aims to analyze language management and multicultural representation in the implementation of the ABY book in this training program. The study used a qualitative descriptive-analytical method with an Arabic for Specific Purposes (ASP) approach. Data were obtained through content analysis of texts and visuals in the ABY book, observations of the learning process at military language training centers, and in-depth interviews with instructors and alumni of peacekeeping mission personnel. The results indicate that language management is realized through curation and adaptation strategies, namely contextualizing general dialogue in the ABY book into operational scenarios of peacekeeping missions, such as checkpoint procedures, patrols, and humanitarian assistance. Furthermore, multicultural representation in the ABY provides a foundation for cultural awareness that helps personnel understand the social and religious sensitivities of local communities, thereby minimizing sociocultural misunderstandings. However, this study also found a gap between the fusha Arabic taught in the ABY and the ammiyah Arabic more commonly used in field communications. Therefore, the implementation of the ABY needs to be supported by local dialect-based materials and a glossary of UN military terms to improve communication effectiveness in peacekeeping operations.

Keywords: Language Management, Multicultural Representation, Arabiyah Baina Yadaik, UN Peacekeeping Mission.

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ABS-ICOLLITE-26166

**THE FUNCTIONAL ANALYSIS OF TEXT IN MEANING CONSTRUCTION BY
USING NLP AND DISCOURSE MODELS: DISCURSIVE STRATEGIES,
CONTEXTUAL INFLUENCES, AND INTERPRETATIVE PRACTICES**

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Functional discourse analysis (FDA) is a process where analysts report from corpora that they have experienced more complexity of a text than was initially modeled. Although it takes substantial time to prepare a structured theoretical framework, gaps between meaning and form in natural language tend to be much broader. The objective of the current study was to investigate whether meaning construction is fully based on lexical input or also involves pragmatic contextual knowledge. In this study we investigate the role of discourse context for both constructing a semantic model and interpreting a functional text by comparing the relevance of linguistic cues to participants' own interpretive judgments. During a preliminary phase of the text-processing task, participants reacted to images of textual content (headlines, paragraphs, and captions) or to neutral images (control stimuli) in digital or printed formats by pulling a joystick towards themselves (approach) or pushing it away from themselves (avoidance). Participants completed a measure of comprehension in two sessions, and several weeks later they responded to their own evaluations and that of a domain expert and a novice reader (as assessed by inter-rater agreement). Contrary to the initial prediction, the results indicated that participants were sensitive to varying levels of semantic complexity, and tended consistently to be less accurate than readers with a linguistic background despite actual comprehension levels being objectively comparable. Extending, the results also revealed a significant correlation between discourse patterns in functional analysis and the degree of meaning construction. Together, these findings suggest that a combination of modalities may be the preferred format used by the mind when processing language. Contextual information, by providing scaffolding, assists the formation of stable semantic representations in memory.

Keywords: functional discourse analysis; meaning construction; contextual scaffolding; semantic complexity.



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International Students' Experiences in English-Medium Instruction Programs in Indonesia: Bridging the Gap Between Language Policy and Classroom Practices

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English-Medium Instruction (EMI) has become a key strategy for the internationalization of higher education in Indonesia. However, limited research has examined how international students experience EMI within the context of language policy and classroom practice. This study investigates international students' experiences in EMI programs at Indonesian universities, focusing on the relationship between language policy, institutional practices, and students' academic adaptation. Guided by a critical-interpretive paradigm, the study employed a sequential explanatory mixed-methods design. Quantitative data were collected through a structured questionnaire and analyzed using descriptive statistics and regression analysis. The qualitative phase involved in-depth interviews and document analysis, with data analyzed through thematic analysis. The findings reveal a gap between EMI policy aspirations and classroom realities. International students reported three major challenges. First, lecturers' English proficiency and communication practices sometimes limited comprehension and classroom participation. Second, varying levels of English proficiency among local classmates hindered effective academic interaction and collaborative learning. Third, cultural differences in communication styles, classroom norms, and learning expectations complicated students' academic and social adjustment. Despite these challenges, participants identified several enabling factors. Educational technologies and digital learning platforms facilitated communication and access to learning resources. Clear curriculum structures helped students understand academic expectations, while adequate campus facilities and institutional services supported their adaptation and engagement. These findings suggest the need for more inclusive and context-sensitive EMI policies that address linguistic, cultural, and institutional dimensions of international students' learning experiences.

Keywords: EMI, international students, language policy, higher education, classroom practices

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Profiling Empathy in PGSD Students: Dimensional Analysis and Pedagogical Implications

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This study aims to analyze the empathy profile of students in the Primary School Teacher Education Program (PGSD) as prospective elementary school teachers, focusing on the analysis of empathy dimensions and their pedagogical implications. The study employed a quantitative approach using a survey method involving 90 PGSD students. The research instrument consisted of an empathy questionnaire covering the dimensions of cognitive, affective, prosocial, and negative empathy, which underwent reverse scoring. Data were analyzed using descriptive statistics to identify trends and the distribution of students' empathy levels. The results indicate that students' empathy levels, in general, fall into the high category with an average score of 4.13. The prosocial empathy dimension had the highest mean score, followed by affective and cognitive empathy, which were relatively balanced. However, the distribution analysis showed that the majority of students fell into the moderate category (52.2%), followed by the high category (43.3%) and the low category (4.4%). These findings indicate a gap between the high average score and the distribution of empathy at the individual level. This study concludes that although PGSD students' empathy has developed well, more systematic pedagogical reinforcement is needed to improve the equitable distribution of empathy quality as a core competency for prospective teachers.

Keywords: empathy, PGSD students, character education, dimensions of empathy, pedagogical implications

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ABS-ICOLLITE-26045

The Use of Drilling Techniques Integrated With Technology to Improve Students' Vocabulary Mastery at SD Negeri 3 Dalung.

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English vocabulary mastery is essential for young learners' language development; however, many elementary school students face difficulties in learning and retaining new vocabulary. Integrating drilling techniques with technology-based media may help improve vocabulary acquisition. This study aimed to improve the English vocabulary mastery of fourth-grade students at SD Negeri 3 Dalung through drilling techniques integrated with vocabulary videos. This study employed Classroom Action Research (CAR) conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection stages. Data were collected through vocabulary tests, classroom observations, and interviews. The findings showed that the implementation of drilling techniques supported by vocabulary videos effectively improved students' vocabulary mastery. In Cycle 1, 16 out of 29 students (55.17%) achieved scores above the Minimum Completion Criteria (KKM) of 70, while 13 students (44.83%) did not meet the criterion. In Cycle 2, all 29 students (100%) scored above the KKM, indicating substantial improvement in their understanding and retention of English vocabulary related to daily activities. Students also demonstrated increased confidence, participation, and engagement during learning activities.

The integration of drilling techniques and vocabulary videos effectively enhanced students' English vocabulary mastery and created a more engaging learning environment. Therefore, technology-supported drilling can be considered an effective strategy for teaching vocabulary to young EFL learners.

Keywords: classroom action research, drilling technique, technology-enhanced learning, vocabulary mastery



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Competencies in intercultural critical thinking.

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Modern education is characterized by the gradual reduction of the teacher's role as a source of information. At the same time, students' skills and abilities to independently obtain necessary information, analyze it, and use it for their goals and objectives are becoming increasingly important. Today, higher expectations are placed on learning outcomes, leading to the conclusion that a modern educated person is more informed, motivated by self-education and self-development, and capable of critical thinking. The assertion made by K.D. Ushinsky remains relevant today: one of the fundamental goals of education is "learning to learn," to independently obtain and process information, and to develop critical thinking skills, which will enable one to adequately assess life situations and circumstances, solve emerging problems, and develop in line with the demands of modern society.

One of the key challenges in learning foreign languages is developing foreign language communicative competence in a context far removed from reality. This necessitates creating conditions that foster students' motivation and internal readiness to communicate in the language. Therefore, when teaching a foreign language, one of the teacher's primary tasks is not only to impart linguistic knowledge but also to develop critical thinking skills, which include independence in acquiring new knowledge and using it.

The subject "Foreign Language" has its own unique characteristics: communication skills are developed through an increased interest in learning about the cultures of other countries, as well as comparing them with their own culture. This provides an opportunity to teach students to critically understand the realities of the world and encourage them to interact with representatives of other cultures, developing and enhancing their ability to communicate in a foreign language.

Teaching critical thinking requires planning expected learning outcomes, such as enhancing students' critical thinking (goal setting) and organizing active learning that creates space for independent reflection and decision-making. Furthermore, it is necessary to create a positive learning climate that stimulates emotions and facilitates successful learning of critical thinking through various academic subjects.

Keywords: Intercultural competence, globalization, critical thinking, pedagogical approach, language awareness



ABS-ICOLLITE-26078

Learners' Preferences in Learning Korean as a Foreign Language with Native and Non-Native Speaker Teachers

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The discussion of native speaker teachers (NSTs) and non-native speaker teachers (NNSTs) has attracted significant interest in language education. However, studies on Korean language learners' preferences for Korean NSTs and NNSTs in Indonesia remain limited. Therefore, this study aimed to investigate learners' preferences based on their experiences of learning Korean with both NSTs and NNSTs. Forty-one Indonesian university students majoring in Korean language who had experience learning with both types of teachers participated in this study. A 34-item questionnaire was used to measure learners' experiences in several aspects, including grammar, writing, reading, listening, speaking, culture and learning strategies, and assessment. Interviews were also conducted with selected participants whose questionnaire scores indicated preferences for NSTs, NNSTs, or neutral preferences. Descriptive statistics and the Wilcoxon Signed-Rank test were used to analyze the quantitative data. The results showed a slight tendency to prefer Korean NNSTs ($\bar{x} = 1.90$) over Korean NSTs ($\bar{x} = 1.95$), although the difference was not statistically significant ($p = .466$, $p > .05$). The qualitative data were analyzed using thematic coding. The findings revealed that learners tended to value teachers' ability to explain materials clearly, communicate effectively, provide learning support, and explain concepts in students' mother tongue more than their native or non-native speaker status. Korean NSTs were preferred in the aspects of grammar, culture, and assessment, while Korean NNSTs were preferred in the teaching of writing, reading, listening, and speaking. These findings suggest that pedagogical and interpersonal factors influence learners' preferences more strongly than teachers' native or non-native speaker status.

Keywords: Korean as a foreign language, Korean NSTs, Korean NNSTs, learners' preferences

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Enhancing Sociolinguistic Competence in Technical Higher Education through AI-Assisted Learning

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Technical university students often possess adequate grammatical and lexical knowledge but frequently encounter difficulties in using language appropriately across different social, cultural, and professional contexts. In the post-digital era, where communication increasingly occurs through technology-mediated environments, the development of sociolinguistic competence has become an essential component of foreign language education. This study aims to investigate the effectiveness of AI-assisted learning in enhancing the sociolinguistic competence of technical university students studying English as a foreign language.

An experimental approach was employed involving undergraduate students enrolled in technical disciplines. A custom AI-assisted learning platform based on the BRIDGE instructional model was developed and integrated into the learning process. The platform provided contextualized communication tasks, role-based simulations, adaptive learning activities, and personalized feedback designed to improve learners' sociolinguistic awareness and communicative performance. Pre-test and post-test assessments were conducted to evaluate learning outcomes.

The findings indicate that AI-assisted learning positively influenced students' ability to select appropriate language forms, adapt communication to various contexts, and participate effectively in professional and intercultural interactions. The participants also demonstrated increased engagement, confidence, and awareness of sociolinguistic norms during learning activities.

The integration of a custom AI-assisted learning platform can effectively support the development of sociolinguistic competence in technical higher education. The study highlights the pedagogical value of AI technologies in fostering meaningful communication and preparing students for participation in international academic and professional environments.

Keywords: AI-assisted learning, English language teaching, higher education, sociolinguistic competence



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The Etnopedagogic Character Values of MAUNG in Sundanese Local Wisdom

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Every nation and country, including the Sundanese ethnic group, has the value of character education. Those character values generally have similarities. This article aims to explain the character values in Sundanese local wisdom, known as the MAUNG character. This study uses a qualitative, descriptive approach. The data was collected through documentation techniques, then processed using content analysis and hermeneutic analysis techniques. The data sources are traditional expressions in the Sundanese language. The study's results found that the MAUNG symbol is not merely a tiger animal, but a life philosophy that serves as a guideline for the community and a representation of the Superior Human character: brave, steadfast, authoritative, able to control oneself, and morally responsible in maintaining identity and social ethics. In abbreviation, the word MAUNG is reconstructed as an acronym for character education: Independent (Mandiri), Reliable (Andal), Diligent (Ulet), Disciplined (Nyantri), and Nimble (Gesit). This finding confirms that the MAUNG symbol serves as a philosophical medium in preserving culture amid global changes and as a reference for character education. It can also contribute to strengthening local identity and the formation of an excellent and morally upright individual.

Keywords: haracter, local wisdom, MAUNG, traditional expressions, etnopedagogic



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**Analysis of the Main Character in the 2021 Film Cruella: The OCEAN Personality
Traits Theory**

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This study examines the personality of the main character in the film Cruella with the aim of identifying the most dominant personality dimensions of the main character. This study employs a qualitative approach with descriptive data presentation techniques. The data presentation is based on the OCEAN Personality Traits theory proposed by Robert R. McCrae and Paul Costa, which includes openness, conscientiousness, extraversion, agreeableness, and neuroticism. The results show that the main character exhibits the highest level of extraversion compared to the other dimensions, as evidenced by her self-confidence, expressiveness, willingness to take risks, and her ability to build social interactions and attract the attention of those around her. This study also reveals that the character's life experiences and conflicts influence the development of her personality throughout the story.

Keywords: Main character, personality dimensions, extraversion



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From Policy to Teaching Practice: Analyzing Phrase Materials in the BIPA SKL of Permendikbud 27

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This study examines how phrase materials contained in the Standar Kompetensi Lulusan (SKL) for BIPA learning, as outlined in Permendikbud Number 27 of 2017, are interpreted and implemented in teaching practice. The research stems from a gap between policy formulation and classroom implementation, particularly in Bahasa Indonesia bagi Penutur Asing (BIPA). The objective is to analyze the alignment between policy expectations and the phrase materials used by teachers in BIPA classrooms. Using a descriptive qualitative approach, the study reviewed the BIPA Standar Kompetensi Lulusan (SKL) document, collected teaching materials from BIPA programs, and examined relevant books, journals, and previous studies. The findings indicate that although the Standar Kompetensi Lulusan (SKL) provides a clear framework for phrase mastery across proficiency levels, teachers often adapt phrase materials based on learners' needs, resource availability, and learning context. There is partial alignment between the prescribed materials and actual practice, seen in the consistency of basic phrase categories but with noticeable differences in depth. The study concludes that stronger guidelines, teacher training, and more comprehensive sample materials are needed to ensure more appropriate implementation of phrase-related competencies across BIPA programs.

Keywords: BIPA, phrase, policy, Standar Kompetensi Lulusan (SKL) of Permendikbud 27, teaching.



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**The Effectiveness of Using Flash Cards to Improve Japanese Hiragana Remembering
and Writing Skills in Vocational Training Institutions**

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This study aims to examine the effectiveness of using flashcards to improve Japanese hiragana reading and writing skills among students at a Vocational Training Institution. Learning Japanese characters, particularly hiragana, is often challenging for beginner learners due to differences between Japanese and Indonesian writing systems and the limited time available for instruction. This research employed a quantitative approach using a true experimental design involving an experimental class and a control class. The experimental class received instruction using flashcards, while the control class was taught using conventional methods without flashcards. The sample consisted of 40 students, divided equally into the two groups. Data were collected through observation, pre-tests, post-tests, and questionnaires. The results showed that both groups experienced improvements in hiragana reading and writing skills, with average post-test scores in the good category. However, statistical analysis using a t-test revealed that the difference between the experimental and control groups was not statistically significant at the 0.05 significance level. Although flashcards did not demonstrate a significant statistical effect, descriptive analysis indicated that the experimental class showed more evenly distributed learning outcomes and higher student engagement. These findings suggest that flashcards have potential as an innovative and engaging learning medium, particularly if implemented over a longer period and integrated with student-centered learning strategies.

Keywords: Flashcards, hiragana, Japanese language learning, reading and writing skills



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**Enhancing Multicultural Awareness through Arabic–Indonesian–Sundanese
Contrastive Analysis in Arabic Stylistics Instruction at the University Level**

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This study aims to explore cultural representation in Arabic stylistic learning through a contrastive analysis of Arabic, Indonesian, and Sundanese literary texts. This research employs a qualitative case study design conducted in the Bayan Science lecture of the Arabic Language Education Study Program. The research participants consisted of 40 third-level students with various diverse cultural backgrounds and a lecturer in charge of the course. Data were collected through learning observations, in-depth interviews, and document analysis of lesson plans and student assignments. Data analysis is carried out through the stages of data organization, coding and categorization, thematic analysis, and interpretation withdrawal.

The results of the study show that a stylistic approach based on contrastive analysis increases students' interpretive ability in identifying the relationships among linguistic structure, aesthetic function, and cultural meaning in literary texts. About 80% of students can recognize the structural components of *tasybīh* (*musyabbah*, *musyabbah bih*, *adāt al-tasybīh*, and *wajh al-syabah*) and relate them to the forms of figurative language in Indonesian. The findings also suggest that the equivalence among the three traditions is not categorical but rather better understood as the similarity of rhetorical functions across different cultural contexts. In addition, contrastive stylistic learning fosters students' multicultural awareness by enabling symbolic interpretations of cultural representations in literary texts. Students demonstrate the ability to relate the use of figurative language to the speakers' social experiences and cultural environment. These findings suggest that contrastive stylistics serves not only as a tool for linguistic analysis but also as an integrative pedagogical approach that links language analysis, cultural representation, and the development of intercultural competency. Therefore, this approach is relevant to the goals of Sustainable Development Goal (SDG) 4.7, especially in developing global competencies and fostering respectful cultural diversity in higher education.

Keywords: Arabic stylistics, contrastive analysis, *tasybīh*, cultural representation, intercultural competence, SDGs 4.7



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A Study of History and Islamic Values in Ilmu Ruhani Manuscript

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Indonesian manuscripts preserve valuable intellectual, historical, and religious traditions that reflect the cultural diversity of the archipelago. One of the understudied collections is the Ambon religious manuscript tradition, particularly the Ilmu Ruhani manuscript. This manuscript is unique because it is written in Javanese Pegon script despite originating from Ambon, indicating historical interactions between Java and Ambon in the transmission of Islamic teachings. This study aims to present an edited version of the Ilmu Ruhani text, analyze the Islamic values embedded within it, and examine the historical background of its composition. This research employs a philological approach combined with historical study and content analysis. The philological method includes manuscript inventory, codicological description, text editing, transliteration, and textual examination. Historical analysis is used to trace the relationship between Ambon and Java in the spread of Islam, while content analysis identifies and interprets the Islamic values contained in the manuscript. The findings show that the Ilmu Ruhani manuscript is a single manuscript recorded in the Ambon Manuscript Catalog under code EAP276_AM_Mr_SM_010 and preserved digitally by the Nusantara Manuscript Foundation (Yanassa). The use of Javanese Pegon script reflects the influence of Javanese Islamic networks in Ambon, particularly those associated with Sunan Giri. The manuscript also contains four major Islamic values: tawhid, Sufism, tariqa, and ma'rifa, emphasizing spiritual devotion and closeness to Allah. In conclusion, the Ilmu Ruhani manuscript represents an important source for understanding the historical connections between Ambon and Java and the transmission of Islamic intellectual and spiritual traditions in Indonesia.

Keywords: Ilmu Ruhani manuscript, philology, Islamic values, Ambon history

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ABS-ICOLLITE-26011

A Pedagogical Stylistic Study of Kitab Al-Barzanji : Incorporating Arabic Literacy and Student Character Education

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This study addresses the urgent need to strengthen meaningful literacy, deep textual understanding, and character education in Arabic language learning amid digital transformation. Although Arabic stylistics and pedagogical stylistics studies have developed considerably, most previous research has focused primarily on structural linguistic analysis without systematically linking it to pedagogical objectives and character formation. In this context, Kitab Al-Barzanji, a mawlid text rich in linguistic aesthetics, rhetorical structures, and moral-spiritual values, offers strong potential as an integrative resource for Arabic stylistics instruction in higher education.

This study aims to (1) identify and analyze the educational stylistic elements and forms found in Kitab Al-Barzanji and (2) examine the functions and purposes of educational stylistic usage within the text. The research employs a qualitative, exploratory-interpretive approach. Data were analyzed through lexical, syntactic, pragmatic, and rhetorical stylistic analyses, followed by pedagogical interpretation and conceptual synthesis.

The findings reveal that Kitab Al-Barzanji contains various educational stylistic features, including religious-persuasive diction, rhetorical repetition, spiritual metaphors, emotive narrative structures, and pragmatic expressions that encourage emotional engagement and exemplary values. These stylistic forms enhance textual aesthetics and strengthen meaning comprehension, Arabic literacy, moral-spiritual awareness, and students' character internalization. Furthermore, the application of pedagogical stylistics demonstrates strong potential for integrating linguistic, literary, and character-education dimensions in Arabic learning. The study recommends developing contextual and integrative Arabic stylistics learning models based on religious texts relevant to higher education in the digital era.

Keywords: edagogical Stylistics, Kitab Al-Barzanji, Arabic Literacy, Character Education, Arabic Stylistics

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Evaluating the Pedagogical Impact of AI Translation Tools in Language Learning: An Action Research Perspective

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The rapid growth of artificial intelligence (AI) translation tools has created new opportunities and challenges for English as a Foreign Language (EFL) learning. This classroom-based action research study examined the pedagogical impact of Google Translate, DeepL, and ChatGPT on students' writing performance, learner autonomy, and classroom engagement. The study involved 25 intermediate-level EFL students in Tashkent, Uzbekistan, and was conducted across two four-week intervention cycles. A mixed-methods design was used, combining pre- and post-intervention writing assessments, student surveys, classroom observations, and reflective journals. Quantitative data were analysed using descriptive statistics and paired-samples t-tests, while qualitative data were analysed thematically. The results showed statistically significant but moderate improvement in vocabulary diversity, from $M = 5.36$, $SD = 0.89$ to $M = 6.04$, $SD = 1.15$, $t(24) = 4.72$, $p < .001$; grammatical accuracy, from $M = 5.54$, $SD = 0.89$ to $M = 5.91$, $SD = 1.09$, $t(24) = 2.81$, $p = .010$; and syntactic complexity, from $M = 5.12$, $SD = 0.92$ to $M = 5.75$, $SD = 0.99$, $t(24) = 5.70$, $p < .001$. Survey findings indicated positive perceptions of vocabulary support and writing improvement, while observations and reflective journals showed increased confidence, improved revision behaviour, and emerging awareness of overreliance. However, some students copied AI-generated output with limited evaluation, confirming the need for teacher mediation. The study concludes that AI translation tools can support EFL writing development when used through independent drafting, critical evaluation, and structured classroom guidance.

Keywords: Action Research, AI Translation Tools, EFL, Language Education, Learner Autonomy



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Exploring the Role of Translanguaging in Building Self-Confidence and Reducing Language Anxiety among Fifth Grade EFL Students

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This study explores the role of translanguaging practices in building confidence and reducing language anxiety in fifth-grade students learning English as a Foreign Language (EFL). Young learners often struggle to express themselves in English due to limited language proficiency and fear of making mistakes. Translanguaging, which allows students to use their first language alongside English during classroom interactions, has been recognized as a supportive pedagogical approach in multilingual learning environments.

This study aims to investigate how translanguaging contributes to increased confidence and emotional well-being in students during English learning activities. This study uses a qualitative case study design involving fifth-grade students in an elementary school. Data will be collected through classroom observations, interviews, and reflective field notes.

The results are expected to demonstrate that translanguaging can create a more supportive learning environment, encourage active student participation, and help them express their ideas more confidently while reducing feelings of anxiety. This research is expected to contribute to the development of translanguaging studies in the context of young learners and provide practical implications for English teachers in creating inclusive classrooms that support students' emotional development.

Keywords: translanguaging, self-confidence, language anxiety, young learners, EFL



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**GENERATIVE AI AS A NEW AGENT OF LINGUISTIC IDENTITY FORMATION
AMONG MULTILINGUAL UNIVERSITY STUDENTS: A SOCIOLINGUISTIC
PERSPECTIVE**

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The rapid integration of generative artificial intelligence (AI) into higher education is transforming the ways students learn, communicate, and engage with languages. While previous sociolinguistic research has identified family, education, peers, and digital media as key factors shaping linguistic identity, the role of AI as an active participant in this process remains largely unexplored. This paper examines generative AI as a new sociolinguistic agent influencing the linguistic identity of multilingual university students in Uzbekistan, where Uzbek, Russian, and English coexist within educational and social contexts. Drawing on theories of linguistic identity, social constructivism, and digital sociolinguistics, the study investigates how regular interaction with AI-powered language models affects language choice, multilingual confidence, code-switching practices, and perceptions of language use. The research adopts a mixed-methods approach, combining questionnaire data and semi-structured interviews to explore students' experiences of AI-mediated communication. The paper argues that generative AI is not merely a technological tool but an interactive linguistic environment that participates in the negotiation and reconstruction of multilingual identities. Frequent engagement with AI may encourage greater use of English, facilitate hybrid language practices, and reshape students' perceptions of their linguistic competence and cultural affiliation.

By conceptualizing AI as a sociolinguistic actor, this study extends existing theories of linguistic identity and contributes to the emerging field of AI-mediated communication. It also provides empirical insights from the Central Asian context, offering a novel perspective on the relationship between multilingualism, digital technologies, and identity formation in contemporary higher education.

Keywords: generative artificial intelligence, linguistic identity, multilingualism, sociolinguistics.



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Development of Indonesian Writing Assessment Instruments Based on Human and Machine Rater

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Drawing on previous studies, the assessment of writing has frequently been identified as a persistent challenge for school teachers. Teachers' "non-compliance" with text-structure-based assessment may occur for various reasons, including students' difficulties in producing texts that conform to the required structure and their limited understanding of how to apply linguistic conventions appropriately. In addition, the pace of manual assessment conducted by teachers also affects the evaluation of written texts. This study aims to develop a human-machine-based assessment instrument designed to evaluate students' skills in writing Indonesian opinion articles. The instrument is implemented as a computer-based test (CBT) with web-based access, thus positioning it within the category of web-based testing (WBT). The assessment rubric for the structure of opinion texts embedded in the application is intended to accelerate and facilitate teachers' assessment practices. This research and development study employed the ADDIE model. Natural language processing (NLP) preprocessing procedures were incorporated to support machine-based assessment. A scoring interface was also provided for teachers as human raters to evaluate students' writing in terms of vocabulary, discourse content, and organization. Based on the results of the product feasibility evaluation, the application was found to be feasible in terms of linguistic content and information technology. Furthermore, the application demonstrated a high level of practicality based on usability testing involving both teachers and students.

Keywords: writing assessment, human rater, machine rater, web-based testing (wbt)

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AI in Foreign Language Learning Beyond English: Opportunities and Challenges

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Artificial Intelligence (AI) is becoming an important tool in foreign language learning. It can support learners through feedback, language practice, automated assessment, and personalized learning activities. However, most studies focus on English language learning, while research on other foreign languages has received less attention. This study explores the opportunities and challenges of using AI in foreign language learning beyond English. A Systematic Literature Review (SLR) was conducted on studies published between 2020 and 2025. The review included research on languages such as Chinese, Japanese, Korean, Spanish, German, French, and Arabic. The studies were analyzed to identify common benefits, challenges, and research trends. The findings show that AI can improve learner engagement, provide quick feedback, and support independent learning. AI tools are also used to assist writing, speaking, assessment, and language practice. However, several challenges remain. Many studies focus on technical performance rather than learning outcomes. In addition, concerns about academic integrity, feedback quality, and limited classroom implementation are still reported. Most studies are also conducted in short-term and specific learning contexts. The review suggests that AI offers valuable opportunities for foreign language learning beyond English. However, successful implementation requires appropriate pedagogical design and more classroom-based research.

Keywords: Artificial Intelligence, Foreign Language Learning, Opportunities, Challenges



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Reimagining Chinese Heroines: Feminist Readings of Japanese Anime The Apothecary Diaries (2023)

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This study examines the representation of women's empowerment in the Japanese anime *The Apothecary Diaries* (2023), focusing on the main female character, Maomao, within a China-inspired imperial setting. The research addresses the gap in academic studies that have yet to specifically analyze this anime through a feminist lens, particularly in relation to both narrative content and visual storytelling. Using a qualitative descriptive combining textual analysis and anime and film studies theories by Lamarre (2009) and Bordwell and Thompson (2010), the study analyzes key dialogues and scenes from both seasons of the anime through Mary Wollstonecraft's feminist framework, which emphasizes education, rationality, independence, and virtue for women empowerment. The findings reveal three dominant dimensions of women's empowerment portrayed through Maomao's character: empowerment through education, independence, and rationality. Among these, education is the most prominent, as Maomao consistently uses her knowledge to assert her own agency and uplift the women around her, challenging the patriarchal norms of the imperial court and reflecting the enduring relevance of Wollstonecraft's feminist ideals in contemporary media.

Keywords: Film analysis, japanese anime, *The Apothecary Diaries*, Wollstonecraft, women's empowerment



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The Transformation of Tundang from West Kalimantan on Social Media as an Expression of Digital Culture

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The era of social media digitalization has had a significant impact on the survival of traditional arts, including Tundang from West Kalimantan. This study aims to analyze the transformation of Tundang on social media as a form of digital cultural expression. The method used is a descriptive-qualitative approach that examines patterns of social media use in the dissemination, documentation, and reproduction of Tundang content on platforms such as YouTube and Instagram, as well as the involvement of various cultural actors such as art studios, educational institutions, and government agencies. The results show that social media initially served only as a means of promoting and documenting performances but has evolved into a space for education, regeneration, and the strengthening of cultural identity. Nevertheless, the dissemination of content remains unstructured and tends to be sporadic, lacking a sustainable production strategy.

Keywords: Tundang, cultural transformation, social media, digital culture, West Kalimantan



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"The Tamada Interactive Book: A Digital Innovation to Maintain the Level of Politeness in Speaking Sundanese and Preserve the Heritage of the Regional Language"

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The use of Sundanese languages in daily communication has steadily declined across generations. Data from the 2020 West Java Population Census indicate a significant decrease in the use of Sundanese within family and community interactions. The Alpha Generation demonstrates the lowest level of regional language use, influenced by concerns about making mistakes and misconceptions regarding Sundanese speech levels. This trend poses a challenge to the preservation of local linguistic heritage and the transmission of cultural values embedded in language politeness. This study aims to develop SmartBook Tamada, a digital learning medium designed to support the revitalization of the Sundanese language and strengthen character education through technology integration. The research employed a Design and Development (D&D) approach based on the Lee and Owens model, consisting of five stages: analysis, design, development, implementation, and evaluation. The analysis phase examined patterns of Sundanese language use across generations and identified appropriate technological platforms. The design and development stages focused on creating and validating SmartBook content, structure, and interface. Limited implementation was conducted with early childhood and lower elementary school students, followed by evaluation through user feedback and product revision. The findings suggest that integrating digital technology through SmartBook Tamada offers promising opportunities for revitalizing regional languages by providing contextual, engaging, and age-appropriate learning experiences. The platform facilitates the introduction of Sundanese speech levels while promoting character values and linguistic politeness among young learners. Therefore, SmartBook Tamada has the potential to contribute to the preservation and sustainability of regional languages in the digital era.

Keywords: digital innovation, language revitalization, cultural/heritage preservation.



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Multilingual Children's Books Based on Sundanese Culture in a Multilingual Society: A Sociolinguistic Perspective on Language Maintenance and Literacy Development

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The use of multiple languages has become increasingly common in Indonesia. From an early age, children are exposed to more than one language, including local languages, Indonesian as the national language, and foreign languages. This multilingual condition presents both challenges and opportunities for children's literacy development, particularly in the preservation of regional languages. The most pressing concern addressed in this study is the urgent need for children's literacy media capable of bridging regional language preservation with the realities of multilingual societies.

This research is a continuation of a previous study that focused on the development of a Sundanese-language pop-up book. The needs analysis conducted in the earlier project revealed that elementary school students showed greater interest in bilingual and multilingual reading materials, as such books provide direct exposure to language learning. Therefore, the objectives of this study are twofold: (1) to develop a multilingual children's book based on Sundanese culture, and (2) to analyze the book within the context of a multilingual society from a sociolinguistic perspective.

The study focuses on the strategies used in presenting multilingual content, as well as the representation of language functions and language attitudes within children's literature. The research employs a Research and Development (R&D) method combined with a qualitative sociolinguistic approach. Data collection techniques include observations of language use, content analysis of children's books, and interviews with students, teachers, and parents.

The findings are expected to provide insights into the role of multilingual children's books as literacy media that support the maintenance of the Sundanese language while simultaneously facilitating children's multilingual competence. Furthermore, the study is expected to contribute to the development of educational materials that are responsive to the sociolinguistic realities of multilingual communities and that promote the preservation of regional languages amid the dominance of national and global languages.

One of the major challenges facing regional languages, particularly Sundanese, is achieving broader recognition in the global context. In this regard, the development of multilingual children's books serves as an innovative effort to expand the reach of regional-language literature, making it accessible and enjoyable for a wider audience while strengthening the visibility and sustainability of local linguistic and cultural heritage.

Keywords: Sundanese Language; Children's Literature; Children's Literacy; Multilingual Society; Sociolinguistic

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ABS-ICOLLITE-26034

Learner Agency in Translanguaging-Mediated Online Discussions: Evidence from Vocational ESP Students

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Translanguaging serves not only as a strategy for communication and meaning-making, but also as a space for fostering learner agency that encourages students to actively direct their own learning. Agency is crucial for vocational education, which demands students to adapt to change by utilizing their full linguistic repertoire. Aim of the Study: This study examines how vocational college students demonstrate agency in translanguaging-based online discussions and identifies forms of learner agency that emerge when discussing digital transformation in public sector accounting. Method: Using an interpretive case study, this research involved 30 students from the Public Sector Accounting Program at a state polytechnic in Indonesia. Data from asynchronous discussions in Google Classroom and open-ended questionnaire responses were analyzed using thematic analysis through the lens of learner agency and translanguaging. Results: The findings reveal that students exercised learner agency in three ways: critically evaluating the opportunities and challenges of digital accounting, proposing solutions to implementation barriers, and negotiating ideas within the forum. The study also identified forms of agency demonstrated in the discussions, including future-oriented professional agency, critical evaluative agency, solution-oriented agency, collective agency, and local development agency. Conclusion: These findings demonstrate that translanguaging in a context where English is used as a foreign language, function not only as a linguistic resource that facilitates communication but also enables students to articulate a professional identity that connects interdisciplinary knowledge with the needs of the local community.

Keywords: asynchronous discussion, learner agency, translanguaging, vocational ESP



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Uzbekistani EFL Students' Acceptance and Actual Use of Generative AI Tools Beyond the Classroom: An Extended UTAUT2 Model Study

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Generative artificial intelligence (AI) tools such as ChatGPT are increasingly embedded in language education worldwide, yet there is limited theory-driven evidence on how English as a foreign language (EFL) students in Uzbekistan accept and use these tools beyond the classroom. To address this gap, this study employed the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), extended with the personal innovativeness construct, to examine the factors shaping students' behavioural intention and actual use of generative AI. A quantitative survey was conducted with 428 undergraduate EFL students at Uzbekistan State World Languages University using a bilingual (English–Uzbek) online questionnaire based on validated scales. Data were analysed using descriptive statistics in IBM SPSS Statistics 29 and PLS-SEM in SmartPLS 4. The extended model explained 51.1% of the variance in behavioural intention and 19.0% in actual use. Habit was the strongest predictor of both behavioural intention and actual use, while personal innovativeness and social influence also significantly predicted behavioural intention. In contrast, performance expectancy, effort expectancy, facilitating conditions, hedonic motivation and price value showed no significant effects. These findings suggest that generative AI use is driven more by established routines, willingness to experiment and peer norms than by perceived usefulness or cost, with implications for pedagogy, assessment and institutional policy in EFL contexts.

Keywords: generative AI, ChatGPT, UTAUT2, personal innovativeness, EFL learners, Uzbekistan



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AI and Learner Autonomy in Non-English Foreign Language Learning

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Artificial Intelligence (AI) is increasingly used in foreign language learning. Many AI tools can provide feedback, explanations, language practice, and learning support. As a result, learners can study more independently both inside and outside the classroom. However, the role of AI in supporting learner autonomy in non-English foreign language learning has not been widely reviewed.

This study examines how AI supports learner autonomy in non-English foreign language learning through a Systematic Literature Review (SLR) of studies published between 2020 and 2025. The review includes research on various languages, such as Chinese, Japanese, Korean, Spanish, German, French, and Arabic. The studies were analyzed to identify the ways AI promotes independent learning and the challenges reported by researchers.

The findings show that AI supports learner autonomy in several ways. AI tools provide immediate feedback, offer personalized learning support, and create opportunities for self-directed practice. Many studies also report increased learner engagement and confidence. However, some challenges remain, including over-reliance on AI, limited critical thinking, and concerns about the quality of AI-generated feedback. In addition, evidence from long-term classroom studies is still limited.

The review suggests that AI can be a valuable tool for developing learner autonomy. However, its success depends on appropriate learning design and responsible use by learners and teachers.

Keywords: Artificial Intelligence, Learner Autonomy, Non-English Languages, Language Education



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Artificial Intelligence in Language Curriculum Design: Integrating Personalization, Material Development, and Assessment for General English and ESP

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Previous studies have shown that making curricula comparable to each other in the language teaching domain results in (often) inconsistent and subjective evaluations. Even presenting teachers with either qualitative or quantitative information about learner needs or direct curriculum feedback did not result in improved outcomes. To structure and constrain this research, we provide a framework within which to examine and evaluate hypotheses about the differential pedagogical effects of AI-driven forms of curriculum design. The present study was set up to investigate to what extent curriculum effectiveness could be improved by providing combined personalization and assessment practice. After giving a rationale for why they had to participate, learners were engaged in an AI-assisted curriculum alone for one semester and then asked to report their perceptions regarding the process and outcomes to the researchers. PROMETHEE analyses revealed that the ranking of criteria mediated the relationship between design processes and learning outcomes. Results showed that performance in the personalized condition significantly improved as an effect of combined practice. However, similar performance was not obtained in the standard condition for each skill area, and differences were significantly larger than in the personalized condition, confirming earlier findings of a rather limited effect of the conventional approach in ESP contexts. This suggests that not only personalization and material development processing, but also assessment without extensive or explicit intervention, can reduce barriers to effective language learning and skill development. We further discuss the implications of this finding in relation to the theory that artificial intelligence, and curriculum design more generally, serve pedagogical functions.

Keywords: AI in education, ESP, PROMETHEE, curriculum design, learner needs

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Digital Simulation for German A2 Reading and Listening Practice: An LMS-Based Community Service Program for Senior High School Students

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The program uses simujerman.com, a Moodle-based platform developed by the German Language Education Study Program, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia. The platform provides reading exercises, listening exercises, question banks, time-limited tests, and automatic scoring. The first stage of the program includes coordination with partner schools, participant mapping, platform introduction, and guided practice in reading and listening. Preliminary data from this stage will include student participation, teacher feedback, and initial records of students' performance on the LMS. The program is expected to give students more authentic experience in completing digital German language exercises and simulations. It also supports teachers by providing a reusable digital learning resource for receptive skills practice. As a work-in-progress community service report, this paper highlights how an LMS-based simulation can become an innovation in German language learning, especially in preparing students for A2-level assessment and competition contexts.

Keywords: German language learning, LMS, reading, listening, A2, digital simulation



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An NLP-driven sentiment and discourse-strategy analysis of Uzbek social media discussions: combining corpus tools with discourse models of meaning construction

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Earlier studies suggest that user sentiment is influenced by the discourse context to be implicit and explicit at the same time. To further examine the role and relevance of this approach for sentiment information, we conducted a corpus analysis in Uzbek social media and analyzed the patterns of their sentiment expression, topic distribution and discourse strategies. The present study aims to examine the relationship between sentiment scores, discourse strategies and the likelihood of being *misunderstood* within a social network, where users interact with a short excerpt of a post and believe the comment is (or is not) a genuine reflection of a person who can influence them online. In the first phase they saw the same set of posts one by one and were asked to select one of two sentiment labels, which – according to them – could be the source of the original message. Participants were divided into two "groups" with each group asked to search keywords for sentiment cues from the social media posts that would appear differently in the other group. Negative comments were associated with strong emotions significantly more often than positive comments, resulting in a significant difference also when contrasted to topic-based results. Results show that when users believe they are anonymous, they tend to make harsher comments and they pay less attention to the context. The frequency of sentiment shifts and intensity of emotion observed pointed to the importance of not only lexical choice and tone but also discourse strategy as key to meaning construction.

Keywords: Sentiment analysis, discourse strategy, Uzbek social media, anonymity effect, topic modeling



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**From Classroom to Play Space: Understanding Students' Lived Experiences in
Gamified Arabic Language Learning**

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This study aims to understand the lived experiences of students in the Arabic Language Education Program at Universitas Pendidikan Indonesia in participating in gamified Arabic language learning through the Gimkit and Zep Quiz platforms. The study employed an interpretive phenomenological approach guided by Alexander Oluka's Phenomenological Research Strategy: Descriptive and Interpretive Approaches. Data were collected through an open-ended questionnaire administered to fourth-semester students who had experienced Arabic language learning using both platforms. Data analysis involved repeated readings of participants' responses, identification of meaning units, thematic clustering of experiential patterns, and interpretation of the meanings that students constructed from their learning experiences. The findings revealed three major themes: enjoyable learning experiences, increased engagement in learning activities, and the reconstruction of perceptions toward Arabic language learning. Students perceived Gimkit and Zep Quiz as more interactive, challenging, and enjoyable learning environments compared to conventional classroom instruction. These experiences fostered greater participation and engagement while shaping new perceptions that Arabic language learning can take place through game-based activities without compromising learning objectives. The phenomenological findings suggest that students interpreted gamified Arabic language learning as a transformation of the learning space from a conventional classroom into a digital game space, where learning and play are integrated into a meaningful educational experience. These findings indicate that gamification has the potential to create more participatory, relevant, and meaningful learning experiences that align with the characteristics of students in the digital era.

Keywords: Arabic language learning, gamification, lived experiences, phenomenology, university students

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**The impact of ai-based educational technologies on foreign language acquisition:
evidence from university students**

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The rapid advancement of Artificial Intelligence (AI) technologies has significantly transformed educational practices, particularly in the field of foreign language teaching and learning. The integration of AI-driven tools, including intelligent tutoring systems, interactive learning platforms, chatbots, automated assessment technologies, and speech recognition applications, has introduced innovative approaches that enhance the effectiveness and accessibility of language education. This article presents a comprehensive analysis of the role and impact of AI technologies in foreign language instruction, with a particular focus on their contribution to personalized learning, language skill development, and learner engagement. The study explores how AI facilitates the adaptation of instructional content to individual learners' needs, proficiency levels, and learning preferences. It also examines the effectiveness of AI-powered applications in improving pronunciation accuracy, grammatical competence, vocabulary acquisition, and both written and oral communication skills. In addition, the research highlights the capacity of AI systems to provide immediate feedback, continuous assessment, and interactive learning experiences that support autonomous and lifelong learning. The research methodology is based on theoretical analysis, comparative evaluation of existing studies, observation of current educational practices, and statistical generalization of relevant findings from the field of digital language education. The results indicate that AI technologies can substantially improve the quality and efficiency of foreign language learning by creating more flexible, adaptive, and learner-centered educational environments. However, the findings also reveal that AI should be regarded as a supplementary pedagogical tool rather than a substitute for human teachers, whose guidance, expertise, and socio-cultural awareness remain essential. The article concludes with practical recommendations for the effective and responsible integration of AI technologies into foreign language education.

Keywords: Artificial intelligence, language teaching, pedagogy, digital education, technologies, methods



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Designing a Gastronomic Tourism-Based BIPA Learning Application for Supporting the Digitalization and Internationalization of Indonesian Language: A Conceptual Development Study

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The digitalization of language learning and the internationalization of Indonesian language require innovative BIPA learning media that are interactive, contextual, and culturally grounded. However, many BIPA learning materials still provide limited integration between language practice, local culture, and authentic tourism experiences. This study aims to design a conceptual framework for developing a BIPA learning application based on gastronomic tourism packages in Bandung, Indonesia. Using a preliminary design and development approach, the study maps the potential integration of Bandung gastronomic tourism into beginner-level BIPA learning materials, including vocabulary, simple dialogues, cultural notes, and communicative tasks. The proposed application design consists of several main features: thematic learning routes, gastronomic vocabulary, situational conversations, cultural explanations, interactive exercises, and location-based learning activities. The study argues that gastronomic tourism can function not only as cultural content but also as an authentic learning context for strengthening communicative competence and intercultural understanding. This conceptual design is expected to contribute to the development of digital BIPA learning media and support broader efforts to internationalize Indonesian through culturally meaningful and technology-enhanced learning experiences. Future research will involve prototype development, expert validation, user testing, and effectiveness evaluation.

Keywords: BIPA learning application; gastronomy tourism; digital language learning; Indonesian internalization



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**The Relevance of Ki Hadjar Dewantara's Educational Concepts in the Digital
Technology Era**

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The education curriculum in Indonesia has developed according to the conditions of the times. Ki Hadjar Dewantara's thoughts have always been the basis for adapting education, including in the era of digital technology. Therefore, this research aims to describe the educational thoughts of Ki Hadjar Dewantara and then find out whether these ideas are still relevant to be applied in the digital technology era and how to make them relevant. This research uses a qualitative method with a philosophical hermeneutic approach as a way of gaining meaning through critical, reflective interpretation of texts, as purely and completely as possible in viewing a character's thoughts without any intervention. This research produces several interrelated findings. First, the development of digital technology has given rise to a number of challenges in education, from the issue of inadequately prepared infrastructure to teachers having to make a number of technological adaptations. Second, the education concept initiated by Ki Hadjar is still relevant to dealing with this problem. Third, Ki Hadjar's relevant concept is related to the role of teachers and society in educating students in relation to the use of digital technology. Fourth, this research underlines that synergy is needed between teachers and the community in utilizing digital technology.

Keywords: Digital technology, Education concept, Ki Hadjar Dewantara

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Fostering Reflection-for-Action: A Pilot Case Study of AI-TPACK Mobilization and Teacher Interaction with a Socratic-Configured GenAI

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Reflective practice in teacher education is often undermined by the politeness bias of human peer review and the superficial, vending machine-like engagement typical of standard Generative AI (GenAI) use. Grounded in the AI-TPACK theoretical framework, this paper explores a novel pedagogical intervention designed to solve both issues: utilizing a GenAI tool (Gemini) pre-configured via system prompts to adopt a Socratic persona. This exploratory qualitative pilot case study utilized a pre-post comparison of artifacts to investigate an in-service English as a Foreign Language (EFL) teacher's reflection-for-action process when revising a lesson plan. A Data Quartet (baseline lesson plan, AI chat logs, final lesson plan, and stimulated recall interview) was used for triangulation. Findings reveal that the Socratic-prompted Gemini successfully mitigated human peer feedback bias by providing objective critique. Furthermore, the tool's interrogative nature replaced superficial engagement with productive frustration. Analysis of the chat logs demonstrates that this cognitive friction forced the teacher to actively mobilize their AI-Technological Pedagogical Knowledge (AI-TPK) and explicitly articulate their Pedagogical Content Knowledge (PCK) to defend their instructional choices, resulting in a tangibly enhanced lesson plan. Ultimately, this deep cognitive mobilization triggered a self-efficacy paradox, temporarily lowering the teacher's confidence as they transitioned into a state of conscious incompetence as the critical first step in authentic reflective practice.

Keywords: AI-TPACK, Qualitative Case Study, Socratic Questioning Method, Teacher Reflective Practice.

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THE ROLE OF AI TO ENHANCE STUDENTS' LIFE SKILLS IN TEACHING ENGLISH

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This article reveals the effectiveness and challenges associated with the importance of artificial intelligence (AI) tools to enhance student's life skills in teaching English, exploring AI-assisted instructional approaches to develop student engagement and improve learning outcomes. Implementing a mixed-methods research design, the study integrates qualitative and quantitative data to provide a comprehensive analysis of AI integration in educational settings. Quantitative data were collected from educators and students to investigate their experiences, perceptions and attitudes toward AI supported learning. These findings were complemented by quantitative analyses of student performance, comparing achievement levels before and after sunig of AI-based pedagogical interventions in the classroom. However, challenges such as inadequate training for educators, resistance to technology, and disparities in access to resources were also identified, suggesting that successful integration requires systemic support and ongoing professional development. The significance of these findings extends beyond language education, indicating that the incorporation of AI in teaching not only enriches the learning environment but also develops their life skills that lead to prepare for a technology-driven world. Furthermore, this study underscores the critical need for educational institutions to thoughtfully address the barriers to adopting AI, as the successful implementation of such technologies has the potential to transform teaching methodologies and enhance educational equity. These insights contribute to the broader discourse on technological advancements in education in the context of evolving educational practices.

Keywords: AI integration, academic environment, life skills, pedagogical technologies, real-life cases.



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Developing an Industry-Based Japanese Language Training Curriculum for Indonesian Migrant Workers

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The urgency of this study arises from the increasing demand for foreign workers in Japan due to its aging population, which has created substantial employment opportunities for Indonesian migrant workers. However, the readiness of these workers—particularly in Japanese language communication—remains insufficient. Existing training programs in Indonesian training institutions (LPK) tend to emphasize passing the Japanese Language Proficiency Test (JLPT), rather than developing practical workplace communication skills required in industrial settings. This study aims to develop an industry-based Japanese language training curriculum tailored to the needs of migrant workers. A mixed-method approach was employed, combining qualitative and quantitative data collection through interviews, observations, and document analysis across several training institutions. Curriculum mapping and gap analysis were used to identify discrepancies between existing training practices and industry requirements in Japan. The findings reveal that approximately 70% of the curriculum focuses on basic linguistic competence, while workplace communication and cultural understanding are minimally addressed. Significant gaps were identified in communicative competence, professional interaction, and understanding of Japanese workplace culture. Based on these findings, an integrated curriculum model was developed, incorporating language proficiency, workplace communication, cultural competence, and sector-specific training in caregiving, construction, and food processing. The proposed curriculum model is practical, adaptable, and aligned with industry needs, offering a structured framework for improving the quality of Japanese language training in Indonesia. This study contributes to vocational curriculum development by bridging the gap between language education and workplace demands in international labor mobility contexts.

Keywords: Japanese language training, curriculum development, migrant workers, vocational education



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Enhancing Pragmatic and Social Competence in EFL Learners Through MALL and Web-Based Resources in Autonomous Learning

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The integration of digital tools into language education has become a strategic priority in higher education. Despite growing interest in web-based and mobile-assisted language learning (MALL), limited research addresses the development of pragmatic and sociolinguistic competence through autonomous learning environments, particularly in philology programmes. Purpose. This study aims to enhance the speech act performance of philology students in autonomous English language learning through the systematic integration of web-based resources and MALL technologies within a Web-based Ecosystem (WbE) framework. Method. A mixed-methods pedagogical experiment was conducted at three universities in Uzbekistan over two consecutive academic years. Participants were divided into experimental and control groups, with the experimental group following a specially designed web-based methodology while the control group continued with conventional autonomous learning programmes.

Results. The experimental groups demonstrated consistently higher performance than control groups across all evaluated criteria in both academic years. Gains were particularly notable in cognitive-methodological and reflexive competencies, validating the four-stage web exercise model as an effective instructional approach for developing pragmatic awareness. Conclusion. Web-based and MALL resources significantly enhance learners' pragmatic awareness, sociolinguistic flexibility, and autonomous learning capacity. Authentic digital content enables students to recognise illocutionary intent, apply culturally appropriate speech acts, and develop critical self-reflection skills essential for real-world English communication.

Keywords: autonomous learning, digital literacy, MALL, pragmatic competence, web-based resources.

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The Development of a Digital Technology-Based Dictionary of Quranic Synonyms

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This study aims to analyze the requirements needed for a dictionary of Quranic synonymous vocabulary. These requirements include vocabulary validation, lemma mapping, vocabulary grouping based on categories, the dictionary navigation system, and standardization of the dictionary format. The results of the analysis were used to develop a digital dictionary to meet the needs of readers who have previously relied on inaccurate translations of synonyms (Syihabuddin, 2027; 2024). This development activity employed the 4D method (Thiagarajan, 1974), which consists of four research stages: define, design, develop, and disseminate, resulting in a Digital Technology-Based Dictionary of Quranic Synonyms. The dissemination of the dictionary was carried out after passing content, user, and technological feasibility tests. In the first stage, the number of synonymous words to be included in the dictionary totaled 365 words, sourced from the book *Kamus Sinonim Al-Qur'anul Karim*, authored by the researcher. From the results of the needs analysis, it can be concluded that lemmas are mapped based on the original root words in the Quran, word groups sharing the same semantic field are placed within a single lemma, each word is accompanied by a lexical meaning as an absolute synonym and a contextual meaning as a relative synonym, sample verses from the Quran are presented, and the dictionary navigation is arranged alphabetically accompanied by cross-references. This analysis yielded a standardized digital dictionary format.

Keywords: Contextual Meaning, Digital Dictionary, Relative Synonym, Semantic Field, Synonym



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“The Dynamic Translation Lecture Model: An Interactive Approach to Teaching Translation Theory”

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The article explores innovative approaches to enhancing student engagement in theoretical lectures within Translation Studies. Traditional lecture-based teaching in translation theory is often characterized by passive learning, limited interaction, and low student participation, which may reduce comprehension and hinder the development of critical thinking skills. In response to these challenges, the study proposes the Dynamic Translation Lecture Model (DTLM), an interactive pedagogical framework specifically designed for teaching translation theory in higher education institutions.

The proposed model integrates elements of interactive pedagogy, collaborative learning, gamification, and problem-based instruction into the lecture process. Unlike traditional lectures that primarily rely on one-way information delivery, DTLM promotes continuous student involvement through translation dilemmas, predictive analytical tasks, mini-discussions, rapid-response activities, and collaborative interpretation of theoretical concepts. The model is structured around short cognitive interaction cycles aimed at maintaining students' attention and enhancing conceptual understanding during lectures.

The article also examines the pedagogical potential of integrating modern educational technologies and interactive techniques into theoretical subjects that are traditionally considered difficult to teach dynamically. It is argued that the implementation of DTLM can contribute to improving analytical thinking, learner motivation, classroom participation, and knowledge retention among translation students.

The study highlights the importance of transforming conventional lecture methodologies into more student-centered and cognitively engaging learning environments. The proposed framework may serve as a practical methodological model for lecturers seeking to modernize translation theory instruction and enhance the effectiveness of higher education lectures.

Keywords: Collaborative learning, gamification, interactive lectures, pedagogy, engagement, translation



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**Learning English on Their Own: Beginners' Experiences and Challenges Using
Duolingo as a Self-Directed Learning Tool**

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The growing demand for accessible English language learning has led many beginners to adopt self-directed approaches using digital applications. This study investigates the experiences of beginners using Duolingo as an independent English learning tool, with a focus on their reasons for selecting the application and the challenges they encounter during the learning process. Using a descriptive qualitative approach, data were collected from 33 participants aged 18 to 35 through open-ended questionnaires and short online interviews. Thematic analysis revealed two primary reasons for choosing Duolingo: the perceived importance of English as a global communication tool, and the application's engaging, gamified, and accessible design. Despite these advantages, participants identified three significant drawbacks: excessive and repetitive exercises that reduced motivation over time, vocabulary and sentences that lacked relevance to everyday conversational contexts, and insufficient explanations of grammar rules and language structure. These findings suggest that while Duolingo effectively supports initial language exposure and motivates early learners, it does not fully meet the needs of beginners seeking to develop authentic communicative competence. The study recommends that developers increase content variety, incorporate more contextually relevant materials, and provide clearer grammatical guidance to better support independent language learning at the beginner level.

Keywords: Duolingo, self-directed learning, English language learning, gamification, learner experience



ABS-ICOLLITE-26120

The comparative analysis of gender related speech acts in Uzbek and English literary discourse

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This paper presents a pragmlinguistic study of speech acts expressing gender relations in English and Uzbek literary discourse. Language is examined as a social phenomenon that not only transmits information but also reflects interpersonal relations, social roles, and culturally shaped communicative behavior. The study focuses on the distinction between biological sex and linguistic gender, emphasizing that gender in language is constructed through socio-cultural norms, pragmatic strategies, lexical choices, and discourse patterns.

The research analyzes gender-related speech acts in selected English and Uzbek literary texts, paying particular attention to requests, commands, apologies, compliments, forms of address, politeness strategies, hedging, vague language, interruption, dominance, and cooperation. The paper also considers sociolinguistic and lexical aspects of gender representation, including gender-marked vocabulary, sexist expressions, professional titles, and the development of gender-neutral language. Special attention is given to the ways in which male and female characters use language to express authority, politeness, solidarity, emotional attitude, and social distance.

The comparative analysis shows that both English and Uzbek literary discourse represent gender relations through pragmatic choices and culturally specific speech behavior. While English demonstrates a stronger tendency toward gender-neutral lexical reform, Uzbek discourse often preserves traditional forms of address, politeness markers, and culturally embedded gender roles. The findings indicate that gender-related speech acts are shaped by social hierarchy, cultural expectations, communicative context, and literary representation. The study contributes to gender linguistics, pragmatics, sociolinguistics, and comparative discourse analysis by revealing how gender relations are linguistically constructed in two different cultural and linguistic systems.

Keywords: Communicative behaviour, gender relations, literary discourse, pragmatics, speech acts



ABS-ICOLLITE-26183

Implementation of a Qirā'ah Learning Model Based on Text World Theory and Pedagogical Stylistics to Enhance Interpretative Comprehension of Arabic Texts

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This study explores the implementation of Text World Theory (TWT) through a pedagogical stylistics approach to enhance qirā'ah comprehension among Arabic Language Education students in the context of Arabic as a Foreign Language (AFL). The study addresses the challenge of students' tendency to engage with Arabic texts literally, focusing mainly on vocabulary and grammatical structures rather than constructing deeper interpretative meanings. The novelty of this research lies in integrating TWT and pedagogical stylistics into Arabic reading instruction, a field that remains underexplored.

This study aims to: (1) describe the design and implementation of a TWT-based qirā'ah learning model; (2) analyze the construction of the discourse world, text world, and sub-worlds in developing interpretative comprehension; and (3) identify factors influencing the implementation of the model in AFL learning.

Employing a qualitative interpretative case study, data were collected through classroom observations, semi-structured interviews, and instructional document analysis. Thematic-interpretative analysis was applied, supported by source triangulation, member checking, and peer debriefing.

The findings indicate that integrating TWT and pedagogical stylistics transforms qirā'ah instruction into an interpretative meaning-making process. Students developed the ability to connect their experiential background with textual realities and interpret shifts in perspective, time, space, and possibility represented in sub-worlds. The model improved cognitive engagement, inferential thinking, and appreciation of stylistic features. Its implementation was supported by contextualized texts, dialogic learning, and lecturers' facilitative roles, while challenges included limited textual analysis skills and dependence on translation-based reading. This study contributes an integrative framework for developing deeper interpretative qirā'ah comprehension in AFL contexts.

Keywords: Qirā'ah learning, TWT, pedagogical stylistics, interpretative comprehension, AFL



ABS-ICOLLITE-26108

**Acoustic Analysis and Phonological Interference of the Voiceless Velar Fricative
Phoneme /x/ in the Arabic Speech of Sundanese-Speaking University Students**

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The voiceless velar fricative phoneme /x/, represented by the letter خ in Arabic, is one of the phonemes that frequently poses difficulties for learners of Arabic as a foreign language. These difficulties arise from differences between the phonological systems of Arabic and Sundanese, particularly in terms of consonant inventory and place of articulation. As a result, Sundanese-speaking university students tend to experience phonological interference when producing the phoneme /x/, manifested through sound substitution and alterations in its articulatory and acoustic characteristics. This study aims to identify the forms of phonological interference occurring in the pronunciation of the phoneme /x/ and to analyze its acoustic characteristics in the Arabic speech of Sundanese-speaking university students. This study employed a qualitative approach using a descriptive analytical method. The data consisted of speech recordings of Sundanese-speaking university students containing the phoneme /x/ in various word positions. Data were collected through pronunciation tests recorded using high-quality digital recording devices. The speech data were subsequently analyzed using Praat software to measure acoustic parameters, including duration, intensity, dominant frequency, and spectrogram patterns. In addition, phonological analysis was conducted to identify pronunciation deviations resulting from the influence of the speakers' first language. The findings reveal that phonological interference in the production of the phoneme /x/ primarily takes the form of sound substitution with /k/, /h/, or other sounds that approximate the Sundanese phonological system. Acoustic analysis indicates that some participants were unable to produce the strong and continuous frication in the velar region that characterizes the phoneme /x/ in Standard Arabic. Spectrogram analysis demonstrates differences in energy distribution and frication intensity between the participants' productions and the standard pronunciation model. These findings suggest that the influence of the mother tongue continues to play a significant role in the production of Arabic phonemes that have no direct equivalent in Sundanese. This study highlights the importance of an acoustic phonetic approach in objectively identifying pronunciation errors and contributes to the development of more effective Arabic phonology teaching strategies for Sundanese-speaking learners. The findings are expected to serve as a foundation for designing Arabic pronunciation training models based on acoustic analysis and learners' phonological characteristics.

Keywords: /x/ phoneme, phonological interference, acoustic phonetics, Arabic, Sundanese speakers.

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**THE EFFECTIVENESS OF LEARNING NAHWU QURANI IN ARABIC
LANGUAGE EDUCATION AT UNIVERSITAS PENDIDIKAN INDONESIA 2026**

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This study was motivated by the low effectiveness of nahwu (Arabic grammar) instruction, which is often dominated by theoretical approaches and rote memorization of grammatical rules. As a result, students experience difficulties in understanding i'rāb, Arabic sentence structures, and the application of grammatical knowledge to Qur'anic comprehension. The study aimed to develop a Web-Based Qur'anic Nahwu (Marfū'āt) Learning Model to strengthen fahmul Qur'ani (Qur'anic understanding) among students of Arabic Language Education. The research employed a Research and Development (R&D) approach using the ADDIE model, consisting of the stages of analysis, design, development, implementation, and evaluation. The products developed included a learning model, a digital textbook, an implementation guide, and a web-based learning system integrating marfū'āt materials with Qur'anic verses. The products were validated by subject-matter experts, Arabic language education experts, and media experts before being implemented with 44 students of the Arabic Language Education Program at Universitas Pendidikan Indonesia. Data were collected through pretests, posttests, needs assessment questionnaires, user response questionnaires, and documentation. The findings revealed that students demonstrated a very high need for Qur'an-integrated, practical, and technology-based nahwu instruction. The implementation of the web-based learning model significantly improved students' understanding of marfū'āt, increased their active participation in learning, and enhanced their ability to connect grammatical rules with the comprehension of Qur'anic verses. Furthermore, the web-based platform provided greater flexibility and increased student engagement throughout the learning process. Therefore, the Web-Based Qur'anic Nahwu (Marfū'āt) Learning Model can be considered a contextual, interactive, and effective educational innovation for strengthening Qur'anic understanding among intermediate-level learners of Arabic.

Keywords: fahmul Qur'ani; learning model development; marfū'āt; Qur'anic Nahwu; web-based learning.



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Exploring EFL University Teachers' Perceptions and Practices Concerning the Didactic Potential of Authentic Texts for Developing Reading Competence

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The application of authentic reading materials in English as a foreign language (EFL) class has gained increasing attention in modern language teaching in Uzbekistan. This study investigates the didactic potential of authentic texts in improving reading competence among EFL university students within the framework of communicative language teaching. The study employed a qualitative method with case study design to collect the data. Twenty-four EFL teachers who teach at Uzbekistan State University of World Languages and Kokand State Pedagogical Institute were involved to participate in the current research. Data were collected through a semi-structured interview and open-ended questionnaires. The results showed that all participants had a positive perception of authentic text-based instruction in their language classes. Furthermore, teachers have utilized the authentic reading scaffolded integration tasks which contributed to the enhancement of higher-order thinking skills and learner autonomy. However, teachers encountered challenges in their practice, e.g., lack of theoretical knowledge and practical skills in material selection, lack of practical competences in task development, and dealing with multi-level students.

Keywords: didactic potential, authentic reading materials, higher-order thinking skills



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**Ren'Py-Based Visual Novel Game as a Multimodality Media in Basic Japanese
Language Learning**

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ICT (Information and Communication Technology) plays an important role in supporting the development of materials, teaching media, and assignments in the Japanese language learning process. One ICT-based learning media that can be used for learning to read, write, listen, and speak Japanese is a visual novel game. This study aims to develop a Ren'Py-based visual novel game in basic Japanese language learning that can be used for learning all language skills, namely reading, writing, listening, and speaking. The method used in this study is the Reeves DBR (Design Based Research) model, which consists of four stages. Stage 1 is the identification of the characteristics of ICT-based learning media used in basic Japanese language learning and the needs of basic Japanese language learners through interviews and questionnaires. Stage 2 is the creation and preparation of a Ren'Py-based visual novel game draft in accordance with basic Japanese language learning materials. Then in stage 3, the visual novel game draft is tested twice on basic Japanese language learners. The development of a visual novel game for basic Japanese language learning is expected to be a new option for learning basic Japanese that is interesting and fun, and can increase the interest of beginner learners in learning Japanese.

Keywords: Basic Japanese Language Learning, Japanese Language, Ren'Py, Visual Novel Game,



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Psychological and Pedagogical Foundations of Developing Students' Ecolinguistic Competence: The Experience of Uzbekistan

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This article analyzes psychological and pedagogical methods for improving ecolinguistic competence of philology students in the context of the higher education system of Uzbekistan. The main goal of the study was to identify effective pedagogical approaches and psychological factors that influence the formation of ecological awareness and ecolinguistic competence as well as the attitude of students to environmental problems and the role of language education in the development of ecological thinking. A quantitative research method was used in the study. During the study, a survey was conducted with the participation of 108 students from Uzbekistan State World Languages University. The questionnaire included questions on effective methods for developing environmental knowledge, environmental responsibility, environmental education, and ecolinguistic competence. The data obtained were studied using descriptive and comparative statistical analysis. The results showed that the majority of respondents consider air pollution to be the most pressing environmental problem. Students also emphasized the need to teach environmental knowledge from an early age. The study revealed the effectiveness of interactive methods, group work, and practical exercises in developing ecolinguistic competence. The significance of this study is that it discusses the issue of integrating ecolinguistics and modern pedagogical approaches in the education system of Uzbekistan. The results of the study show the importance of developing ecological awareness, critical thinking, and environmental responsibility in students through the development of language education with an ecological content. These results can serve as a theoretical and practical basis for improving environmental education and introducing innovative pedagogical strategies in higher education institutions of Uzbekistan.

Keywords: ecolinguistics, psychological-pedagogical approach, ecolinguistic competence, ecological awareness

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Politeness Comments on the Fizzo Reading App

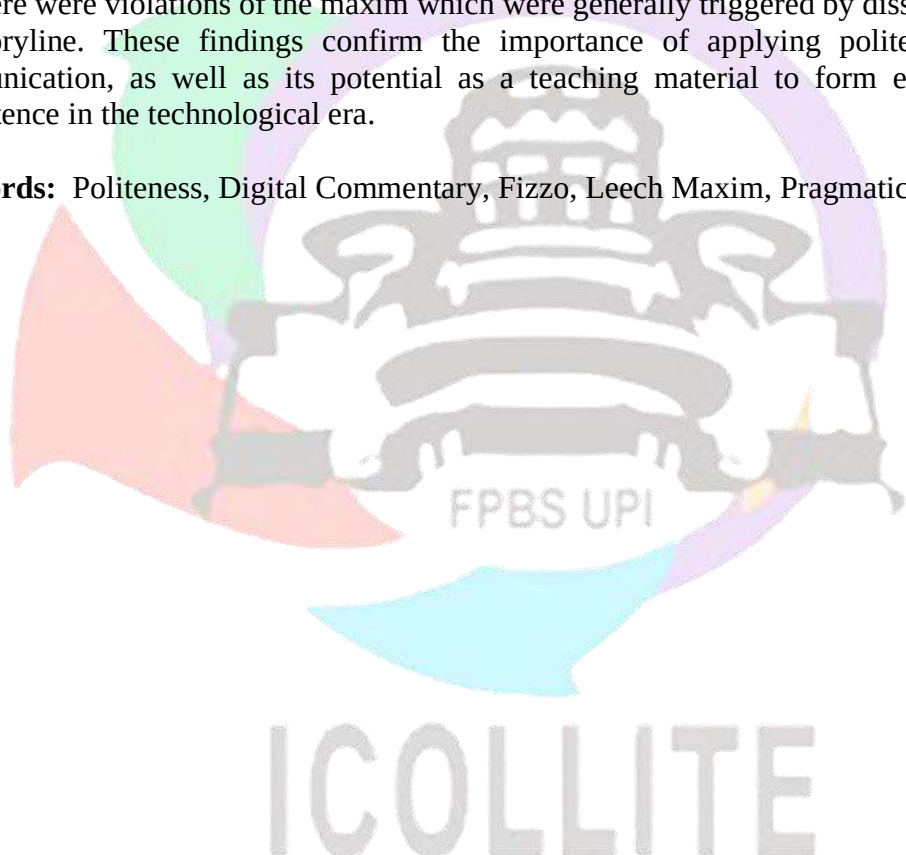
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This study aims to describe the form of language politeness in the comments of Fizzo digital reading application users-based on Leech's maximal theory of politeness. Using a descriptive qualitative approach with pragmatic theory, data was obtained from comments on popular novels by exclusive authors (star writers). The results of the analysis showed that most of the comments reflected adherence to the principles of politeness, such as the maxim of wisdom, generosity, appreciation, simplicity, compatibility, and sympathy. However, it was also found that there were violations of the maxim which were generally triggered by dissatisfaction with the storyline. These findings confirm the importance of applying politeness in digital communication, as well as its potential as a teaching material to form ethical language competence in the technological era.

Keywords: Politeness, Digital Commentary, Fizzo, Leech Maxim, Pragmatic





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Corpus-Based Shift in Uzbekistan: Eliminating the Middleman between Research and Practice

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At present time, a lot of investigations are conducted in the field of Corpus Linguistics (CL) (Biber et al., 1999; McEnery & Wilson, 2001) and Corpus-Based Language Pedagogy (CBLP) (Boulton & Cobb, 2017; Ma et al., 2021), but there is still the gap between the theoretical framework and the practices of majority teachers in real classrooms. In the context of Uzbekistan, not only the access to corpus technologies is limited, but there is also a lack of training opportunities and pedagogical resources to foster the practical use of corpora in language classrooms. This article aims to examine this research-practice gap in Uzbekistan, especially, in terms of the usage of corpus tools by language teachers and learners. The research focuses on the analysis of the current level of corpus integration in the HES of Uzbekistan and a corpus-based analysis of the “Great Writing” textbook used by the first-year students of Uzbekistan’s universities. The results show that such intermediaries as textbook writers and curriculum designers who filter corpus findings can inevitably limit the richness and authenticity that direct corpus engagement can offer. The study shows that access to corpus data without middlemen can help Uzbek teachers and learners to make more evidence-based instructional decisions. The article reveals that the solution of the research-practice gap in Uzbekistan will require a collaborative effort and institutional support, so that direct corpus incorporation becomes a significant part of everyday teaching practice across Uzbekistan’s HES.

Keywords: Corpus Linguistics, research-practice gap, intermediary-free access, Data-Driven Learning

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When Skeletons Speak: A Structural Analysis of Material Culture from the Prehistoric Cave Occupation of Gua Kidang, Blora, Central Java

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Human skeletal remains discovered in Gua Kidang, Blora, Central Java, constitute archaeological evidence that records not only the biological characteristics of past populations but also symbolic information reflecting prehistoric systems of knowledge and belief. This study examines human remains as material culture that “speaks” through body position, burial orientation, associated artifacts, and stratigraphic context. A structural analytical approach is employed to identify patterns of relationships and oppositions that generate meaning within burial practices. The results indicate that variations in the treatment of the deceased were not random but reflected cultural concepts concerning the body, space, ancestors, and death among the cave’s inhabitants. Differences in burial contexts across stratigraphic layers suggest both continuity and transformation in symbolic systems over time. These findings demonstrate that human skeletal remains function as a medium of cultural communication, preserving cognitive, social, and ideological aspects of prehistoric communities that occupied Gua Kidang.

Keywords: burial practices, Gua Kidang, human skeletal remains, material culture, structural analysis



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Digital Transformation in Preschool English Teacher Education: Integrating Web Resources for Professional Competence Development

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Accelerated development of digital technologies and web-based educational platforms is considerably changing the methods of teaching foreign languages in higher education. In this regard, the formation of professional competence of future English teachers in preschool education requires the use of innovative web resources that activate pedagogical, communicative, digital and methodological skills. This research has been conducted to ascertain how effective web resources are in shaping the professional competence of prospective English-language teachers in preschool education. The research applied theoretical, comparative, diagnostic, and experimental methods, including questionnaires, observations, pedagogical experiments, and statistical data analysis. The experimental research was conducted with the participation of 230 bachelor's degree students specializing in Preschool and Primary Education with a focus on English language teaching across three universities in Uzbekistan. A variety of educational web resources, including Hotlist, Multimedia Scrapbook, Treasure Hunt, Subject Sampler, Insight Reflector, Concept Builder, and Web-Quest, were incorporated into the instructional process through a systematic model based on digital learning principles. The findings demonstrated that the use of web resources positively influenced students' professional competence by improving digital literacy, critical thinking, communicative abilities, independent learning, creativity, and pedagogical performance. The results of the experiment revealed enhanced academic achievement and increased motivation among students in the experimental groups compared to the control groups. The study indicates that web resources constitute as effective tools for enhancing the professional competence of future English teachers in preschool education and facilitate the modernization of teacher education in the digital era.

Keywords: digital competence, English teachers, preschool education, professional competence, web resources.

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**Integration of the Total Physical Response (TPR) Approach Based on Salim Culture in
BIPA Learning: A Conceptual Study**

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Teaching Indonesian for Foreign Speakers (BIPA) faces a fundamental challenge in simultaneously integrating linguistic and cultural competence. Although Total Physical Response (TPR) has proven effective in improving vocabulary acquisition, receptive skills, and learning motivation, its application in the BIPA context has never been studied. Three gaps exist in the literature: TPR has only been examined in EFL contexts, TPR activities rely on culturally neutral physical commands, and the 'salim' culture — a distinctively Indonesian kinesthetic practice — has never been explored as action-based learning content. The novelty of this article lies in the conceptual model of Cultural-TPR (Culturally-Embedded TPR), which positions the 'salim' culture as a prototype for integrating TPR and cultural competence in BIPA. This article employs a systematic literature review with thematic synthesis across more than twenty international journals (2020–2026). The findings demonstrate that the 'salim' culture fulfills all the content requirements of TPR activities while offering cultural dimensions absent from generic physical commands. The Cultural-TPR model comprises three stages: Cultural Modeling, Guided Kinesthetic Response, and Cultural Reflection and Production.

Keywords: Total Physical Response, BIPA, Salim culture, Cultural TPR, cultural competence, ethnopedagogy



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**Reception of the Wasiyyat Rasulullah Text and the Transformation of Its Social
Function in Muslim Religious Practices**

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Wasiyyat Rasulullah is a religious text containing moral advice and Islamic teachings that has been transmitted not only through manuscripts but also through printed booklets, pamphlets, and digital media. Its continued circulation suggests that the text is still read, shared, and interpreted by Muslim communities in various religious settings. Despite its wide distribution, little attention has been given to how readers receive the text and how its social function has changed over time from a philological perspective. This study aims to examine Muslim readers' reception of the Wasiyyat Rasulullah text, identify its patterns of transmission, and explore the transformation of its social function in contemporary religious life.

This study employs a qualitative approach by combining philological analysis with Hans Robert Jauss's reception theory. Philological analysis is used to examine the content and meaning of the text, while reception data are collected through interviews, observation, and documentation involving Muslim informants at a university. The findings show that Wasiyyat Rasulullah is generally understood as a source of moral guidance, religious advice, and ethical values. Today, the text continues to circulate through oral transmission, printed publications, and digital platforms. Beyond its role as a religious text, it is also used as a medium for Islamic preaching, moral education, strengthening religious values, and transmitting Islamic teachings to younger generations. The study concludes that although the forms of transmission have changed, the text continues to play an important role in Muslim religious life because readers continuously reinterpret and adapt its messages to contemporary social and religious contexts.

Keywords: Wasiyyat Rasulullah; philology; reception; text transmission; social function.

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Construction of a Real-Life Approach-Based BIPA Listening Assessment: An Analysis of the Needs of Teachers and Learners

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This study aims to examine the need to develop an Indonesian language listening assessment instrument for Foreign Speakers (BIPA) based on a real-life approach by integrating the perspectives of teachers and learners. This study was motivated by the limited availability of BIPA listening assessment instruments capable of representing real-life communication situations, even though various studies on foreign language testing emphasize the importance of authenticity, contextual relevance, and the integration of language skills in assessment. The study employed a descriptive qualitative approach using a survey method. Data were collected through a questionnaire administered to 28 BIPA teachers from various institutions and 29 respondents, comprising 17 non-native speakers and 12 native speakers of Indonesian. The data were analyzed descriptively to identify perceptions, experiences, needs, and preferences regarding the construction of listening assessments based on real-life situations. The results indicate that the majority of teachers still rely on self-developed instruments because standardized instruments are considered not yet fully aligned with learning needs. Although the level of satisfaction with the available instruments was relatively high ($M = 3.86$), teachers highlighted weaknesses in terms of authenticity, accent variation, and standardization across proficiency levels. Meanwhile, learners felt that the listening tests they had taken did not fully prepare them for real-life communication. Both teachers and learners expressed a strong preference for the use of digital media, everyday topics, authentic conversations, a variety of speakers and accents, and tasks that integrate listening skills with communicative responses. These findings underscore the need to develop BIPA listening assessment instruments that are authentic, contextual, differentiated by proficiency level, and oriented toward language use in real-life communication situations, thereby enhancing the communicative validity of the assessments and their relevance to the needs of BIPA learners.

Keywords: authenticity, BIPA, listening assessment, performance-based assessment, real-life approach.



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Assessment Technology and 21st-Century Skills in the Post-Digital Era

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The transformation of higher education in the post-digital era requires a fundamental reconsideration of assessment practices. Traditional assessment models are increasingly insufficient for measuring the complex competencies demanded by the 21st century, including critical thinking, creativity, collaboration, digital literacy, and lifelong learning. Consequently, assessment is evolving from a mechanism for measuring learning outcomes to a dynamic process that actively supports learning and competency development.

This study examines the concept of assessment as an integrated educational technology and explores the role of taxonomic frameworks in designing effective assessment systems. The research adopts a qualitative analytical approach based on a review and synthesis of contemporary literature on educational assessment. Particular attention is given to Bloom's Taxonomy, the SOLO Taxonomy, Fink's Taxonomy of Significant Learning, and reflective assessment frameworks.

The analysis demonstrates that each taxonomy contributes a distinct dimension to assessment design. Bloom's Taxonomy supports cognitive progression, SOLO emphasizes the depth and integration of understanding, Fink's framework addresses experiential and affective learning, while reflective assessment promotes metacognitive awareness and self-regulated learning. Their integration provides a multidimensional approach capable of evaluating complex learning outcomes and authentic competencies.

The study concludes that effective assessment in the post-digital era should be holistic, learner-centered, and technology-enhanced. Integrating multiple taxonomic frameworks enables higher education institutions to align assessment with contemporary educational goals and better prepare students for the challenges of rapidly changing social, professional, and technological environments.

Keywords: Keywords: assessment technology, Bloom's Taxonomy, higher education, post-digital learning, SOLO Tax



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Lost in Theory? Pre-Service English Teachers' Translanguaging Experiences in an Indonesian University

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This study investigates how pre-service English teachers in Indonesia experience and evaluate translanguaging when engaging with theoretical content in an English-medium teacher education course. While translanguaging is widely recognised as a resource for multilingual learning, less is known about how students perceive its pedagogical role in theory-oriented contexts where conceptual understanding and academic performance demands intersect. Drawing on questionnaire responses from 54 students and follow-up interviews with 10 participants, this qualitative case study explores how translanguaging shapes engagement with disciplinary knowledge in a translation and interpreting theory course. The findings indicate that translanguaging supported meaning-making by helping students clarify complex concepts, restate unfamiliar ideas, and sustain engagement during cognitively demanding explanations. It also functioned as an affective and interactional resource, enabling students to feel less intimidated and more willing to participate in classroom discussion. However, students did not view translanguaging as an unrestricted practice. They differentiated its use across tasks, favouring English-only practices in performance-oriented activities while drawing on multilingual resources during conceptually demanding learning moments. The study argues that translanguaging in theory-oriented English teacher education is best understood as a task-sensitive pedagogical resource, whose legitimacy shifts according to the epistemic and performance demands of different classroom activities.

Keywords: translanguaging; theory-oriented learning; pedagogical translanguaging; English teacher education

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**Enhancing EFL Teacher Professional Development Through Cooperative Learning:
The Jigsaw Technique in Practice**

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Teaching is not something you learn once and then simply apply — it keeps changing as you grow. For pre-service EFL teachers, what happens during university training really matters, because those early experiences tend to shape how they think about teaching for a long time. This study looks at how using the Jigsaw technique in cooperative learning activities can support the professional development of pre-service EFL teachers at Uzbekistan State World Languages University (UzSWLU), focusing on third-year students in the Foreign Language and Literature programme.

The study was conducted with a group of 16 third-year students at mixed B2–C1 proficiency level across 12 weeks of one academic semester. Jigsaw-based tasks were built into regular English classes. The author kept a reflective journal, watched how students worked together, and gathered informal feedback along the way.

As the weeks went on, students became more comfortable working with each other and took more ownership of their learning. What stood out was that many of them — as future teachers — started thinking about why the technique worked, not just how. A few even said that doing Jigsaw as a student helped them imagine using it in their own classrooms one day. At UzSWLU, bringing the Jigsaw technique into pre-service teacher education turned out to be useful on two levels — it supported language learning and, at the same time, helped students start building a real sense of what teaching with cooperation actually looks like in practice.

Keywords: EFL teacher training, Jigsaw technique, Pre-service teachers, Professional development.

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Critical AI Literacy among Indonesian EFL Learners: Evaluating the Trustworthiness and Accuracy of ChatGPT-Generated Content

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The growing use of generative artificial intelligence (AI) tools, particularly ChatGPT, has significantly influenced English language learning by providing immediate access to language support, information, and writing assistance. While these technologies offer valuable learning opportunities, concerns regarding the trustworthiness and accuracy of AI-generated content have highlighted the need to develop learners' critical AI literacy. This study aims to examine how Indonesian senior high school EFL learners evaluate the trustworthiness and accuracy of ChatGPT-generated content and to investigate their critical AI literacy practices in English language learning contexts. Employing a mixed-methods design, the study will involve approximately 120 Indonesian senior high school EFL learners who will evaluate selected ChatGPT-generated content through a structured questionnaire focusing on perceived trustworthiness, accuracy, and information verification practices. Semi-structured interviews will also be conducted with approximately 10 selected participants to explore their evaluation strategies and experiences when interacting with AI-generated content. The study is expected to provide insights into learners' ability to critically assess AI-generated content and identify factors that influence their evaluation practices. It is expected to reveal varying levels of critical AI literacy among learners and highlight challenges related to the verification of AI-generated information. The study will contribute to the growing discussion on AI integration in language education and emphasize the importance of incorporating critical AI literacy into English language learning. Furthermore, the findings may offer pedagogical implications for preparing learners to engage critically, responsibly, and effectively with AI-generated content in the post-digital era.

Keywords: artificial intelligence, ChatGPT, critical AI literacy, EFL learners, English language learning

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Digital Educational Resources in the Teaching of the Indonesian Language

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The growing demands for the professional training of university students necessitate the modernization of the educational process. The rapid pace of digitalization across all spheres of contemporary society, in turn, highlights the need to enhance digital literacy and develop information and communication technology (ICT) competencies among students not only in technical disciplines but also in the humanities. Digital Educational Resources (DERs) constitute a set of digitally formatted educational materials and tools employed to enhance student engagement and participation through interactive and multimedia components. These developments have created a need for the integration of digital education elements into higher education teaching practices. The purpose of this study is to demonstrate the application of Digital Educational Resources in the process of teaching the Indonesian language. The methodological framework aims at ensuring effective instruction and includes computer modeling, diagnostic methods, practical exercises, surveys, and testing procedures. DERs are utilized to increase student activity and involvement in the learning process through interactive and multimedia features. Digital Educational Resources may be classified according to the mode of information presentation, including textual, visual, audio, audiovisual, and integrated formats.

DERs are an effective educational tool that promotes the development of independent learning skills and serves as an integral component of contemporary language instruction. Their multimedia nature enables the integration of various methods of information presentation, knowledge assessment, and self-assessment. Furthermore, Digital Educational Resources facilitate the simulation of teacher–student interaction through computer-based technologies and provide efficient mechanisms for monitoring and evaluating learning outcomes. In conclusion, Digital Educational Resources constitute one of the most effective forms of ICT implementation in modern education. ICT is a fundamental component of DERs, enabling interactive learning environments and supporting both assessment and self-assessment processes. The significance of Digital Educational Resources becomes particularly evident in the context of distance learning, where they function as an essential means of ensuring effective educational interaction and learner engagement.

Keywords: Digitalization, Digital Educational Resources, Information Technologies, Distance Learning



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Multimodal Meaning-Making and Synesthetic Metaphor in a Multiliteracies Mini-Project

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This paper reports a small-scale classroom pilot that explores how a short multiliteracies intervention can support students' multimodal meaning-making in a post-digital learning context. The study involved a two-week mini-project with undergraduate students who responded to a multimodal text and then redesigned its meaning using another mode or a combination of modes. Data consisted of pre- and post-task written responses, student-produced multimodal artifacts, and a brief perception survey. The analysis focused on three simple indicators: the number of semiotic resources identified by students, the quality of their multimodal explanations, and the presence of synesthetic metaphor in their responses. The paper argues that even a brief instructional sequence can help students move beyond word-centered interpretation toward a fuller awareness of how image, layout, color, and other semiotic choices contribute to meaning. It also considers how synesthetic expressions may function as a linguistic resource for articulating cross-modal textual experience. By presenting a manageable classroom model, the paper offers a practical approach to integrating multiliteracies pedagogy into higher-education language and literacy contexts. The findings are intended to inform future work on multimodal pedagogy, learner meaning-making, and classroom-oriented research design.

Keywords: post-digital meaning-making, multimodal redesign, cognitive synesthetic metaphor



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Social values in the proverbial picture of the world as a means of teaching a foreign language

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The article deals with using a proverbial worldview in foreign language teaching based on the concept of social values. The relevance of this work stems from the growing role of the sociocultural component in modern language training, which is focused not only on developing linguistic competence but also on developing students' understanding of cultural norms, value systems, and the national worldviews of native speakers. Proverbs are considered an important element of the linguistic worldview, reflecting a people's accumulated social experience, moral principles, and understanding of significant social categories. The article analyzes the linguodidactic potential of proverbs as a means of developing students' communicative and sociocultural competence. Particular attention is paid to the social values represented in the paremiological fund of language, including work, family, friendship, mutual assistance, respect for elders, responsibility, and justice. It is shown that using proverbs not only expands students' vocabulary and improves their speaking skills but also promotes an understanding of the cultural characteristics of the society. The methodological possibilities of incorporating proverbs into foreign language lessons at various stages of learning are explored. The effectiveness of using proverbs in developing reading, speaking, listening, and intercultural communication skills is substantiated. It is concluded that exploring social values through the proverbial worldview promotes deeper language acquisition, increases student motivation, and fosters a holistic understanding of the culture of the native language people. The results of the study can be used in the development of teaching materials and methods for teaching foreign languages in a multicultural educational environment

Keywords: proverbial picture of the world, social values, foreign language, linguodidactics, intercultural communication

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Meaning-Making in Indonesian Digital Discourse: A Corpus-Driven Study

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Post-digital communication has transformed the ways language users construct meaning, negotiate social relationships, and develop new lexical practices in everyday interaction. In Indonesian digital discourse, informal expressions circulating through instant messaging platforms frequently function as shared linguistic resources that reflect changing literacy practices and contemporary meaning-making processes. However, many of these emerging lexical items remain underrepresented in Indonesian lexicography. This study investigates the lexicographic relevance of digital communication data for identifying emerging Indonesian lexical units and semantic shifts in contemporary online interaction. The data consist of 18.5 million tokens collected from anonymized WhatsApp conversations involving 1,000 participants across several Indonesian cities. Using a corpus-driven approach, this study examines lexical frequency, dispersion, collocational behavior, and pragmatic stability across interactional contexts. Concordance and distributional analyses were employed to identify lexical items that demonstrate consistent communicative functions in naturally occurring discourse. The findings reveal that 6,914 lexical candidates met the corpus-based criteria of frequency, dispersion, and contextual stability. Among them, 31.1% were absent from the Indonesian dictionary (KBBI VI), while 28.7% displayed semantic functions different from their current lexicographic definitions. Frequently used forms such as *wkwk*, *gas*, and *aman* demonstrate stable pragmatic meanings associated with humor, agreement, mitigation, and task completion in digital interaction. Orthographic variants such as *ga*, *gak*, *nggak*, and *gk* further indicate large-scale functional convergence in Indonesian online communication. This study highlights how digital corpora provide critical evidence for understanding evolving language practices, digital literacies, and meaning-making in post-digital society while contributing to corpus-based Indonesian lexicography and language education.

Keywords: corpus linguistics, digital discourse, language variation, post-digital communication

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Language Contact and Gender Variation: A Study of Phonological Interference among Singkil Speakers

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Language variation and language contact are central topics in sociolinguistics, particularly in multilingual communities where speakers frequently use both local and national languages. This study investigates the relationship between language, gender, and linguistic interference among Singkil speakers in Aceh, Indonesia, with a specific focus on phonological interference from the Singkil language in the use of Bahasa Indonesia. The study aims to identify the types of phonological interference produced by Singkil speakers and to examine how gender influences the occurrence of such interference. This research employs a qualitative descriptive approach supported by quantitative frequency analysis. Data were collected through semi-structured interviews and natural speech observations involving 40 native Singkil speakers, consisting of 20 males and 20 females from different age groups, educational backgrounds, and occupations. The participants were selected from several districts of Aceh Singkil Regency. The recorded speech data were transcribed and analyzed to identify recurrent phonological patterns influenced by the speakers' first language. The findings reveal that phonological interference remains a prominent feature in the Indonesian speech of Singkil speakers. Several phonological processes were identified, including consonant substitution, devoicing, glottal insertion, monophthongization, vowel fronting, syllable deletion, and consonant deletion. The analysis further demonstrates gender-based variation in the occurrence of phonological interference. Male speakers exhibit a higher frequency of phonological interference than female speakers, reflecting differences in language use, social interaction, and exposure to Bahasa Indonesia. These findings suggest that gender functions as an important sociolinguistic variable influencing speech production within the Singkil community. The study contributes to research on language contact, phonological variation, gender, and bilingualism, while offering insights into the maintenance of local linguistic identity in multilingual societies.

Keywords: Phonological Interference, Gender, Singkil Language, Bahasa Indonesia

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Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
World: Repositioning Language, Literature, Culture, and Education

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Mapping Coastal Sundanese Variation in Southern West Java Using Geographic Information Systems: A Spatial Sociodialectological Study

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The linguistic landscape of coastal communities is shaped by social mobility, occupational transformation, and increasing interaction among speech communities. These dynamics are evident along the southern coast of West Java, where Sundanese is used by communities with diverse social and geographical backgrounds. Although studies on Sundanese dialects have been widely conducted, the integration of dialectometric analysis, sociolinguistic variables, and Geographic Information Systems (GIS) remains limited. This study aims to map Coastal Sundanese variation across three regencies in southern West Java and examine the relationship between dialect distribution and social factors. This study employs a convergent mixed-methods design. Data are collected through structured interviews, speech recordings, and dialectological questionnaires. Sociolinguistic information, including age, education, occupation, and mobility patterns, is documented alongside geographical coordinates. Linguistic data are analyzed using dialectometric techniques, while GIS-based mapping with ArcMap is used to visualize spatial patterns of variation. The findings indicate that Coastal Sundanese forms several clusters of linguistic variation distributed across the southern coastal region. These patterns are influenced not only by geographical proximity but also by social mobility, occupational background, and the intensity of community interaction. GIS-based mapping further reveals that linguistic boundaries do not always correspond to administrative borders. In addition, distinctive lexical features related to maritime culture emerge as markers of coastal linguistic identity. This study contributes to dialectology and spatial sociolinguistics by demonstrating the interaction between geographical and social factors in shaping language variation and provides linguistic documentation to support regional language preservation.

Keywords: Coastal Sundanese, dialectometry, GIS, mapping, spatial sociolinguistics.

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**The Role of Bilingual Translation Discourse in Teaching Foreign Languages via modern
ICT and AI technologies**

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This article examines how bilingual translation discourse contributes to the advancement of foreign language instruction by leveraging contemporary digital tools and intelligent technologies. As educational settings continue to shift toward technology-driven models, bilingual translation has proven to be a highly productive teaching strategy that deepens students' grasp of language, nurtures higher-order thinking, and builds meaningful cross-cultural communicative abilities. The study looks at how engaging with two languages through translation tasks helps learners break down grammatical patterns, weigh differences in meaning, and arrive at a more nuanced understanding of both the original and translated language. A significant portion of the paper is devoted to the educational value of bilingual translation activities, such as critiquing automated translation output, working with parallel texts, completing corpus-based exercises, and using AI-driven translation platforms. These tasks sharpen students' command of accurate language use and contextual awareness, while encouraging a more reflective approach to real-world communication. The article also considers how digital applications and intelligent language tools promote collaborative reasoning and keep students actively engaged in the learning process. The research further underscores the potential of intelligent systems to individualize the bilingual translation experience by calibrating tasks to match each student's skill level and learning preferences. These technologies nurture self-directed study habits, deliver prompt feedback, and create opportunities for sustained language engagement outside the classroom. The findings confirm that bilingual translation discourse, when integrated with modern ICT and AI resources, serves as a powerful vehicle for building communicative competence, honing translation proficiency, and fostering intercultural sensitivity. Deliberately incorporating bilingual translation into language programs has strong potential to raise the quality of foreign language learning in the digital age.

Keywords: AI technologies, discourse analysis, translation process, discourse categories, ICT, translator's cognitive actions, cognitive organization of discourse, utterance



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Discourse analysis of Tom Lembong's plea: A perspective from Gee's Identity Theory

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James Paul Gee (2000) proposed identity as a dynamic analytical lens for understanding how individuals are recognized as "a certain kind of person" through four interconnected perspectives: Nature-Identity (N), Institution-Identity (I), Discourse-Identity (D), and Affinity-Identity (A). This study aims to examine the strategies employed by Tom Lembong in constructing and maintaining his identity in his plea defense (pleidoi) and to explore its function as a form of resistance against perceived political criminalization in the sugar import case. Using Critical Discourse Analysis (CDA), the study maps the content of Lembong's plea defense onto Gee's four identity perspectives. The findings reveal that Lembong actively weaves together all four dimensions of identity: Institution-Identity (I-Identity) as a minister implementing lawful and transparent policies; Discourse-Identity (D-Identity) as a rational, empathetic victim of injustice; Affinity-Identity (A-Identity) through alignment with public supporters, the media, and citizens advocating against injustice; and Nature-Identity (N-Identity), employed to a lesser extent, to reinforce his moral legitimacy as an ordinary human being. Lembong's plea defense demonstrates that identity functions as a dynamic discursive strategy within power struggles, highlighting the applicability of Gee's identity framework for analyzing the role of identity in contemporary Indonesian legal and political discourse.

Keywords: affinity identity, critical discourse analysis, James Paul Gee, institution identity, Tom Lembong.



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**Constructing a Speech Act-Annotated Pragmatic Corpus Database of Japanese
Language Learners: An Interlanguage Pragmatics Study**

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Interlanguage Pragmatics (ILP) research in Japanese as a foreign language education in Indonesia continues to face limitations in terms of systematically documented empirical data, particularly in the form of standardized and scientifically annotated learner pragmatic corpora. This condition hinders the development of evidence-based ILP models and restricts the exploration of interlanguage pragmatic patterns among Japanese language learners across different proficiency levels and first-language backgrounds. Therefore, the development of a learner pragmatic corpus database is essential to strengthen the scientific foundation of ILP research while providing sustainable research infrastructure. This study aims to: (1) design a conceptual model and database architecture for a Japanese learner pragmatic corpus; (2) develop an annotation scheme based on speech act analysis within the ILP framework; and (3) construct and validate a standardized pragmatic corpus database. This study employed a basic research approach using a conceptual Design Based Research (DBR) combined with descriptive corpus analysis methods. The data consisted of written utterances produced by learners of Japanese, collected through a Discourse Completion Test (DCT) and complemented by follow-up interviews as a form of data triangulation. The data were subsequently transcribed using the Basic Transcription System for Japanese (BTSJ), coded, and annotated based on speech act classifications and pragmatic realization strategies derived from the Cross-Cultural Speech Act Realization Patterns (CCSARP) framework. Both qualitative and quantitative analyses were conducted to identify emerging interlanguage pragmatic patterns. The findings of this study are expected to result in a valid and sustainable Japanese learner pragmatic corpus database that can serve as a research infrastructure and contribute to the advancement of ILP studies within the context of Japanese language education in Indonesia.

Keywords: Inter-Language Pragmatics (ILP), Pragmatic Corpus, Japanese language, Speech acts, CCSARP.

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Reader Letter Discourse in Javanese Journalistic Style

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As one form of discourse in Javanese journalistic style, the reader letter genre needs to be described. This is necessary in order to provide a complete description of Javanese discourse types for documentation purposes. This paper examines the function and structure of the reader letter discourse in Javanese journalistic style, which, according to the author, has not been previously studied. The theoretical framework used in this research includes van Dijk's theory of discourse structure, which states that discourse consists of three components: macrostructure, superstructure, and microstructure; and van Luxemburg's view that discourse is composed of smaller parts—namely, the opening, body, and closing sections. Additionally, Halliday's theory of language functions is applied, which distinguishes several functions of language: instrumental, regulatory, representational, personal, heuristic, and imaginative. The method employed in this study is descriptive qualitative analysis, which aims to describe the research object as it naturally occurs, without focusing on the frequency of specific data types. The data were collected from Javanese-language magazines. The reader letter discourse in Javanese journalistic style serves several functions: to inform, criticize, invite, and suggest. Its structure typically consists of the following elements: letter title, letter destination address, letter opening, letter content, letter closing, letter writer's name, and letter writer's address.

Keywords: Discourse, Javanese, Journalistic style, Reader letter



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Persuasive Speech Acts in Digital Promotion of Coffee Products on Instagram as a Strategy to Support SDGs 8

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This study aims to describe the forms and functions of persuasive speech acts in the digital promotion of coffee products on Instagram as a marketing communication strategy that supports Sustainable Development Goal (SDGs) 8, namely Decent Work and Economic Growth. This research employs a descriptive qualitative approach within the framework of cyber pragmatics. The data consist of digital promotional posts from the Instagram accounts Fox Coffee & Roastery and Tibasuka.id, including captions, visual texts, hashtags, emojis, and other multimodal elements. Data were collected through documentation and observation of promotional content on Instagram. The data were analyzed by identifying the forms of persuasive speech acts based on the pragmatic context of digital communication.

The findings reveal that persuasive speech acts in the digital promotion of coffee products are predominantly represented by representative, directive, expressive, and commissive speech acts. Representative speech acts are used to build the product image through information about quality, innovation, atmosphere, and the experience of enjoying coffee. Directive speech acts are employed to encourage audiences to purchase or try products, either implicitly or explicitly. Expressive speech acts are utilized to create emotional closeness with consumers through poetic and communicative language, while commissive speech acts are used to build trust in product quality and service. In addition, cyber-pragmatic characteristics were identified, including the use of casual language, metaphors, aesthetic visuals, emojis, and hashtags as digital persuasion strategies on social media.

This study demonstrates that the digital promotion of coffee products on Instagram functions not only as a marketing medium but also as a strategy for strengthening the creative economy and local product branding that is relevant to SDGs 8 through product innovation, business development, and enhanced competitiveness of coffee businesses in the digital era.

Keywords: persuasive speech acts, cyber pragmatics, digital promotion, coffee products, Instagram, SDGs 8.



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A Corpus Linguistics Analysis of the Judicial Review of the Job Creation Law at the Constitutional Court

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This study examines discourse representation in the debate over the Constitutional Court's judicial review of the Job Creation Law, using a corpus linguistics approach and Corpus-Assisted Discourse Studies (CADS). The study aims to identify lexical patterns, collocations, and ideological tendencies in legal texts, government statements, and narratives from labor groups regarding the Job Creation Law. The research data consists of a corpus comprising Constitutional Court rulings, the text of the law, government speeches, press releases, and media articles published between 2020 and 2024. The data was analyzed using the AntConc software through frequency analysis, keyword analysis, collocation, and concordance. The results indicate that the government tends to use a lexicon oriented toward economic development, such as “investment,” “legal certainty,” and “job creation,” whereas labor groups predominantly use terms like “workers’ rights,” “exploitation,” and “injustice.” Furthermore, the Constitutional Court’s rulings demonstrate the use of formal legal language that serves as constitutional legitimization for state policies. This study indicates that the language in the debate surrounding the Job Creation Law is not neutral but rather represents competing power relations, ideologies, and socio-political interests within Indonesia’s public sphere.

Keywords: corpus linguistics; legal discourse; Job Creation Law



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**REDUNDANCY IN INDONESIAN: STUDY OF TYPE, FORM, AND SYNTACTIC
BEHAVIOR**

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This study discusses redundancy in Indonesian. Redundancy is the use of language that shows wastefulness due to the presence of repetitive elements so that it does not reveal new information. In non-fiction texts, redundancy can disrupt the effectiveness of sentences. This study was conducted considering the frequent occurrence of redundancy in non-fiction texts. The study covers three aspects, that is (1) type, (2) form, and (3) syntactic behavior. The results of this study can be used as supporting teaching materials, especially effective sentences. The theory used is the relationship of meaning, both relations between words or words with other units. This study is prescriptive qualitative. The data used are primary data in the form of sentences. Data were obtained using the listening method and note-taking technique. Data were taken from non-fiction texts, such as news, opinions, student papers, scientific paper competition manuscripts. The analysis used the distribution method and the deletion technique. If the deletion does not change the information, the deleted element is determined as redundant. From the study, it is known that based on its type, redundancy in Indonesian can be classified into (1) repetition of form, (2) repetition of synonyms, (3) morphological repetition, and (4) implicature mention. Based on its form, redundancy in Indonesian can be broken down into (1) word form and (2) phrase form. Based on its syntactic behavior, redundancy in Indonesian can be broken down into (1) head, (2) modifier, and (3) certain syntactic function.

Keywords: redundancy, redundant, repetition, implicature mention



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**SMART CULTURAL WRITING IN DEVELOPING FOUNDATIONAL LITERACY
ORIENTED TOWARD FOLKTALES**

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The declining interest of children in reading and writing, combined with the dominance of global digital content, has created significant challenges for foundational literacy development and cultural preservation. At the same time, the rapid growth of digital technology and Artificial Intelligence (AI) has transformed how children interact with texts and information, requiring innovative literacy approaches that integrate cultural relevance and technological advancement. This study aims to develop a conceptual framework of Smart Cultural Writing (SCW) for enhancing foundational literacy through the development of children's fiction inspired by the uniqueness of Indonesian folktales. The framework seeks to integrate local wisdom, Deep Learning, digital creativity, and Artificial Intelligence within a holistic literacy-learning ecosystem. This research employed a conceptual research design using a Systematic Literature Review (SLR). Relevant literature was collected from reputable sources indexed in Scopus, Web of Science, ERIC, and Google Scholar, as well as policy documents from UNESCO and OECD. The selected studies were analyzed and synthesized thematically to identify key concepts and research gaps. The findings reveal that folktale-oriented children's fiction provides an authentic medium for strengthening reading, writing, listening, and speaking skills while fostering cultural identity, creativity, critical thinking, and character development. The proposed SCW model integrates cultural exploration, meaning-making, story reconstruction, digital creation, and AI-assisted writing processes to support meaningful and transformative literacy learning. In conclusion, Smart Cultural Writing offers an innovative literacy framework that bridges local cultural preservation and future-oriented education, contributing to the development of literate, creative, culturally grounded, and digitally competent learners.

Keywords: artificial intelligence, deep learning, folktales, foundational literacy, smart cultural writing

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Bebiye Ngatap Khumah: A Communal Ritual and Local Cosmology in Ogan Cultural in South Sumatra

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This research discusses an oral tradition owned by the Ogan social community in South Sumatra, namely Bebiye Ngatap Khumah. This tradition represents the manifestation of local knowledge, cultural identity, and the cosmological system possessed and developed by the Ogan ethnic community in South Sumatra. The study focuses on the tradition of roof construction, known as Bebiye Ngatap Khumah, and the symbolic meanings embedded in the ritual offerings that represent the social and spiritual interactions that emerged and developed within the Ogan ethnic community. A qualitative ethnographic approach, accompanied by participant observation techniques, in-depth interviews, and documentation of oral traditions within the Ogan ethnic community, was employed in this research. To analyze the data, the study uses the perspectives of symbolic anthropology and cultural semiotics to describe the construction of meaning in the vernacular architectural practices of the Ogan ethnic community. The data analysis shows that the construction of a house roof is not merely one stage in the process of building a house. The Bebiye Ngatap Khumah tradition represents a cultural practice related to the representation of social structure, the legitimacy of customary law, and a space for the reproduction of socio-cultural values. This tradition reflects practices of social interaction based on the principles of mutual cooperation (gotong royong), reciprocity, and social cohesion among the Ogan ethnic community. In relation to ritual aspects, this tradition represents a spiritual dimension that emphasizes harmony among individuals, ancestors, and the natural environment. The symbolic meanings represented in this tradition describe the existence of a local ecological philosophy that functions to maintain social balance and the cultural sustainability of the Ogan ethnic community. This study emphasizes that this tradition is an important part of intangible cultural heritage that is closely related to cultural sustainability in an era marked by the pressures of global modernization.

Keywords: Ogan community, vernacular architecture, communal tradition, symbolic anthropology, intangible cultural heritage, South Sumatra.

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Critical Literacies, Discourse, and Meaning-Making in a Post-Digital
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ABS-ICOLLITE-26187

Teaching English under Linguistic Insecurity: Classroom Discourse, Teacher Identity, and Compensatory Practices in Under-Resourced Indonesian Schools

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EFL teachers' proficiency serves as one of the important foundations of a successful and effective teaching and learning process. This study problematizes the teaching practice of EFL teachers with low English proficiency from the perspective of linguistic insecurity and its impacts on classroom discourse, students' learning progress, and teacher identity. This case study collected 10 teaching-and-learning video recordings, lesson plans, and other teaching materials from under-resourced schools in different provinces in Indonesia. The datasets were analyzed qualitatively based on classroom interactional discourse between teachers and students and students-students interaction. In addition, a thematic analysis was employed on the lesson plans and other teaching materials. The findings showed that linguistic insecurity significantly influenced classroom discourse. Teachers frequently minimized spontaneous English use, relied heavily on scripted materials. On average, the teachers used 92% of the classroom discourse in the Indonesian language. The lesson plans followed certain templates and were written in Indonesian, with English terms used sparingly. Other learning materials, such as PowerPoint presentations and worksheets, used mainly English but were explained in Indonesian. Opportunities for authentic communication in English were limited, as teachers often avoided open-ended discussions and communicative tasks that might expose linguistic weaknesses. Consequently, classroom discourse became constrained, reducing students' exposure to meaningful language input and interaction. As a result, classroom discourse tended to prioritize procedural completion of tasks rather than meaningful language use. In addition, linguistic insecurity had profound implications for teacher identity. Teachers frequently positioned themselves as facilitators of textbook knowledge rather than confident language users. In the absence of standard language use in the EFL context in Indonesia, this study argues that linguistic insecurity should be understood not merely as an individual deficiency but as a product of broader educational policies leading to educational inequities.

Keywords: Linguistic insecurity, EFL teachers, teacher identity, teacher professional development



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NARRATIVE STRATEGIES AND PSYCHOLOGICAL DEPTH IN EARLY 20TH-CENTURY AMERICAN NOVELLAS: SHERWOOD ANDERSON AND JOHN STEINBECK

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In the early 1900s, American literature changed a lot. It went from being about external realism to being about exploring the inner self. Shorter narrative forms became popular places for psychological experimentation. This study considers the distinctive yet similar means by which Sherwood Anderson and John Steinbeck each found their own ways of representing consciousness in the novella form. This fills a large gap in the comparative scholarship to date. This study investigates Anderson's Winesburg, Ohio and Steinbeck's Of Mice and Men and The Pearl. through the lens of narratological analysis (focalization, free indirect discourse, psycho-narration), psychoanalytic literary criticism, and reader-response theory. Quantitative coding of markers of interiority (35.1% of paragraphs in Anderson versus 17.0% in Steinbeck) permits qualitative close reading. Anderson creates a fragmented, impressionistic consciousness through episodic structure using variable internal focalization with free indirect discourse dominance (68%). Steinbeck employs a consistent limited third-person point of view with a psycho-narrative focus (71%) that melds psychology into dialogue and action. Anderson's psychological typology is based on repressed desire and Puritan heritage, while Steinbeck's psychological typology is based on economic determinism and solitude. Anderson's spaces are closed, vertical, and respecting of space, as opposed to Steinbeck's open horizontal landscapes. The psychological novella is a genre unique to American modernism, a genre that allows for representational techniques not possible in shorter or longer forms. Anderson's expressionist and Steinbeck's documentary styles still serve as good examples of how to show interiority in modern times.

Keywords: psychological poetics American modernism Sherwood Anderson John Steinbeck narrative theory novella

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Exploring The Reason Behind High Level of Digital Literacy Among Higher Secondary EFL Students and Their Perception of Ideal Teaching and Learning in the AI Era.

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The development of digital technology and artificial intelligence (AI) has transformed English as a Foreign Language (EFL) learning practices significantly. While previous studies have investigated the integration of AI and digital literacy separately, limited research has studied why some EFL students in higher secondary show high levels of digital literacy and how their perceptions of ideal teaching and learning in the AI Era. Understanding students' point of view is very critical in designing learning environments that meet the needs of twenty first century learners.

This study aims to explore the factors that contribute to high digital literacy among higher secondary students and students' perception of ideal teaching and learning in the AI Era. Implementing explanatory sequential mixed method design, the study combines quantitative and qualitative approaches to obtain a comprehensive understanding of the phenomenon. In the quantitative stage, a questionnaire will be given to approximately 50- 100 higher secondary students to identify their levels and dimensions of digital literacy. Descriptive statistical analysis using SPSS will be implemented to analyze the survey data. In the qualitative stage, students' who show high digital literacy scores will be purposely selected for semi structured interviews. The interview result will be analyzed using Braun and Clarke's (2006) thematic analysis to uncover the underlying reasons behind students' digital literacy development and their perceptions about ideal teaching and learning in the AI era. The findings are expected to reveal various factors influencing students' digital literacy, including technology exposure, self directed learning habits, school support, and AI utilization. In addition, the study is expected to provide insight into students' expectations of ideal learning environments characteristics by meaningful, mindful, joyful and AI supported learning experiences. The findings of this research are expected to provide insight of practical implications for EFL teachers, schools, and curriculum developers in preparing learners for the challenges of the digital era.

Keywords: digital literacy, ideal teaching and learning, artificial intelligence, upper secondary education.



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Critical Literacy in a Post-Digital Uzbekistan: Muslim Culture, Mahalla Ethics, and Meaning-Making in an Era of Transformation

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We live in a time when the digital and the real are no longer separate. Our sense of culture, identity, and ethics is shaped as much by social media feeds and online news as by family, school, and community. This article explores how critical literacy, the ability to read not just words but the power and ideology behind them, can help young people in Uzbekistan engage thoughtfully with the stories digital media tell about Muslim culture. The study is grounded in two realities: Uzbekistan's rapid technological transformation and the enduring role of the mahalla, a neighbourhood community system where Muslim ethical values of solidarity, justice, and mutual care have been lived for centuries. Global media often reduce Muslim communities to narrow stereotypes, repeating certain images while leaving out the rich diversity of lived experience. At the same time, over 90% of Uzbeks identify with their mahalla, and a national initiative is transforming 9,000 mahallas into centres of education and community life. Critical literacy theory, with its emphasis on questioning whose voices are heard, whose are silenced, and how texts position readers, offers a practical framework for navigating this tension. The article argues that by connecting global critical literacy with local ethical traditions, educators can help young people engage critically with digital media while staying rooted in the values of their own culture. The goal is not just analysis, but a more reflective, inclusive, and ethically aware society.

Keywords: critical literacy, post-digital, Muslim culture, mahalla, Uzbekistan, media, digital transformation,



ABS-ICOLLITE-26259

From Health Information to Meaning Making: Deep Reading Framework for Digital Health Literacy

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Growing access to digital health information has created wider opportunities for public learning while simultaneously increasing the demands placed on individuals to interpret, evaluate, and apply health knowledge in responsible ways. Abundant information has not necessarily strengthened public understanding because many digital health literacy initiatives remain centred on accessing information and developing functional skills. Limited attention has been devoted to reflective reading, critical interpretation, and the process through which readers construct meaningful understanding from increasingly complex digital texts. Such circumstances invite a broader perspective that views health literacy as an interpretive and reflective practice shaped through active engagement with knowledge. This study formulates the SAKTI Deep Reading Framework as a conceptual foundation for strengthening digital health literacy through critical reading and meaning making. The framework is developed by synthesising perspectives from critical literacy, deep reading, multimodal literacy, and sociocultural learning. Reading is understood as a process of inquiry in which learners examine the credibility of information, interpret multiple forms of representation, relate new insights to lived experience, and develop informed judgements within authentic social contexts. This perspective moves beyond the transmission of information by emphasising understanding, reflection, and personal engagement. Five complementary dimensions form the core of the framework, namely Sadar, Aktif, Kritis, Terbuka, and Imersif. Each dimension encourages readers to engage thoughtfully with scientific and multimodal texts, participate in reflective dialogue, consider diverse perspectives, and transform information into meaningful knowledge that can inform everyday health decisions. The framework is illustrated through the SAKTI digital platform, which serves as a learning environment where conceptual principles are translated into community based educational practices that promote active participation and collaborative interpretation. The value of the proposed framework lies in its effort to reposition digital health literacy as a process of critical meaning making rather than a set of functional competencies. Integrating critical literacy, multimodal interpretation, and reflective learning offers a broader conceptual understanding of how individuals engage with health information in contemporary digital society. This perspective contributes to ongoing discussions in language education, literacy studies, and community learning while providing a theoretical foundation for future research on digital literacy within post digital educational contexts.

Keywords :

digital health literacy; critical literacy; meaning making; deep reading; multimodal literacy



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Students' Negotiation of Feedback Authority in AI-Assisted Academic Writing

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Although university students are now more adept in using generative AI in the preliminary stages of writing essays, such as brainstorming ideas and drafting, many students expressed their preference in receiving feedback from their lecturers, not AI-generated feedback. This phenomenon elicited a tension on how students viewed AI as a tool to help them write, but on the other hand, relied on human instructors as trusted evaluators to assess the quality of their writing. This study investigates how students evaluate and negotiate the authority of AI-generated feedback and human feedback. Data were collected from questionnaires distributed to 28 second-year university students along with essays they produced in the 16-week meetings. Findings indicate three varied approaches to AI in their writing. First, students who initially relied on AI found that working independently increased their self-awareness and confidence, eventually reducing their dependence. Second, students who preferred working without AI entirely valued genuine self-expression and deeper engagement with material. Third, students adopted a hybrid approach, drafting ideas independently before using AI for refinement. Moreover, students uncertain about their language skills appreciated technical aspects provided by AI tools, such as vocabulary, sentence structure, grammar, and conceptual clarity. As they developed independent capabilities in summarizing and identifying key arguments, many reported growing pride and a stronger sense of academic integrity. The study also highlights that critical thinking skills are essential and that students should avoid overreliance on AI tools.

Keywords: AI-assisted writing feedback, Critical Thinking, EAP, Generative AI, Writing proficiency



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Identity Hybridity in *Al-Ḥafīdah al-Amrīkīyah* by In‘ām Kachachī

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The novel *Al-Ḥafīdah al-Amrīkīyah* portrays a woman who struggles to negotiate her identity after migrating to the United States as a result of war, then returning to her homeland as an interpreter for the U.S. Army. The purpose of this study is to examine how a post-American invasion Iraqi diasporic woman is portrayed in negotiating her identity amid a fragmented global reality. Postcolonial theory and the concept of diasporic identity are employed as the analytical approach to examine how identity, as a continuously evolving process, is represented in the novel. The hybridity of identity is portrayed through the protagonist's experiences, events, dialogues, and narrative structure, which depict her sense of alienation and the negotiation of her cultural identity. The method employed in this study is feminist narratology. The findings indicate that the protagonist experiences identity hybridity as a result of being divided between two worlds, namely traditional Iraqi culture and modern American culture. Identity hybridity is portrayed when the protagonist returns to Iraq as an American interpreter and wears an American military uniform but speaks in an Iraqi dialect, resulting in confusion over her identity. It can be concluded that she negotiates her identity as a diasporic woman trapped between historical trauma and colonial domination.

Keywords: migration, diaspora, novel, culture.



ABS-ICOLLITE-26223

Exploring Ethical Considerations of Chat GPT- Assisted Academic Writing among EFL University Students at Universitas Pendidikan Ganesha: Insights from Technology Acceptance Model (TAM) and AI Literacy Perspectives

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The rapid advancement of generative Artificial Intelligence (AI) has transformed academic writing practices in higher education. Among various AI-powered tools, ChatGPT has emerged as one of the most widely used applications among university students due to its accessibility, ease of use, and ability to support idea generation, language development, and writing organization. In the Indonesian context, ChatGPT has gained considerable popularity among students as a learning and writing support tool. While previous studies have extensively documented the benefits and challenges of ChatGPT in academic writing, increasing concerns regarding academic integrity, authorship, overreliance on AI, and responsible AI use have generated ongoing debates in educational settings. These concerns highlight the importance of examining not only students' acceptance of ChatGPT but also their ethical awareness when engaging with AI-assisted academic writing. Despite the growing body of research on ChatGPT in education, limited studies have explored students' ethical considerations through the combined perspectives of Technology Acceptance Model (TAM) and AI Literacy Theory. Furthermore, research focusing on ethical awareness and responsible AI use among EFL university students in Indonesian higher education contexts remains relatively scarce. Addressing this gap, the present study aims to explore EFL university students' experiences, perceptions, and ethical considerations regarding the use of ChatGPT in academic writing at Universitas Pendidikan Ganesha, Bali. Guided by Technology Acceptance Model (TAM) and AI Literacy Theory, this study investigates how perceived usefulness, perceived ease of use, AI understanding, critical evaluation, and ethical awareness influence students' engagement with ChatGPT. Employing an exploratory qualitative design, data collection will begin with a screening questionnaire administered to approximately 20–30 EFL university students. Based on the questionnaire responses, 8–12 participants representing different levels of ChatGPT usage, ethical awareness, and attitudes toward AI-assisted writing will be selected through maximum variation sampling for semi-structured interviews. Data will be analyzed using thematic analysis.

The study is expected to reveal how students negotiate the educational benefits of ChatGPT while addressing ethical concerns related to academic integrity, dependency, authorship, critical thinking, and responsible AI use. Unlike previous studies that primarily focus on the benefits and challenges of ChatGPT, this study foregrounds ethical considerations by integrating TAM and AI Literacy Theory to explain the relationship between technological acceptance and ethical responsibility in AI-assisted academic writing. The findings are expected to contribute to AI literacy-oriented pedagogical practices and support the development of responsible AI integration policies in EFL higher education.

Keywords: Artificial Intelligence, ChatGPT, Academic Writing, EFL Students, Digital Literacy, Ethical AI Use



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THE FAMOUSNESS OF TARKIB IN NAHWU LEARNING

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Tarkib is one of the core subjects in Arabic grammar (nahwu) instruction, playing an important role in helping learners understand word relationships and sentence structures in Arabic. Although various types and patterns of tarkib are systematically taught, the level of familiarity and prominence of each tarkib among university students has received limited empirical attention. This study aims to identify and describe the most prominent tarkib patterns according to students of Arabic Language Education. The study employed a quantitative approach using a descriptive survey method. The participants consisted of 45 second-semester students of the Arabic Language Education Program at Universitas Pendidikan Indonesia, selected through total sampling. Data were collected using a closed-ended questionnaire and analyzed through descriptive statistics, including frequencies and percentages. The findings reveal that tarkib idhafi is the most prominent type of tarkib, accounting for 40.0% of responses. In the category of jumlah fi'liyah (verbal sentences), the pattern fi'il muta'addi ma'lum + fa'il + maf'ul bih was identified as the most prominent, with a percentage of 35.6%. Meanwhile, in the category of jumlah ismiyah (nominal sentences), the pattern mu'tada (simple noun) + singular khabar obtained the highest percentage, at 22.2%. These findings indicate that tarkib patterns that are simpler and more frequently encountered in learning activities tend to achieve higher levels of prominence among students. This study contributes to a better understanding of students' familiarity with tarkib patterns and may serve as a reference for the development of Arabic grammar teaching materials.

Keywords: Jumlah of fi'liyah ; jumlah of ismiyah ; fame of tarkib; nahwu ; tarkib idhafi

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From Field Observation to Expo: Innovation in Project-Based Learning of English for Tourism Course

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English for Specific Purposes (ESP) courses often focus on memorization and vocabulary building, while English for Tourism often provides scenarios to position oneself as hospitality personnel. Considering the students' background as language and literature students, the English for Tourism course at a university in Bandung is designed as a project-based course that also addresses real-world issues related to tourism, such as sustainability and the introduction to the concept of niche tourism as opposed to mass tourism, and cross-cultural understanding. The teaching team divided the course into three phases: first, introduction to theories related to tourism; second, experiential learning; and third, creative synthesis. Employing a case study within a qualitative research design, data were collected from 79 fourth-semester students' assignments, portfolios, and observations during their final expo. Findings showed that 1) the students were able to deliver well-developed, eco-conscious event plans using professional English they learned in the class; and 2) they were aware of the complexity in the contemporary tourism industry. It can be concluded that this innovative model of teaching English for Tourism has successfully met the objectives of engaging students in both using English professionally and critically planning a tourism event by considering sustainability. This study, therefore, implies the importance of designing a project-based ESP course that focuses on English language application and expertise while adopting a critical approach to current issues such as sustainable practices in the field.

Keywords: English for tourism, experiential learning, innovative model, project-based course, sustainability

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**Morphological Productivity and Lexical Innovation in Contemporary Sundanese: Study
Case in Persib Bandung**

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The study investigates lexical innovations that generate the new meanings in Sundanese, particularly within the discourse of the football supporter community (Bobotoh) associated with Persib Bandung. While Persib originally has function as a proper noun referring to a football club in West Java, it has become a productive base for the creation of new lexical forms such as Persib 'engaging in activities related to Persib', stadion 'going to the stadium' and juara 'to be champion'. These examples illustrate how nominal forms are transformed into verbal expressions, reflecting speakers' creative use of morphological resources to convey new meanings in everyday social interaction. Such innovations demonstrate the dynamic nature of Sundanese morphology and ways in which language users adapt existing linguistic patterns to express contemporary social experiences. The study adopts the framework of Construction Morphology (CM) by Booij (2013) to examine how new lexical items are formed through productive affixation processes in Sundanese. The data were collected from various social media like Threads, Tiktok and Instagram. The analysis reveals that these lexical innovations are not arbitrary creations but systemic extensions of existing morphological constructions available in the language. Furthermore, the meanings encoded in these newly formed expressions function as markers of collective identity and reflecting relationship among language and culture. The study argues that these emerging morphological forms contribute not only to lexical expansion in Sundanese but also to the construction and negotiation of social identity among contemporary Sundanese speakers.

Keywords: Sundanese, lexical innovation, construction morphology



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**MEANING-MAKING IN STONE: A SEMIOTIC ANALYSIS OF CANDI POH IN
BUMIAYU, BREBES, CENTRAL JAVA PROVINCE, INDONESIA**

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This study investigates the Candi Poh in Bumiayu, Brebes, Central Java, as a cultural text that produces meaning. The site consists of a cup-marked stone (batu dakon) measuring 74 cm × 52 cm with 11 irregular holes, accompanied by the oral folklore of "Kaki Tani" (Father of Farming) and "Biang Tani" (Mother of Farming). Using Roland Barthes' three-layer semiotic framework (denotation, connotation, and myth), this research analyzes how the physical form and folk narratives encode local cosmology and social values. Data were collected through direct field observation in 2025 - 2026.

The denotative analysis describes the stone as a megalithic artifact belonging to the cup-marked stone type. The connotative interpretation reveals the 11 holes as symbols of fertility, the womb, and life cycles, while the adjacent flat courtyard is believed to be the sacred grave of the ancestral farmer couple. At the level of myth, the folklore legitimizes ancestral worship and the agrarian cultural identity of the local community.

In a post-digital world saturated with disinformation, critical literacy on cultural heritage is essential. By repositioning an archaeological object as a readable text, this study offers a model of critical literacy applicable to non-textual and oral heritage. It demonstrates that heritage objects are active meaning-makers encoding worldviews and spiritual beliefs. Finally, semiotic reading of cup-marked stones can serve as a pedagogical tool for preserving cultural identity in the digital era.

Keywords: Candi Poh, cultural heritage, cup marked stone, folklore, semiotics

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**Negotiating Teacher Identity Through Reflective Discourse: Evidence from Pre-Service
EFL Teacher Education**

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This research investigates how learner autonomy and teacher identity are established through reflective writing among pre-service teacher education students in Uzbekistan. Based on the theoretical frameworks of learner autonomy, reflective practice, positioning theory, and teacher identity, this study explores emerging professional identities in teacher preparation and autonomy development through reflective discourse analysis. A total of 113 teacher-training English major students from the Uzbek State World Languages University and the Urgench State Pedagogical Institute participated in this study during a semester-long Integrating Skills course. Within this period, the first- and second-year students were introduced to learner and teacher autonomy through virtual exchanges on Zoom to discuss student-centered class incidents, positioning themselves as individual pedagogical agents. After a series of collaborative learning sessions, participants were asked to write written reflections on critical pedagogical scenarios and communication practices.

Using small-scale discourse analysis and qualitative reflective inquiry, participants' reflective narratives were analyzed to disclose positioning patterns, identity development, autonomy-related pedagogical beliefs, and insights into classroom participation. The results show that pre-service teachers tried to demonstrate greater empathy as facilitators and supportive educators, rather than authoritative classroom controllers. Narratives reveal participants' student voice, communication repair, and empathy, but with inconsistent reflective awareness and only emerging teacher identity. The findings further demonstrate that reflective narratives serve as an important meaning-making process, which familiarizes future English teachers with learning autonomy through professional identity and pedagogical negotiation.

The study's results contribute to post-digital teacher education identity and learner autonomy-building practices in a non-Western context, with urgent, reflective pedagogical implications for EFL teacher-training programs.

Keywords: learner autonomy, teacher identity, discourse analysis, reflective practice, teacher education.



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Women as Instruments for Legitimizing Power in Pramoedya Ananta Toer's Novel Arok Dedes

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In patriarchal societies, social institutions frequently define women's bodies and roles as objects, thereby indirectly placing women in a disadvantaged position. Particularly within government institutions still dominated by male power, greater concern arises regarding how women are positioned within the landscape of power. Over time, women become entangled in the politicization of their bodies, even being utilized as instruments to achieve the legitimacy of power itself. Utilizing radical feminist and power approaches, this study examines women's bodies and roles as instruments for legitimizing power by patriarchal agents in Pramoedya Ananta Toer's Indonesian novel, *Arok Dedes*. This study aims to deconstruct how the text presents narratives regarding women's bodies and roles within patriarchal institutions as instruments of political legitimacy, as well as how female agency manifests within these spaces. Employing a semiotic analysis method, the research demonstrates that women's bodies and roles are subjugated through the institutions of marriage, religion, culture, and governance. The subjugation of women's bodies and roles serves as a sovereign strategy of virtue in controlling fortune to attain the legitimacy of power. Nevertheless, female agency emerges as a form of resistance against the various pressures imposed by patriarchal constructions. This study argues that the *Arok Dedes* rejects the notion of patriarchal government that subordinates women, offering instead a perspective in which women must be viewed as active, resisting subjects.

Keywords: Arok Dedes, Female agency, Legitimacy of power, Patriarchal institutions, Politicization of body

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The Meaning Behind Boat Names on the Coast of Cirebon, West Java

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Fishermen and boats are inseparable. This is understandable, considering that when they go out to sea, they need boats. And upon closer examination, boats for fishermen are not merely a means of transportation; they are a part of their lives. Exploring the meanings behind boat names is an interesting topic to study further, as the naming of anything, including boats, is certainly based on specific considerations. This study seeks to describe the forms and linguistic origins of boat names, and to uncover their meanings in the coastal area of Cirebon, West Java. The method used was **descriptive qualitative**. Data collection was conducted through in-depth interviews with fishermen about the names of their fishing boats. The results show that structurally, boat names in the coastal area of Cirebon consist of words, acronyms, and phrases. The boat names originate from Indonesian and Cirebonese languages. Semantically, the names used to label boats on the coast of Cirebon refer to personal names, affection, prayer, hope, economics, and popularity. This research supports the view that boat naming cannot be separated from the influence of the socio-cultural life of coastal communities.

Keywords: boat, name, semantics, structure, qualitative



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Exploring Elementary School Teachers' Perceptions of Cultural Character Literacy in Literacy Learning: Evidence from a Mixed-Method Needs Analysis

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This study investigates elementary school teachers' perceptions, challenges, and instructional needs regarding the integration of Cultural Character Literacy (CCL) in literacy learning. Employing a mixed-method convergent design, the study involved 43 elementary school teachers from two cities and two regencies in Riau Province, Indonesia. Quantitative data were collected using questionnaires, while qualitative data were obtained through semi-structured interviews. The findings indicate that teachers strongly support the integration of literacy, local culture, and character education as a unified instructional framework in elementary classrooms. Teachers perceived Cultural Character Literacy as essential for improving students' reading interest, reading comprehension, cultural awareness, and moral development in the digital era. However, several implementation challenges were identified, including low student motivation toward reading, the influence of digital media, inconsistencies between school and family environments, limited culture-based learning resources, and difficulties integrating character values into literacy instruction. The study further revealed that teachers require a contextual, student-centered, interactive, and culturally responsive learning model supported by practical implementation guidelines and authentic character assessment instruments. Observation sheets, contextual rubrics, self-assessment, peer assessment, and reflective journals emerged as the most preferred assessment approaches for evaluating students' character development. The findings suggest that Cultural Character Literacy should be conceptualized as an integrated pedagogical framework combining literacy development, cultural values, and character education through contextual and experiential learning approaches. This study provides empirical foundations for developing a culturally responsive CCL model aligned with elementary teachers' pedagogical needs and students' sociocultural contexts.

Keywords: Cultural Character Literacy; literacy learning; elementary education



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Beyond the Caption: Exploring BELF Practices on Erigo's Instagram

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Social media has extended the use of English as a Business Lingua Franca (BELF) beyond workplace interactions to brand communication on social media. While previous BELF research has focused on communication in international business settings, its role in social media brand communication remains underexplored. This study explores BELF practices on Erigo's Instagram account, an Indonesian fashion brand. Specifically, it investigates BELF linguistic features, their communicative functions, and the verbal and visual communication strategies employed in brand communication on Instagram. Adopting a qualitative case study design, the study used purposive sampling to select 13 Instagram posts published between January and March 2026 containing English or partial English with high audience engagement. The dataset, comprising captions, promotional posts, audience engagement elements, and visual content, was analyzed through qualitative content analysis informed by BELF frameworks (Kankaanranta & Louhiala-Salminen, 2013, 2018; Vettorel, 2020) and verbal and visual discourse analysis (Brunner & Diemer, 2019). The findings show that simplified English is the dominant BELF feature, followed by variation, contextuality and dynamism, hybrid forms of discourse, business-specific terminology, and professional expertise. BELF primarily serves to project a global brand image and attract and persuade consumers while supporting promotional communication, professional identity construction, and audience engagement. Three recurring verbal-visual communication patterns emerged: hybrid linguistic resources across communicative modes, English slogans with promotional visuals, and English texts accompanied by emojis and audience-oriented engagement strategies. These findings demonstrate that BELF on Instagram extends beyond captions by integrating verbal and visual resources to communicate brand identity and engage audiences.

Keywords: brand communication, communication strategies, English as a Business Lingua Franca (BELF), Instagram

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Internalizing the Value of Qaulan Karîmain Shaping the Character of Polite Communication in the Digital Era: A Thematic Interpretation Study

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This research is motivated by the socio-religious paradox in Indonesia, where strong religious identities conflict with low levels of politeness in the digital space. Digital Civility Index data shows the rampant dehumanization, hate speech, and cyberbullying, which indicates the failure to internalize moral values into computer-mediated communication behavior. The main purpose of this research is to formulate a model for internalizing the of Qaulan Karîma as a theoretical and practical solution to the ethical crisis. The method used is a qualitative Metode yang digunakan adalah studi literatur kualitatif dengan pendekatan tafsir tematik (Maudhu'i).by exploring Qur'anic verses related to Qaulan Karîma and relating them to the dynamics of Computer-Mediated Communication (CMC) theory. The results of the study show that the internalization of values must be carried out through three transformative stages: cognitive-literative, affective-spiritual (through the concept of Digital Muraqabah), and psychomotor-habitual. The resulting communication typology comprises preventive, curative, and educational domains that serve as moral filters amid platform anonymity. This finding confirms that the character of polite communication is formed only when the value of the Qur'an extends beyond textual knowledge, becoming ingrained as a reflex of cyber behavior. The implications of this study demand reform of national digital literacy policies so that they do not focus solely on technical skills but, also integrate the depth of religious spirituality into the character education curriculum. This model is expected to help build a more dignified, inclusive, and responsive Indonesian cyber ecosystem to address future challenges posed by information technology disruption.

Keywords: Qaulan Karîma; Digital Ethics; Character Internalization; Interpretation; Islamic Communication.



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**Negotiating Ethnic Identity among Children of Interethnic Marriages in Lampung:
Language Choice, Cultural Affiliation, and Everyday Interaction**

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The increasing prevalence of interethnic marriages in Lampung has produced a significant population of individuals exposed to multiple linguistic and cultural traditions from birth. This study investigates how children of interethnic families negotiate their ethnic identities through language choice, cultural affiliation, and everyday social interaction. Drawing on sociolinguistic frameworks of identity negotiation (Norton, 2000) and translanguaging (García & Wei, 2014), the research examines the relationship between family language practices and ethnic identity formation among young people from mixed-ethnic backgrounds in Lampung province. Data were collected through an online questionnaire administered to participants aged 15–35 years with parents from different ethnic groups. The instrument explored language use across multiple domains, patterns of self-identification, cultural participation, and perceptions of ethnic belonging. Responses were analyzed using descriptive statistics and thematic analysis following Braun and Clarke (2006). The findings reveal that ethnic identity among this population is not a fixed or inherited attribute but rather a dynamic and ongoing process of negotiation across shifting social contexts. Language choice operates not merely as a communicative resource but as a symbolic act through which individuals selectively express, sustain, or redefine their ethnic affiliations. These findings extend sociolinguistic discussions on identity negotiation, multilingualism, and cultural hybridity in contemporary Indonesian society, while offering empirical insights into the sociocultural dynamics of Lampung as one of Indonesia's most ethnically diverse regions.

Keywords: ethnic identity, interethnic marriage, language choice, identity negotiation, multilingualism

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ABS-ICOLLITE-26184

**THE INFLUENCE OF SOCIAL HIERARCHY ON REQUEST SPEECH ACT
STRATEGIES IN INDONESIAN AND JAPANESE IN WORKPLACE SETTINGS**

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This article examines how differences in social hierarchy shape the strategies used for request speech acts in Indonesian and Japanese within workplace contexts. Data were collected using a multiple-choice Discourse Completion Task (DCT) instrument comprising six workplace scenarios. Ten participants took part in the study, all Indonesian native speakers with Japanese language proficiency at the JLPT N3 level or above who had prior experience working or interning in Japan. Request strategies were classified into five categories: direct requests, conventionally indirect requests, polite or formal requests, indirect hints, and supportive moves combined with requests or confirmations. The findings reveal that participants consistently avoided direct strategies, opting instead for requests accompanied by supportive elements, particularly when addressing superiors or seniors. These results suggest that request speech acts in workplace settings constitute a sociolinguistic practice shaped by politeness norms, power relations, and the social weight of the request itself. On a practical level, the findings can inform the development of context-specific Japanese language learning materials, particularly those aimed at building the pragmatic competence of Indonesian learners in hierarchical workplace communication.

Keywords: Directive Speech Acts, Japanese Language, Power Relations, Pragmatic Politeness



ABS-ICOLLITE-26042

**PSYCHOPATHIC PERSONALITY TRAITS IN FICTION: A BEHAVIORAL
ANALYSIS OF ELMER GANTRY IN SINCLAIR LEWIS'S NOVEL**

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This study proposes that the psychological portrait, inner motivations, and character construction of Elmer Gantry in Sinclair Lewis's novel exhibit traits consistent with psychopathic personality features, which in turn play a decisive role in shaping the plot structure and in forming a fully developed and realistic antagonist. To substantiate the hypothesis that Gantry is modeled on a psychopathic personality type, the character's actions and behavioral patterns are examined through what is defined in this study as a behavioral analysis approach.

Interpreting Lewis's character construction through the prism of the "Dark Triad" framework further demonstrates the author's commitment to realistic representation, his careful observation of human psychology, and the complexity of his antagonists' inner worlds. The psychological analysis indicates that Elmer Gantry consistently manifests traits associated with psychopathy, including reduced empathy, habitual lying, impulsivity, manipulative behavior, and a strong tendency toward sexual exploitation. As Gantry rises in social status, he becomes increasingly narcissistic, self-centered, exhibitionistic, and power-seeking. His repeated reinventions of identity and background allow him to integrate into different communities while maintaining deceptive behavior. The analysis also incorporates personality typology and Robert Hare's psychopathy assessment framework, alongside Cleckley's concept of the "mask of sanity," to interpret Gantry's transformation and social adaptability.

Importantly, the study underscores the value of examining psychopathy through fictional narratives. Literary characters such as Elmer Gantry provide a controlled yet realistic representation of complex personality structures that are difficult and ethically constrained to study in real-life contexts. Fiction allows researchers to observe behavioral patterns, emotional deficits, and manipulative strategies in a coherent narrative form, offering insights into how psychopathic traits function within social systems. Therefore, analyzing psychopathy in literature not only enriches literary interpretation but also contributes to a broader interdisciplinary understanding of personality pathology, moral behavior, and human psychology.

Keywords: Dark triad personality, Elmer Gantry, Sinclair Lewis, psychopathic traits



ABS-ICOLLITE-26146

An Analysis of Basic Kanji (N5–N4) Recall Ability and the Factors Influencing It among Intermediate-Level Japanese Language Learners

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The ability to write basic kanji (N5–N4 level) constitutes a crucial foundation for literacy among learners of Japanese. However, the phenomenon of character amnesia remains prevalent, characterized by a significant discrepancy between learners' receptive skills (reading), which tend to remain strong, and their productive skills (writing), which often deteriorate over time. This phenomenon is frequently observed among intermediate-level learners whose attention shifts toward the increasing complexity of advanced learning materials and the extensive use of digital technology.

This study aims to: (1) investigate the recall ability of basic kanji (N5–N4) among intermediate-level Japanese language learners; (2) identify the kanji characters that are most frequently and least frequently recalled by students; and (3) examine the factors influencing students' kanji recall ability.

This study employs an explanatory mixed-methods design, combining a kanji recall test as the quantitative component with interviews to explain and elaborate on the quantitative findings. Data collection is conducted in two progressive stages. First, a diagnostic writing (dictation) test is administered to 27 second-year (fourth-semester) students enrolled in the Japanese Language Education Program to obtain accurate quantitative data regarding their retention of basic kanji. Second, an in-depth error analysis and follow-up interviews with selected participants are conducted to identify and categorize patterns of orthographic errors. The findings of this study are expected to provide empirical insights into the phenomenon of kanji amnesia among advanced learners of Japanese and contribute to the development of more effective kanji learning and retention strategies.

Keywords: Kanji, Memory Retention, Recall, Chuukyuu Hyouki Sakubun, Mixed Methods.

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Ecological Crisis and Human Responsibility in American and Uzbek Literature: A Comparative Study of Flight Behavior, The Overstory, Tanho Qayiq, and G'oyibning Ikkinchi Safari

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Environmental problems have become one of the most urgent concerns of the modern world, and literature has responded to these challenges by exploring the changing relationship between humans and nature. Contemporary writers increasingly use literary narratives to reflect ecological degradation, climate change, environmental responsibility, and the consequences of human interference in the natural world. In this context, literary texts serve not only as artistic creations but also as spaces where ecological awareness and ethical reflection are developed. This article examines the artistic representation of ecological crisis in selected American and Uzbek literary works, namely Barbara Kingsolver's *Flight Behavior*, Richard Powers' *The Overstory*, Erkin A'zam's *Tanho Qayiq*, and Temur Po'latov's *G'oyibning Ikkinchi Safari*. Although these works emerge from different cultural and literary traditions, they share a common concern for the fragile relationship between humanity and nature. The study focuses on how ecological issues are reflected through characters, symbols, landscapes, and narrative structures, as well as how environmental problems influence human consciousness and social behavior.

Using comparative and ecocritical approaches, the research analyzes the similarities and differences in the portrayal of ecological crisis in American and Uzbek literature. The findings reveal that American writers tend to emphasize global environmental threats, climate-related challenges, and ecological activism, while Uzbek authors often approach ecological issues through philosophical reflection, spiritual values, and the moral dimensions of human interaction with nature. In both literary traditions, nature functions as more than a background setting; it becomes an active force that shapes characters' experiences, decisions, and worldviews.

The study concludes that ecological crisis in literature is presented not only as an environmental problem but also as a social, ethical, and spiritual challenge. The selected works encourage readers to reconsider their relationship with the natural world and highlight the importance of ecological responsibility in contemporary society. By comparing American and Uzbek perspectives, the article demonstrates how literature contributes to a deeper understanding of environmental issues while promoting ecological consciousness across different cultures.

Keywords: Keywords: ecological crisis, ecocriticism, environmental consciousness, nature and literature, ecological responsibility



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Enhancing Japanese Speaking Skills in Senior High School Students Through Deep Learning-Based Instruction

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This study aims to examine the effectiveness of the Deep Learning approach in improving Japanese speaking skills among senior high school students. The population of this study consisted of 432 eleventh-grade students at SMAN 1 Sumedang. The sample was selected using simple random sampling, resulting in 72 students divided into 36 students in the experimental class and 36 students in the control class. This study employed a true experimental design using a pretest–posttest control group design. The experimental class was taught using the Deep Learning approach, while the control class received conventional instruction. Data were collected through speaking tests administered before and after the treatment. The results were analyzed using an Independent Samples T-Test based on the post-test scores of both groups. The analysis revealed a statistically significant difference between the experimental and control groups ($p < 0.001$), indicating that the students who received instruction through the Deep Learning approach achieved better speaking performance than those who received conventional instruction. Therefore, the Deep Learning approach was proven to be effective in improving the Japanese speaking skills of senior high school students at SMAN 1 Sumedang.

Keywords: Deep Learning Approach, Japanese Speaking Skills, Japanese Language Education.



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Forms and functions of translanguaging practices in Indonesian as a foreign language instruction: A case of Indonesian teachers and Korean students

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Learning Indonesian as a foreign language (BIPA) presents significant challenges for Korean speakers. The writing system differs substantially, the grammatical structures operate uniquely, and these gaps are clearly observable in classroom practice. At times, using Indonesian alone is insufficient to convey meaning. This study examines how teachers and Korean learners in an intermediate-level BIPA class at a campus-based language centre navigate these gaps, and how translanguaging, drawing on multiple languages during interaction, supports the continuity of learning. Employing a descriptive qualitative approach, data were collected through the transcripts of classroom interactions, complemented by interviews in which participants reflected on their language choices. Two teachers and two Korean learners at BIPA level 3 participated in this study. Findings indicate that translanguaging emerged naturally in three functions: facilitating comprehension of complex content, sustaining conversational flow, and fostering learner comfort and engagement. The forms of translanguaging include lexicalization, insertion, intra-sentential, inter-sentential, and entire translanguaging. Lexicalization appears most during the instructional stage. The findings are expected to enrich the existing evidence on the efficacy of translanguaging practices in multilingual learning contexts.

Keywords: classroom discourse, Indonesian as a foreign language, Korean learners, translanguaging



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THE USE OF GREETINGS AND HONORIFICATIONS IN THE LIVE ACTION FILM KINGDOM

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The live action film Kingdom (2019, 2022, 2023) is an adaptation of Yasuhisa Hara's historical manga set during the Warring States period. This study aims to identify, classify, and analyze the use of address terms and honorifics (keigo) in the film's dialogue from a sociolinguistic perspective. A qualitative descriptive method was employed through careful observation and note-taking of dialogue data. The findings reveal that (1) three main categories of honorifics are used: sonkeigo (respectful speech), kenjōgo (humble speech), and teineigo (polite speech); (2) the choice of address terms and honorifics is influenced by social variables including military hierarchy, age, gender, and situational context; and (3) honorific usage patterns reflect the feudal value system that forms the film's cultural backdrop. These findings demonstrate that Kingdom's dialogue serves as a rich linguistic mirror of ancient Japanese social stratification and can serve as a contextual medium for learning keigo.

Keywords: Kingdom film, honorifics, keigo, address terms, sociolinguistics, language variation



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Code-Mixing in Indonesian-English-Japanese among the Anime Community on Social Media X: A Study of Types and Functions

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This study analyzes code-mixing in posts and comments on an anonymous-submission community account on the social media platform X. The data consist of 40 utterances collected from posts published in May 2026, obtained and selected through documentation and note-taking techniques. The study employs a descriptive qualitative approach. Types of code-mixing are classified based on an established typology that covers the insertion of linguistic elements, including words, phrases, hybrid forms, repeated words, idioms, and clauses. The functions of code-mixing are analyzed based on a communicative function framework encompassing assertion, clarification, discussion of particular topics, and expressing community identity and membership. The analysis reveals that word insertion is the dominant type, accounting for 21 instances (52.5%). The most frequently occurring function is discussing particular topics, with 24 instances (60%). These findings indicate that code-mixing in the anime community on X is primarily used to discuss genres, narrative quality, viewing atmosphere, and anime popularity status, as well as to foster solidarity within fan communities. This study is expected to contribute to the understanding of trilingual code-mixing phenomena involving Indonesian, English, and Japanese as they develop in digital popular culture communities, and to open avenues for further investigation into language practices within fandom communities on social media.

Keywords: code-mixing, social media X, anime community, Japanese language



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The Pragmatics of Toka: Verbal Strategy Markers and Language Adjustment in Japanese Contact Situations

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In cross-cultural and second-language acquisition of Japanese language, the particle "toka" is frequently utilized in colloquial Japanese. However, its exact pragmatic functions as a linguistic adjustment tool—and how its deployment varies between native-to-native (NS-NS) and native-to-non-native (NS-NNS) contact situations—remain insufficiently explored in existing literature. Grounded in the communication strategy framework of Dörnyei and Scott (1997), this study conducts a comparative corpus-based discourse analysis utilizing data from the Nagoya University Corpus of Spoken Japanese (NUCC) and the Nagoya University Japanese Learner Conversation Corpus (NUJLCC). The object of research focuses on sentence-final "toka" utterances produced by native speakers (NS) and advanced non-native speakers (NNS). This paper aims to identify the specific pragmatic shifts in "toka" usage across different conversational contexts, investigate whether native speakers and non-native speakers actively adjust their language to facilitate smoother interactions with L2 learners, and examine how "toka" functions as an indirect performance strategy. The analysis reveals that both groups favor pragmatic over syntactic functions, with "toka" heavily operating as a hedge for deictic mitigation. Crucially, in contact situations, native speakers demonstrate significant language adjustment, exhibiting higher rates of exemplification and deictic mitigation to cushion sensitive topics, alongside a lower frequency of quotation due to their conversational role as hosts.

Keywords: Contact Situations, Language Adjustments, Pragmatics, Verbal Strategy Markers



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An Analysis of Verbal Humor Translation Techniques in the Subtitles of Film 8 Rue de l'Humanité

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The growth of streaming platforms has significantly contributed to the development of audiovisual translation, yet the transfer of humor remains a challenge due to its dependence on linguistic structures and cultural contexts. This study aims to examine the subtitling of verbal humor in the French comedy film 8 Rue de l'Humanité (2021) into Indonesian and to investigate how humor source characteristics influence the selection of translation techniques. Employing a descriptive qualitative design with a qualitative content analysis approach, this study analyzed the film and its Indonesian subtitles available on Netflix using Shade's verbal humor classification, Molina and Albir's translation techniques, and Raphaelson-West's concept of humor sources. The findings revealed 40 instances of verbal humor, dominated by irony, wit, and sarcasm, each accounting for 25.0% of the data. Six translation techniques were identified, with literal translation (42.5%) and modulation (27.5%) emerging as the most frequently used. The results indicate that translation technique selection is influenced less by humor types than by the characteristics of humor sources, whether universal, linguistic, or cultural. The study concludes that the transfer of verbal humor in subtitling is not based on fixed techniques associated with particular humor types but rather on adaptations to humor source characteristics and the spatial and temporal constraints of subtitling.

Keywords: Audiovisual Translation; Verbal Humor; Translation Techniques; Humor Sources

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**Representation of Modern Cultural Elements in the Sageuk Drama Check-in Hanyang:
A Multimodal Analysis**

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Check-In Hanyang is a historical Korean drama set in the Joseon era that presents various elements of modern culture through its storyline and visual representation. The presence of these elements reflects a combination of traditional and modern cultures, making the drama an interesting subject for analysis. This study aims to examine the representation of modern culture and explain the process of cultural acculturation portrayed in Check-In Hanyang. This research employs a qualitative descriptive method using scenes containing verbal and visual elements as the data source. The verbal mode is analyzed using the Korean transitivity framework proposed by Kim et al., while the visual mode is analyzed using Kress and van Leeuwen's theory of visual grammar. The relationship between the two modes is examined through Royce's ideational intersemiotic theory. The findings reveal that the representation of modern culture in the drama can be classified into four categories: institutional and workplace modernization represented in 7 scenes, modernization of hospitality services and the hospitality industry in 9 scenes, modernization of consumption and cultural globalization in 4 scenes, and shifts in social values in modern society in 4 scenes. The findings also indicate that cultural acculturation is manifested through the integration of modern hospitality systems and services, modern consumption patterns, and modern social values with traditional Joseon cultural elements. Furthermore, this study demonstrates that Check-In Hanyang represents traditional Joseon culture while incorporating various modern hospitality-related cultural elements into its historical setting.

Keywords: cultural acculturation, Check-In Hanyang, hospitality, modern culture, multimodal



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THE EXISTENCE OF THE POSTHUMAN IN THE TRANSHUMANIST REALITY OF VIKTOR PELEVIN'S NOVELS

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Contemporary literature increasingly engages with transhumanism, posthuman existence, and digital reality, where traditional notions of the human subject are radically reinterpreted. In this context, the present study examines the works of Viktor Pelevin, whose novels combine philosophical inquiry with satirical and futurological representations of technologically mediated worlds. In *Transhumanism Inc.*, *KGBT+*, and *A Journey to Eleusis*, Pelevin constructs narrative models in which existence is reshaped under conditions of simulation, surveillance, and algorithmic control.

The aim of the study is to analyze how existential philosophy is transformed in Pelevin's late prose and how concepts of freedom, identity, and authenticity are redefined within posthuman and digital paradigms. The methodology is based on a combination of existentialist philosophy (Sartre, Heidegger, Camus), postmodern theory (Baudrillard), and close textual analysis of the selected novels.

The results demonstrate that Pelevin consistently portrays the erosion of stable identity in technologically constructed realities. In *Transhumanism Inc.*, consciousness is fragmented between biological and digital forms, raising questions of free will and the authenticity of experience. In *KGBT+*, reality itself is revealed as a multilayered simulation governed by hidden systems of power and information control, intensifying the motif of existential isolation. In *A Journey to Eleusis*, the search for the self culminates in the deconstruction of subjectivity, where the protagonist discovers his identity as a textual and algorithmic construct rather than an autonomous being.

The study concludes that Pelevin reconfigures existentialist discourse within a transhumanist framework, where the posthuman subject loses ontological stability and becomes embedded in virtual systems of simulation. Thus, existential crisis in his novels reflects a broader cultural shift toward digitally mediated forms of existence.

Keywords: Keywords: transhumanism, existentialism, simulation, identity, digital reality.



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**TRANSITIVITY ANALYSIS: REPRESENTATIONS OF ISRAELI GENOCIDE
AGAINST PALESTINIANS IN SOUTH KOREAN NATIONAL NEWS MEDIA**

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The genocide perpetrated by Israel against Palestinians has become a prominent issue in international media coverage. In news reporting, language functions only to convey information but also to construct particular representations of social events. This study aims to describe the transitivity elements employed in news discourse and to examine the representation of the Israeli genocide against Palestinians in Hankyoreh, a South Korean national newspaper. This study applies Halliday's Transitivity Theory as adapted to the Korean linguistic context. The data consist of all clauses collected from four Hankyoreh news articles reporting on the genocide. The findings reveal that Material Process (37.7%), Participant: Actor (17.6%), and Location: Time circumstances (27.3%) are the most dominant transitivity elements. The predominance of material processes indicates a strong emphasis on actions, events, and the physical consequences experienced by Palestinians. The frequent occurrence of Actor participants and Cause circumstances further demonstrates that Palestinian suffering is consistently linked to Israeli military actions. The transitivity analysis identifies three major representations: genocide as a form of violence that inflicts physical suffering, Palestinians as victims of a humanitarian crisis, and Israel as the actor responsible for violence and human rights violations. These findings suggest that Hankyoreh represents the Israeli genocide against Palestinians as a violent humanitarian tragedy and consistently attributes the resulting suffering to Israeli military actions.

Keywords: Genocide, Hankyoreh, Israeli, Palestine, Systemic Functional Linguistics (SFL), Transitivity.

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From Hope to Dystopia: Childhood Consciousness in Abdulla Kahhar's O'tmishdan ertaklar (Tales from the Past) and Kazuo Ishiguro's Never Let Me Go

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This article examines the transformation of childhood consciousness in contemporary literature through a comparative analysis of Abdulla Kahhar's O'tmishdan ertaklar (Tales from the Past, 1965) and Kazuo Ishiguro's Never Let Me Go (2005). The study proposes a conceptual model of the "child of hope" and the "dystopian child" to interpret how childhood is constructed, experienced, and represented in different sociocultural and ideological contexts.

Drawing on phenomenological approaches in literary studies, particularly the theories of Edmund Husserl (Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy, 1913), Martin Heidegger (Being and Time, 1927), Maurice Merleau-Ponty (Phenomenology of Perception, 1945), and Roman Ingarden (The Literary Work of Art, 1931), the article argues that childhood is not merely a biological stage but a lived, subjective experience shaped by memory, the social environment, and power systems.

In Kahhar's autobiographical narrative, childhood is portrayed as a formative process in which the child gradually develops self-awareness through interactions with real life, hardships, and moral education, reflecting the views expressed by Umarali Normatov in Nasrimiz ufqlari (The Horizons of Uzbek Prose, 1974) and Ozod Sharafiddinov in Abdulla Qahhor (Abdulla Kahhar, 1988) on the formation of character and consciousness in Uzbek prose. This "child of hope" embodies resilience, emotional growth, and the possibility of future transformation, reflecting a humanistic worldview grounded in lived experience and memory. This interpretation is informed by Husserl's concept of lived experience and Merleau-Ponty's understanding of embodied perception.

Methodologically, the research is grounded in phenomenological literary criticism developed by Roman Ingarden in The Literary Work of Art (1931), emphasizing the analysis of literary consciousness as a lived and experiential phenomenon.

Keywords: Uzbek prose, Childhood consciousness, Comparative literature, Autobiographical narrative, Dystopian literature



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Sapardi Djoko Damono's Works: Between Interests Aesthetics and the Interests of Cultural Capitalism

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This research examines the connection between Sapardi Djoko Damono's works and the systems of production and distribution of literature in the context of modern publishing. It leaves from the assumption that the success of literary works is determined not only by textual quality but also by financial support, publishing networks, marketing strategies, and the legitimacy of the institutions and culture surrounding them. The approach used is the sociology of literature and Pierre Bourdieu's theory of the Medan production of culture. This research analyses Sapardi's position in relation to the interplay between symbolic and economic capital. Research data take the form of novels, poetry collections, and various publications published by major publishers with widespread distribution networks in Indonesia. The results show that the popularity and sustainability of Sapardi's works are supported not only by their aesthetic values but also by his involvement in a publishing ecosystem with strong capital, market access, and capabilities for building an authorial image. His works undergo a process of commodification through reproduction in various formats, such as reprints, media adaptations, special editions, and the use of poetic quotations in digital and creative industrial spaces. However, this capitalisation process does not fully remove artistic works but rather reveals an ongoing negotiation between literary autonomy and market logic. This research concludes that Sapardi Djoko Damono's works exemplify how modern Indonesian literature operates within a Medan culture that brings together aesthetic interests with the mechanisms of cultural capitalism. These findings show that the success of literary works cannot be separated from the relations between text, publishing institutions, and the capital strength that supports the production process as well as circulation.

Keywords: Sapardi Djoko Damono, sociology of literature, cultural capitalism, industrial publishing, symbolic capital, commodification of literature.

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Iltilfat in Translation: Preserving Referential Continuity in Quranic Discourse

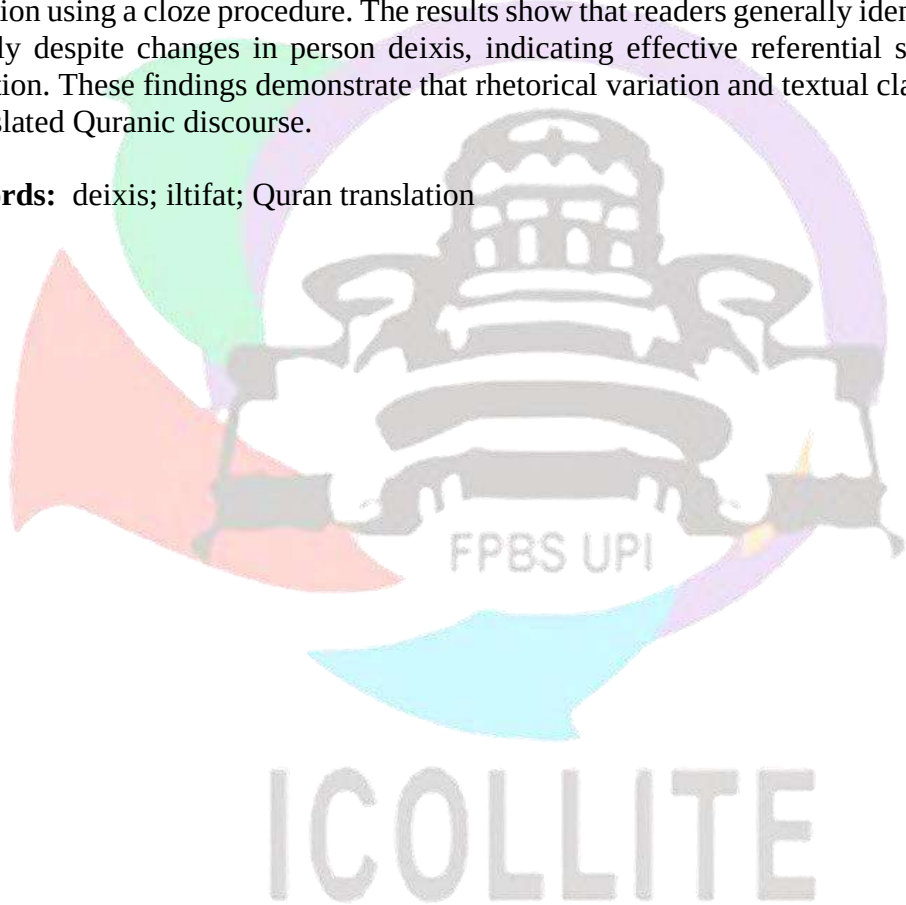
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Quranic discourse frequently employs iltifat, a rhetorical strategy that alternates grammatical person without changing the intended referent. This study investigates whether such shifts remain intelligible after translation into Indonesian. Focusing on selected verses translated by Muhammad Thalib, the research examines the relationship between deictic variation, referential tracking, and reader understanding. Data were analysed through reader-based evaluation using a cloze procedure. The results show that readers generally identify the referent correctly despite changes in person deixis, indicating effective referential signalling in the translation. These findings demonstrate that rhetorical variation and textual clarity can coexist in translated Quranic discourse.

Keywords: deixis; iltifat; Quran translation





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The Ethnosemantic Model of "Diisap Buyu" in Banjar Society: Analysis of Meaning Components, Cognitive Components, and Biomedical Correspondences to Childhood Malnutrition

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The term "diisap buyu" in Banjar society represents a child's health condition characterized by symptoms of weakness, thinness, and stunted growth. This study develops an ethnosemantic model constructed within a language-based local knowledge system. The objectives of the study were to analyze the meaning structure using a meaning component analysis (NIDA) approach, identify cognitive constructs and metaphors within the cultural knowledge system, and explain the correspondences to the biomedical concept of stunting. This research method employed a qualitative approach with a linguistic ethnographic design using interviews, observation, and documentation. Data analysis was conducted using meaning component analysis (NIDA), cultural semantics, and cognitive ethnosemantics. The results indicate that "diisap buyu" is a meaning system consisting of the components [+energy loss], [+external agent], [+growth disorder], and [+body imbalance], which partially correspond to biomedical malnutrition. This demonstrates that the Banjarese local knowledge system possesses a systematic conceptual structure and can be scientifically analyzed through linguistic and biomedical approaches.

Keywords: meaning component analysis (Nida), diisap buyu, malnutrition, ethnomedicine, ethnosemantics.



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Repositioning Education with Multimodal Literacy: Critical Perspectives on Viewing Practices among Greater Tangerang Students in Post-Digital Classrooms

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The post-digital era demands that education adapt to increasingly complex multimodal literacy practices. This article aims to analyze the perceptions of high school students in Greater Tangerang on viewing practices as part of the repositioning of multimodal literacy-based education. The study used quantitative methods with data collection techniques in the form of a survey of students in the Greater Tangerang area (South Tangerang City, Tangerang City, and Tangerang Regency). The results showed that the average score reached 4.1, indicating that high school students in Greater Tangerang on multimodal literacy and viewing practices in post-digital classrooms tended to be very positive. The majority of respondents considered that viewing learning is not just a passive activity, but an active process that supports 21st-century skills. In addition, viewing learning as not just a passive activity, but an active process in constructing critical, creative, communicative, and collaborative meaning. These findings confirm that multimodal literacy plays a crucial role in developing 21st-century skills, especially in the context of post-digital classrooms that are rich in technology integration. This article recommends the need for pedagogical strategies that emphasize critical viewing practices, strengthening visual literacy, and multimodal integration in the curriculum to support educational transformation in the digital era.

Keywords: critical literacies, multimodal literacy, post-digital classrooms, viewing practices



ABS-ICOLLITE-26262

Teachers' Attitudes Toward ESP in Cross-Curricular PjBL Practices in SMK and Their Alignment with Industry Needs: A Case Study SMK in SMK Pika Semarang

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English for Specific Purposes (ESP) plays a significant role in vocational education because it connects English learning with students' future occupational needs. In vocational high schools, particularly SMK, English instruction is expected to support students not only in developing general communication skills but also in understanding technical vocabulary, workplace texts, and industry-based communication. However, the effectiveness of ESP implementation in cross-curricular Project-Based Learning (PjBL) depends strongly on teachers' attitudes, since teachers are directly involved in planning learning activities, selecting relevant materials, collaborating with vocational subject teachers, and interpreting the relationship between English learning and industry demands. This study aims to investigate vocational high school teachers' attitudes toward ESP in cross-curricular PjBL practices at SMK PIKA, Central Java. The study focuses on how teachers perceive the relevance, benefits, challenges, and feasibility of integrating ESP into project-based learning across subjects. Using a qualitative case study design, data are expected to be collected through teacher interviews, document analysis, and supporting information related to industry needs. The analysis will explore teachers' perceptions of ESP-based instruction, their readiness to implement cross-curricular collaboration, and their views on the alignment between classroom English practices and workplace communication requirements. The findings are expected to provide empirical insights into the role of teacher attitudes in shaping ESP implementation in vocational education. This study may contribute to the improvement of English teaching practices in SMK by offering recommendations for curriculum development, teacher professional development, and stronger collaboration between schools and industry.

Keywords: ESP, Teacher's Attitude, ESP, PjBL, Vocational High School

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The Role of Balinese Language and Literature in Developing Critical Literacy of the Digital Generation in the Post-Digital Era

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Balinese language and literature are an important part of the cultural identity of the Balinese people, possessing educational, moral, and philosophical values. In the post-digital era, the development of information technology has transformed communication patterns, learning methods, and literacy behavior of the younger generation. Today's digital generation lives in a rapidly changing information landscape, requiring critical literacy skills to be able to sort, understand, and evaluate information wisely. The issue discussed is how Balinese language and literature play a role, not merely as traditional communication tools, but as pedagogical instruments for developing critical literacy for the digital generation in the post-digital era. The research method used is a qualitative method with a literature study approach. Data were obtained from books, scientific journals, articles, and other relevant sources related to Balinese language, Balinese literature, critical literacy, and the development of digital technology. The theories used include critical literacy theory, cultural theory, and post-digital era theory. Based on the discussion, it can be concluded that the literacy status of the digital generation in the post-digital era demonstrates that Balinese language and literature have great potential in developing critical thinking skills, strengthening cultural identity, enhancing the ability to interpret meaning, and instilling ethical values in the use of digital media. Through the integration of Balinese language and literature into education, social media, and digital platforms, young people can develop literacy skills that are not only technical but also reflective and critical. Preserving Balinese language and literature not only serves to preserve cultural heritage but also serves as a strategic tool in developing an intelligent, critical, and character-driven digital generation.

Keywords: Balinese Language, Balinese Literature, Critical Literacy, Digital Generation, Post-Digital Era

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ABS-ICOLLITE-26165

**Exploring Modern Womanhood: A Feminist Literary Analysis of Identity Crisis in
short stories by Rachel Khong's My Dear You**

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This study explores the representation of modern womanhood and the complexities of female identity in contemporary literature, focusing on the short story collection *My Dear You* (2026) by Rachel Khong. In the modern era, women often experience a sharp contradiction between their personal desire for independence and lingering traditional pressures regarding marriage, career, and motherhood. Using Sara Mills' as the theoretical framework, this qualitative study aims to identify the specific types of identity crises faced by the female protagonists and to analyze how they exercise their agency to navigate these social expectations. To achieve this, textual data consisting of dialogues, narrations, and monologues were selected based on purposive sampling criteria that focus on modern female anxieties. The analysis reveals that the characters experience deep psychological and role conflicts triggered by modern challenges, such as digital dating culture and career instability, alongside traditional patriarchal demands. Furthermore, the study highlights that female agency is manifested not only through open resistance but also through strategic compromises. Ultimately, this research fills a hub academic gap by providing an up-to-date application of feminist theory to frontier 2026 fiction, offering a fresh, crucial perspective on how contemporary literature maps the psychological realities and resilience of women today.

Keywords: Female identity, Feminist Literary, Modern Womanhood, *My Dear You*, Rachel Khong.



ABS-ICOLLITE-26225

Improving Tourism Students' Employability through Digitalized ESP Instruction

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The digital transformation of the tourism industry has intensified the need for graduates who combine professional knowledge with foreign language proficiency, digital literacy, intercultural awareness, and workplace-oriented communicative competence. However, traditional English for Specific Purposes (ESP) instruction in tourism education often remains limited to vocabulary acquisition and general professional communication, while employability-related skills such as digital interaction, online customer service, problem-solving, professional presentation, tourism product promotion, and platform-based communication are not always sufficiently developed. This study aims to examine the methodological potential of digitalized ESP instruction for enhancing tourism students' employability in higher education.

The study adopts a competency-based and technology-enhanced approach to ESP instruction. It employs theoretical analysis, pedagogical modelling, comparative analysis, and methodological interpretation to explore how digital learning platforms, multimedia resources, online glossaries, interactive tasks, virtual tourism scenarios, case-based activities, role-play simulations, and project-based assignments can be integrated into ESP courses for tourism students. Particular attention is given to the design of authentic workplace-oriented ESP tasks, including hotel reception communication, tour guiding, travel agency consultation, destination promotion, customer complaint handling, online booking communication, and digital tourism product presentation.

The analysis shows that digitalized ESP instruction can function as an effective pedagogical mechanism for bridging the gap between classroom-based language learning and the communicative demands of the tourism labour market. The integration of digital tools enables students to acquire field-specific terminology in context, practise professional interaction through simulated workplace situations, develop digital communication skills, and strengthen their readiness for employment in tourism-related sectors. Based on the analysis, the study proposes a methodological framework consisting of diagnostic, content-selection, digital input, communicative practice, project-based performance, assessment, and reflection stages.

The scientific novelty of the study lies in conceptualizing digitalized ESP instruction not only as a technological supplement to language teaching, but also as a competence-oriented mechanism for improving tourism students' employability. The practical significance of the study is reflected in its applicability to ESP curriculum design, tourism terminology instruction, digital task development, and competency-based assessment in higher education.

Keywords: digitalized ESP instruction, tourism education, employability, professional competence



ABS-ICOLLITE-26094

**The Discursive Construction of Family Food Security in Digital Mini Garden Content
from a Dialectical Ecolinguistic Perspective**

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Over the past decade, digital platforms have increasingly facilitated the circulation of environmental knowledge and sustainable living practices through user-generated content, including mini garden videos that promote household food production in limited spaces. Despite the growing visibility of mini garden content across social media, the linguistic construction of family food security within such ecological discourse remains underexplored. To fill this gap, this qualitative study, drawing upon Bang and Døør's dialectical ecolinguistics, investigates how family food security is discursively constructed in mini garden content circulated on TikTok, Instagram, and YouTube. The data comprise 52 videos from 23 accounts and 25,232 audience comments collected from the three platforms. Using qualitative discourse analysis, the study examines creators' narratives, lexical choices, evaluative expressions, and audience interactions to explore how language contributes to the production and reproduction of ecological values in digital environments. Guided by Bang and Døør's dialogue model, the analysis focuses on the relationships among text producers (S1), text consumers (S2), socio-ecological values and norms (S3), the discourse object (O), and the digital topos in which the discourse is produced and circulated. The findings reveal recurring linguistic patterns that construct family food security through representations of self-sufficiency, productive use of limited land, environmental responsibility, and sustainable living. These meanings are reinforced through audience responses expressing appreciation, consultation, shared experiences, and motivation to adopt similar practices. The finding suggest that digital mini garden content functions as a discursive space where language mediates relationships among individuals, communities, and the natural environment while reproducing ecological awareness and sustainability-oriented ideologies. It contributes to dialectical ecolinguistics by showing how digital discourse participates in constructing ecological meanings and food security narratives in contemporary digital society.

Keywords: dialectical ecolinguistics; digital discourse; family food security; mini garden content.



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The Interrupted Educational Pipeline: Early Marriage, Student Motherhood, and Hidden Academic Penalties in Higher Education

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Despite significant progress in expanding women's access to higher education, limited attention has been given to the ways early marriage and student motherhood shape educational experiences and long-term professional development. This study investigates how caregiving responsibilities generate a hidden academic penalty among female undergraduate and postgraduate students, potentially constraining their academic engagement, skill acquisition, and career preparedness.

By introducing the idea of a hidden academic penalty in higher education, this research adds to the ongoing discussions about educational fairness, the development of human capital, and the different paths women take toward social mobility. The results aim to guide the creation of more inclusive policies at institutions, such as flexible learning options, targeted support systems, childcare services, and professional development opportunities that can help improve educational outcomes for student mothers.

Cultural expectations and caregiving norms can create hidden educational challenges for student mothers, hindering their ability to build human capital and enhancing their employability in the future. The study views student motherhood as a crucial yet often overlooked aspect of gender inequality in higher education. It employs a mixed-methods approach, starting with a survey of final-year female students at Uzbekistan State World Languages University to explore the differences in academic and professional capital between married and unmarried students. Semi-structured interviews are conducted to further operationalize the concept of hidden academic penalty and to capture in-depth experiential dimensions that are not visible in survey data. Building on these findings, the study develops a composite index that measures students' participation in research activities, acquisition of professional certifications, internships, leadership opportunities, and academic networking, thereby providing a multidimensional assessment of academic and professional engagement.

Keywords: academic motherhood; student mothers; early marriage; higher education; hidden academic penalty.



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**A CONTENT ANALYSIS OF SUSTAINABILITY VALUES IN THE INDONESIAN
"ENGLISH FOR NUSANTARA" TEXTBOOK FOR JUNIOR HIGH SCHOOL**

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The integration of the Sustainable Development Goals (SDGs) and local wisdom into English language instruction is crucial for fostering students' character in accordance with the principles of Pancasila. This study aims to analyze the general representation of the SDGs in the "English for Nusantara" textbook for eighth-grade students, specifically by examining how global sustainability values are interwoven with cultural heritage and local wisdom. Using qualitative content analysis, this study examines the themes, character representations, and learning activities in the textbook using the framework by Cortazzi and Jin. Findings indicate that among the various global goals, SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities) are the most prominent in the textbook. The analysis indicates that the textbook integrates SDG 4 through an inclusive pedagogical approach that promotes quality learning for all. Furthermore, SDG 11 is highlighted through the promotion of environmental awareness and the preservation of the cultural heritage of the Indonesian archipelago, by situating local wisdom within the context of sustainable communities. The integration of local wisdom strengthens students' cultural identity while developing their global language competencies. This textbook serves as a tool for fostering global sustainability values and strengthening national character. Therefore, this study recommends that educators contextualize learning materials more effectively to develop students' sense of social responsibility and critical awareness.

Keywords: EFL textbook, SDG, textbook analysis



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AI Policy, Practice, and Teacher Wellbeing in Uzbekistan's Higher Education

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Academic housework – teachers' invisible caring work, such as providing support and feedback (Heijstra et al., 2017) – is often taken for granted due to institutional priorities for ranking. This may be reflected in institutional priorities for ranking and measurable outcomes, disregarding human relationships. The growing use of AI in education is further complicating teachers' housework. In HE classrooms, teachers adapt to changing assessment practices, ensuring ethical AI use. While HE institutions are introducing AI policies, it is unclear how much these policies address the challenges and support assessment practices. This research examined the Uzbekistani context, analyzing documents (presidential decrees, university policies) to explore national and institutional strategies. It explored how teachers experience AI use and whether institutional policies adequately guide assessment practices. A survey based on Watson et al.'s (1988) Positive and Negative Affect Schedule Scales (PANAS) framework was administered to teachers (N=326) across Uzbekistan to investigate their emotional responses to changes in assessment. To gain more depth, interviews with educators (N=27) were conducted. Document analysis revealed that policies highlight human-centered AI use; however, disparities emerged in the implementation of authentic assessment practices, while limited attention was paid to teachers' well-being. Uzbekistani teachers reported mixed emotions towards AI in assessment practices. Although these results were generally supported by interviewees, they highlighted a policy-practice gap, emphasizing the insufficient contextualization of policies.

Keywords: academic housework, AI policy, AI use, teacher wellbeing

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Prompting Across Platforms: How University Students Cognitively Navigate ChatGPT and Claude in Scientific Writing

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The rapid development of artificial intelligence technologies, particularly the emergence of conversational platforms such as ChatGPT and Claude, has fundamentally reshaped the way university students engage with language in academic writing. Yet despite their growing adoption, these two platforms differ considerably in how they process, interpret, and respond to user-generated prompts, differences that carry significant consequences for the cognitive and linguistic quality of the academic texts students produce. The urgency of this study lies in the need to examine how students formulate prompts as acts of linguistic performance across two distinct AI systems, how those prompting practices are shaped by each platform's conversational architecture, and how these differences ultimately influence the quality of the resulting academic discourse. This research aims to explore and comparatively analyze students' cognitive discourse strategies when interacting with ChatGPT and Claude in the context of scientific article writing. The study focuses on how students construct meaning, organize linguistic structures, and articulate academic intentions differently depending on the platform they engage with. Data will be collected through interviews, questionnaires, participatory observation, and systematic documentation of students' prompt texts and AI-generated outputs, analyzed through Teun A. van Dijk's Cognitive Discourse Analysis model, which integrates linguistic structures with the cognitive representations and social dimensions underlying discourse production. The expected outcome of this study is a comparative conceptual model of platform-sensitive prompting strategies, serving as a practical framework for students and academics to engage more critically and effectively with AI tools in academic writing. Furthermore, this research aims to advance linguistically informed digital literacy and deepen understanding of how AI system design shapes human language behavior in academic discourse production.

Keywords: academic writing, Claude, ChatGPT, cognitive discourse analysis, prompting strategies



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Stories of Teaching Indonesian Abroad: Professional Identity Construction of BIPA Teachers at a Canadian University

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The global promotion of Bahasa Indonesia has positioned Indonesian BIPA (Bahasa Indonesia for Foreign Learners) teachers as both language instructors and cultural ambassadors in overseas universities. During their assignment, BIPA teachers are not only expected to teach language, but also represent Indonesian culture and facilitate cross-cultural academic engagement. Therefore, teaching abroad involves how the teachers negotiate multiple professional roles and identities within dynamic international settings. However, limited research has explored how BIPA teachers' identities are constructed and transformed in transnational teaching contexts.

This study examined how Indonesian BIPA teachers construct and negotiate their professional identities while teaching at a Canadian university. Drawing on post-structural perspectives of teacher identity, the study conceptualizes identity as multiple, fluid, and socially constructed through discourse and interaction. Concepts of positioning, legitimacy, and power relations are used to analyze how teachers navigate institutional and classroom expectations while negotiating their roles as Indonesian nationals and international educators.

The study used narrative inquiry design involving three Indonesian BIPA teachers participating in a government-supported overseas teaching program. Data were collected through semi-structured interviews, written reflective narratives, and the researcher's reflective journal. The data were analyzed thematically to explore how identities are continuously reshaped through interaction, institutional practices, and professional experiences.

The findings show that BIPA teachers negotiate tensions between cultural representation and professional legitimacy in an English-dominant academic environment. Their experiences reveal identity as dynamic, socially negotiated, and contextually situated. Teaching overseas becomes both a site of professional affirmation and transformation, highlighting the broader socio-cultural and linguistic implications of the internationalization of Bahasa Indonesia.

Keywords: BIPA, teacher identity, language education, intercultural communication



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SATIRE LANGUAGE STYLE IN WEBTOON COMICS: STYLISTIC STUDY

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Stylistics is the study of language and style in literary works. Satire is a subfield of stylistics. This study aims to describe the types of satire used in Webtoon comics using stylistic analysis. This study uses a qualitative method with a descriptive approach. The research data consists of sentences in comics containing satire. Data sources were obtained from Webtoon comics. The data collection technique used was text-based reading with a literature review. The data analysis technique used consisted of three stages: data reduction, data presentation, and data verification. The results of this study indicate that the forms of satire used are cynicism, satire, sarcasm, innuendo, meiosis, and antiphrasis. The diversity in the use of satire is due to the author's goal of conveying different feelings and impressions through satire. The function of language style in the use of satire includes 3 functions, namely the imaginative function, the function of influencing or convincing the reader, and the last is focusing on meaning.

Keywords: language style, Stylistics, satire, comics.

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Reading Growth Mindset: Meaning-Making and Mythopoetic Legitimation in Digital Literacy Narratives

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Labels that are repeatedly reproduced in public discourse influence individuals' self-perceptions and responses to challenges. Labelling theory and the concept of self-fulfilling prophecy indicate that such labels shape beliefs about personal ability, resilience, and success. Labels commonly associated with contemporary youth, such as Strawberry Generation, mager (reluctance to engage in activities), baper (overly sensitive), and overthinking, may construct identity beliefs that promote fixed mindsets regarding ability, resilience, and success, rather than fostering a growth mindset. These issues highlight the importance of understanding how meaning-making processes facilitate the development of a growth mindset by enabling individuals to reinterpret challenges, effort, and failure as opportunities for learning and self-development. Addressing this need, the present study investigates how mythopoetic legitimation in digital literacy narratives represents growth-mindset values and provides meaning resources that may support readers' meaning-making processes. A qualitative approach, supported by descriptive quantitative analysis, was employed. The data comprised a corpus of Instagram posts published by the National Literacy Movement, the National Library of the Republic of Indonesia, and several digital literacy communities between 2024 and 2026. Data were collected purposively and analysed in three stages: identifying forms of mythopoetic legitimation based on van Leeuwen's framework, coding growth-mindset values represented in the narratives, and conducting an interpretive analysis to examine their potential for meaning-making. Descriptive quantitative analysis identified dominant representational tendencies within the corpus. The findings indicate that moral tales and transformation stories were the predominant forms of mythopoetic legitimation, while effort, persistence, and self-improvement were the most frequently represented growth-mindset values. These narratives serve as meaning resources that connect effort, learning, and success, thereby positioning a growth mindset as a valuable orientation toward learning.

Keywords: digital literacy, digital narratives, growth mindset, meaning-making, mythopoetic legitimation



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Learning to Teach Autonomously: Peer Feedback, Reflection, and Identity Positioning in EFL Pre-Service Teacher Training

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This paper examines the role of peer feedback in developing learner autonomy, teacher identity, and epistemic stance in a three-month virtual exchange teacher-training program. This small-scale research explores how demo lesson observation, post-observation dialogues, microteaching, and reflective peer feedback develop autonomy-supportive teaching identities of fourth-year English major teacher trainees. In weekly virtual exchanges through Zoom sessions, a total of 132 future English teachers from the Uzbek State World Languages University and Kimyo International University in Namangan participated. Initially, the participants were introduced to epistemic stance, scaffolding intercultural communication, the concepts of learner autonomy, and identity-safe interaction. The trainees watched brief demo lessons and participated in structured post-observation dialogues, enriched with the model of “5R’s: Request, Receive, Reflect, Respond, and Resolve”. Trainees, then, engaged in individual microteaching and received targeted, criterion-based feedback on teacher language, but not content. Constructive feedback on teacher interactional choices and identity positioning was recorded in reflective journals and teacher portfolios, which were later shared with trusted peers for collaborative written responses.

Qualitative discourse analysis was conducted on collaborative written peer feedback, which indicated that peer feedback and post-observation dialogues fostered autonomy-oriented awareness, emerging teacher identity, and reflective literacy. However, the data also revealed that participants lacked effective peer feedback strategies that focus on profound pedagogical approaches and address identity-related concerns. This study suggests that peer feedback can enhance teacher identity formation and learner autonomy when accompanied by in-depth critique training that emphasizes teacher identity and autonomy-oriented practices, active listening, and dialogue facilitation.

Keywords: Teacher Identity; Peer Feedback; Learner Autonomy; Teacher Autonomy; Epistemic Stance.



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“Once Upon a Time....” a Genre Analysis of Digital Storytelling to Enhance Creative Thinking and Digital Literacy Across Languages

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Creative thinking and digital literacy are essential competencies for 21st-century learners. One approach that can support the development of these competencies is digital storytelling (DST), which integrates storytelling, creativity, and digital technology. This study aims to identify the rhetorical structure of multilingual digital storytelling texts (Indonesian, English, and Korean) based on Swales' Genre Analysis approach. The study employed a qualitative, exploratory, and cross-language contrastive design by analyzing 30 digital storytelling scripts: 10 Indonesian, 10 English, and 10 Korean. Data were analyzed using move-step analysis to uncover the rhetorical patterns and communicative purposes that emerged in each text. The results show that all scripts share eight relatively consistent rhetorical moves: Building on Interpersonal Connection, Engaging the Audience with the Story, Setting the Scene, Developing the Storyline, Confronting the Climax of the Problem, Resolving the Climax, Concluding the Story's Message, and Acknowledging the Audience. The move "Developing the Storyline" was the most dominant move in all three languages, demonstrating the importance of developing a storyline in constructing narrative meaning. Cross-linguistic analysis shows that Indonesian stories tend to emphasize moral messages, English stories emphasize logical conflict development, while Korean stories prioritize interpersonal engagement and harmonious resolutions. These findings demonstrate that digital storytelling is a multilingual pedagogical genre that combines universal narrative goals with rhetorical strategies influenced by cultural and linguistic contexts.

Keywords: contrastive studies, digital storytelling, dissection, genre analysis, rhetorical patterns



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REPRESENTING CULTURE THROUGH CONCEPTUAL METAPHORS IN LANGUAGE

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The field of linguistics encompasses various approaches to understanding metaphors, each offering unique insights into their origins, essence, and functions. Among these, the theory of conceptual metaphor, which examines metaphors from a cognitive perspective, has been making significant progress. This theory explores how national figurative language, associative thinking, worldviews, values, and linguistic creativity manifest in metaphors, and it conducts contrastive analyses of these metaphors across typologically different languages. This article focuses on the specific characteristics of conceptual metaphors, aiming to identify the cognitive, cultural, and historical factors that influence metaphorical perceptions within the linguistic consciousness of different language groups. The research is guided by the conceptual metaphor theory developed by scholars such as J. Lakoff, M. Johnson, G. Fauconnier, M. Turner, and Ch. Fillmore. The study employs conceptual analysis, cognitive modelling, and comparative-contrastive methods.

The cognitive analysis of conceptual metaphors in Uzbek, Russian, and English has produced comprehensive findings on how native speakers of these languages perceive and redefine reality through metaphors, as well as on their capacity for linguistic creativity in formulating reinterpretations. The study suggests that while speakers of these languages exhibit distinct national figurative modes of thinking, linguistic universals also play a role in the formation of conceptual metaphors. Additionally, the metaphors in Uzbek, English, and Russian differ fundamentally in their cognitive foundations, which are shaped by national mentality and figurative cognition.

Keywords: Keywords: cognitive modelling, conceptual metaphors, national cognition, contrastive analysis.



ABS-ICOLLITE-26261

Does Toulmin-Integrated Genre-Based Instruction Predict Argumentative Writing Quality? A SEM-PLS Analysis

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Despite the widespread availability of digital information, many high school students still struggle to develop critical, evidence-based arguments. The main challenge for the Indonesian middle class in teaching argumentative essays lies in the ability to formulate clear claims, select relevant and credible evidence, and respond effectively to counterarguments. This suggests that simply having access to digital information does not automatically encourage critical discussion. This study aims to investigate students' needs for Genre-Toulmin-based writing instruction to improve critical argumentative skills in secondary education in Indonesia. Data was collected from 300 students through a structured questionnaire designed for quantitative needs analysis. This tool assesses students' digital literacy, argumentation skills, understanding of Toulmin elements, need for genre-based scaffolding, cognitive load, writing motivation, and perception of an integrated writing model. Data were analyzed using SEM-PLS with SmartPLS 4.1.1.8. This model is used to identify the key factors influencing students' needs and to evaluate the structural relationships among the measured constructs. This research views argumentative writing as a form of critical literacy, in which students not only organize their ideas but also evaluate information, develop valid claims, and actively engage in academic discussions. These findings are expected to serve as an empirical basis for developing a Toulmin Genre-based teaching model that links access to digital information with the construction of critical arguments. With a focus on student needs, this study contributes to a discussion of the discourse, meaning, and teaching of writing in language education in the post-digital era.

Keywords: critical argumentative writing; post-digital literacy; Toulmin Argumentation Pattern; Genre-Based



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Metalinguistic Awareness in Artificial Intelligence-Assisted Indonesian–Arabic Translation: A Mixed-Methods Study on Arabic Language Education Students

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The development of Artificial Intelligence (AI) has produced increasingly natural translations that closely approach human translation quality. This condition requires Arabic language students to possess adequate metalinguistic awareness to critically evaluate translation quality. However, empirical evidence regarding students' metalinguistic awareness in assessing human and AI translations in the Indonesian–Arabic language pair remains limited. This study examines students' metalinguistic awareness in assessing human and AI translations using a mixed-methods approach with an explanatory sequential design. The study involved 40 students from the Arabic Language Education Study Program. Data were collected through translation analysis tasks, metalinguistic awareness questionnaires, and semi-structured interviews, then analyzed using descriptive statistics and thematic analysis. The results indicate that the students' metalinguistic awareness falls into the moderate category with an average score of 60.04 out of 100; 72.5% of students were in the moderate category, 15% in the high category, and 12.5% in the low category. The highest achievements were found in the dimensions of language problem identification (64.35%) and translation revision (64.25%), while the lowest was translation source identification (48.33%). Only 37.5% of students were able to correctly distinguish between human and AI translations, while 37.5% were incorrect, and 25% were unsure. Conversely, the questionnaire results showed a high level of metalinguistic awareness ($M = 3.76$), with the highest score in critical attitude toward AI ($M = 4.06$). These findings indicate a gap between the reported awareness and the students' actual abilities. Interviews revealed that students with high metalinguistic awareness systematically utilized analyses of meaning, context, and language structure, whereas students in the low category relied more on intuition. Most informants also acknowledged that AI translations are becoming increasingly difficult to distinguish from human outputs. This study emphasizes the importance of metalinguistic awareness, AI literacy, and evaluative skills for the critical and responsible use of technology.

Keywords: AI literacy, artificial intelligence, Indonesian–Arabic translation, metalinguistic awareness



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**From Social Interaction to Learning Materials: Constructing Ecology-Based BIPA
Materials in the South Sulawesi Context**

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The growing internationalization of Indonesian has increased the demand for Bahasa Indonesia bagi Penutur Asing (BIPA) materials that are linguistically accessible and culturally meaningful. However, many existing BIPA materials still present culture as supplementary information rather than as an integral part of communicative practice. Drawing on the perspective of language ecology, this study views language learning as participation in socially situated interactions and explores how local communication practices can serve as ecological affordances for language development. This study aims to construct ecology-based BIPA materials for beginner learners by transforming sociocultural communication practices in South Sulawesi into contextual learning resources. Using a qualitative Research and Development approach, data were collected through needs analysis, interviews, observations, and document analysis involving six BIPA learners, six instructors, and three cultural experts. Data were analyzed using the Miles and Huberman interactive model. The findings reveal that beginner learners require materials grounded in authentic communication contexts, such as interactions in markets, restaurants, educational settings, transportation, and public spaces. The study identified local greeting systems, politeness strategies, honorific expressions, and community interaction patterns as key ecological resources for material development. These practices were transformed into learning materials characterized by contextuality, authenticity, communicative engagement, intercultural orientation, and sociocultural relevance. The study concludes that integrating local communication practices into BIPA materials supports the development of intercultural communicative competence and demonstrates the potential of language ecology as a framework for locally grounded language learning materials.

Keywords: ecological affordances, intercultural communication, language ecology, South Sulawesi, teaching Indo

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**PONTIANAK DELIGHTS: DIGITAL CULINARY AS A MEDIUM FOR LEARNING
LOCAL IDENTITY AND CULTURE**

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The rise of social media, particularly TikTok, has opened new opportunities for digital cultural learning. This study explores Pontianak culinary hashtags as a digital learning medium for local culture and identity. Using Critical Discourse Analysis (CDA), the research examines videos, comments, and user interactions containing culinary hashtags over a six-month period. The study focuses on how digital culinary content functions not only as a source of information about local cuisine but also as a platform for community identity building, cultural transmission, and cultural literacy development. Findings reveal that TikTok users actively engage in informal cultural learning through observation, commenting, and content creation. Culinary hashtags serve as tools for cultural storytelling, facilitating the exchange of knowledge about recipes, culinary history, social values, and local Pontianak traditions. The analysis identifies patterns of representation such as humor, nostalgia, and creativity, which reinforce community identity and cultural pride. Furthermore, the study highlights the pedagogical potential of social media, positioning TikTok as an interactive platform that combines entertainment, education, and cultural participation. The findings suggest that educators, media researchers, and cultural practitioners can leverage hashtags as a participatory digital learning medium while promoting the preservation of local culture. Thus, Pontianak culinary content on TikTok extends beyond mere gastronomic representation, emerging as a contextual, creative, and interactive cultural learning environment in the era of digital media.

Keywords: Cultural Identity, Digital Learning Medium, Hashtag, Pontianak Culinary, TikTok



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**Bridging Indigenous Knowledge and Early Warning Systems: Lessons from the 1994
Liwa Earthquake**

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This study explores how indigenous knowledge systems (IKS) can be bridged with formal early warning systems to enhance community disaster resilience in earthquake-prone regions. Focusing on the 1994 Liwa earthquake in West Lampung, Indonesia, it examines how local communities interpret, preserve, and mobilise knowledge derived from past disaster experiences. Despite advances in technological early warning systems, many rural communities continue to rely on culturally embedded knowledge to anticipate environmental changes and respond to hazards. Using a qualitative approach with an ethnographic orientation, data were collected through in-depth interviews, participant observation, and documentation of oral narratives involving community elders, traditional leaders, and local residents. The findings reveal that indigenous knowledge operates as an informal early warning mechanism through the interpretation of environmental cues, collective memory, and coordinated social responses, enabling rapid decision-making and strengthening preparedness. The novelty of this study lies in three contributions: reconceptualising IKS as functional components of community-based early warning mechanisms, providing empirical evidence from lived disaster memory of the 1994 Liwa earthquake, and proposing a conceptual framework that bridges indigenous knowledge with formal early warning systems as a hybrid approach to disaster risk reduction. The study also identifies challenges, including erosion of traditional practices and limited institutional integration. These findings highlight the importance of incorporating indigenous knowledge into formal disaster strategies to enhance resilience in megathrust-prone regions.

Keywords: Disaster Resilience; Earthquake; Early Warning Systems; Indigenous Knowledge Systems; Liwa

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Exploring the Multimodal Assessment Gap in Higher Education: Evidence from Indonesian University Students

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As multimodal texts increasingly shape learning environments in higher education worldwide, assessment practices are expected to evaluate not only verbal comprehension but also students' ability to integrate meaning across multiple modes. However, little is known about whether students' assessment experiences adequately reflect these emerging multimodal literacy demands. This study investigates students' experiences with multimodal assessment and identifies potential gaps between multimodal learning and assessment practices in higher education. A cross-sectional survey was conducted with 197 undergraduate students from three academic programs at an Indonesian public university: Indonesian Language Education (n = 35), Geographic Information Science (n = 77), and Special Education (n = 85). Data were collected using a 12-item Likert-scale questionnaire, self-reported reading behavior indicators, and open-ended reflections. Descriptive and comparative analyses were employed to examine patterns of assessment experiences across programs. The findings indicate that while students reported moderate exposure to multimodal text tasks and comprehension-oriented assessment activities, substantially lower experiences were reported in three critical areas: assessment of multimodal integration skills, feedback on multimodal meaning-making, and explicit instruction in cross-modal synthesis strategies. Feedback quality emerged as the weakest assessment dimension across all programs. Moreover, 37.6% of participants identified the limited evaluation of visual-verbal integration as the primary weakness of current assessment practices. Behavioral evidence further revealed a predominance of sequential rather than integrative reading strategies, suggesting that students may engage with multimodal texts without fully integrating information across modes. No significant differences were found among academic programs, indicating that the identified gap is systemic rather than discipline-specific. The study reveals a persistent multimodal assessment gap in higher education, characterized by a mismatch between students' exposure to multimodal learning materials and opportunities to develop and demonstrate multimodal meaning-making competencies through assessment. These findings highlight the need to strengthen multimodal assessment literacy, enhance feedback practices, and design assessments that explicitly evaluate cross-modal integration skills.

Keywords: multimodal assessment, multimodal literacy, visual literacy, feedback literacy, higher education



ABS-ICOLLITE-26119

Phonological Interference in English Pronunciation Influenced by Regional Varieties of Uzbek: A Comparative and Contrastive Analysis

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This study investigates how regional varieties of Uzbek affect the English pronunciation of university students, a topic that has not been widely explored in Central Asian contrastive phonetics. Although previous studies have investigated the pronunciation difficulties encountered by Uzbek learners of English, comparatively limited attention has been devoted to examining the influence of dialectal variation on these challenges, particularly within the context of international linguistic research.

The theoretical framework of the present study integrates the principles of contrastive analysis advanced by Lado (1957) with Odlin's (1989) theory of cross-linguistic transfer. Building upon contemporary scholarship in Uzbek phonetics, particularly the studies conducted by Khaidarova (2023) and Mengliyev, Ergasheva and Hamroyeva (2025), the article proposes a typology of phonological interference associated with regional variation in the Uzbek language. A contrastive examination of Standard Uzbek and Standard English consonant systems indicates five common pronunciation difficulties among Uzbek learners of English. The most frequent problems are associated with interdental fricatives, the /v/ - /w/ distinction, aspiration in voiceless plosive sounds, word-final voicing, and the pronunciation of the nasal sound /ŋ/. The study also investigates the extent to which eight regional dialects affect English pronunciation, including Tashkent, Bukhara, Samarkand, Namangan, Payariq, Surkhandarya, Sirdarya, and Kashkadarya. The findings reveal four major forms of dialect-related interference: modifications of vowel quality affecting English diphthongs, substitutions involving fricative and stop consonants, positional phonetic changes such as the Payariq realization of /j/ as /dʒ/, and morphophonological transfer linked to vowel harmony features observed in the Kashkadarya dialect.

A notable finding of the study is the Namangan dialect, which serves as an example of positive transfer. The presence of the vowel [æ] in this dialect facilitates the acquisition and production of the corresponding English vowel rather than creating additional pronunciation difficulties. The study argues that current pronunciation teaching practices in Uzbek higher education do not sufficiently account for dialectal diversity among learners. To address this issue, a dialect-sensitive framework for diagnosing and correcting pronunciation errors is proposed. The research contributes to the fields of contrastive phonetics, dialectology, and English language teaching, while also expanding discussions of World Englishes within the Expanding Circle.

Keywords: phonological interference, English pronunciation, Uzbek dialects, regional identity.



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**POLITENESS STRATEGIES AND ETHNOPRAGMATIC PHENOMENA IN THE
MERABATIN TRADITION OF THE LAMPUNG INDIGENOUS COMMUNITY**

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This study examines politeness strategies and ethnopragmatic phenomena in merabatin, a Lampung traditional guest-welcoming ritual performed by the bride's family to receive the groom's family before the customary wedding procession. The study is significant because this ritual speech tradition is increasingly practiced by fewer customary elders, although it preserves essential cultural values such as respect, humility, agreement, generosity, and communal harmony. Employing a descriptive qualitative method within an ethnopragmatic framework, this research analyzes spoken data produced by traditional elders from two Lampung speech communities: Lampung dialect A, Pubian subdialect, from Natar Village, South Lampung, and Lampung dialect O, Abung Wo Siwo Migo subdialect, from Rajabasa Batanghari, East Lampung. The data were collected through observation, audio recording, and interviews with customary elders. The analysis involved transcribing the recordings, translating the utterances into Indonesian, identifying the data based on Leech's politeness principles, interpreting the speech context, and drawing conclusions. The findings reveal that the maxim of modesty is the most dominant politeness strategy, accounting for 27%, followed by the maxim of generosity at 19%, agreement at 17%, approbation at 14%, tact at 13%, and sympathy at 10%. Ethnopragmatically, politeness in merabatin is constructed not only through lexical choices but also through customary titles, ritual pronouns, euphemistic expressions, proverbs, prosody, symbolic offerings, and respect for social relations between customary groups. Therefore, merabatin should be understood as a ritualized communicative practice that embodies social harmony, cultural identity negotiation, and the preservation of Lampung local wisdom.

Keywords: ethnopragmatics, language politeness, merabatin, customary elders, Lampung indigenous community

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**A Corpus-Based Linguodidactic Model for Enhancing Written Translation Competence
within the PACTE Framework**

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This study explores the integration of corpus-based translation methodology grounded in translation universals into the competence-oriented framework of the PACTE model for improving the teaching of written translation. The research focuses on developing students' strategic, reflective, and psycholinguistic translation competences through a linguodidactic model designed to enhance decoding-recoding processes, functional equivalence, discursive coherence, and the interpretation of stylistic connotations in translation activity. The study employs a mixed-method research design combining descriptive, comparative, and experimental approaches. Parallel and comparable corpora, including Uzbekcorpus.uz, Paratranslator.uz, and Reverso Context, were integrated into the instructional process through corpus-based translation tasks and reflective analytical activities. The proposed model incorporates concordance analysis, KWIC-based contextual examination, collocation analysis, and comparative translation evaluation to develop learners' analytical thinking and translation decision-making abilities. The experimental stage involved master's students specializing in translation studies, where corpus-assisted instructional practices were systematically implemented and evaluated. The findings demonstrate that the integration of corpus methodology into the PACTE competence framework significantly improves learners' ability to identify pragmatic and stylistic equivalence, maintain discourse-level coherence, and select contextually appropriate translation strategies. The results also indicate positive development in students' reflective analysis, psycholinguistic awareness, and strategic management of translation processes. Furthermore, the corpus-based approach contributed to reducing literal translation tendencies and increasing sensitivity to functional and stylistic nuances in target-language production. The study concludes that integrating translation universals and corpus linguistics into competence-based translation pedagogy provides an effective linguodidactic framework for enhancing written translation instruction. The proposed model offers both theoretical and practical implications for translator training by combining cognitive, psycholinguistic, and data-driven approaches within a unified methodological system. The research contributes to contemporary translation pedagogy and expands the application of corpus technologies in higher translation education.

Keywords: PACTE model, corpus linguistics, written translation competence, translation universals



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Netizens' Responses to Comments on the @Cretivox Instagram Account about the Free Nutritious Meals Program

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Social media has increasingly functioned as a digital public sphere where people express their opinions and negotiate meanings surrounding public policies. One of the issues that has generated considerable public attention in Indonesia is the Free Nutritious Meals Program (Program Makanan Bergizi Gratis/MBG). The comment section of the @cretivox Instagram account provides a space in which netizens articulate support, criticism, skepticism, and expectations toward the program. This study aims to investigate how netizens construct their responses to the Free Nutritious Meals Program through language and to reveal the ideologies embedded within their comments. Employing a qualitative descriptive approach, this study analyzes comments collected from selected @cretivox Instagram posts discussing the MBG program using purposive sampling techniques. The analytical framework combines Fairclough's Critical Discourse Analysis (1995), encompassing textual analysis, discursive practice, and social practice, with Appraisal Theory developed by Martin and White (2005) to identify evaluative meanings expressed through attitude, engagement, and graduation. The findings indicate that netizens predominantly employ judgment and appreciation resources to evaluate the government's competence, policy implementation, and the potential impacts of the program. Linguistic choices such as evaluative expressions, modality, sarcasm, and metaphors reflect diverse ideological positions ranging from support and optimism to distrust and criticism. Furthermore, the comments demonstrate that Instagram serves not merely as a platform for opinion sharing but also as a discursive arena where meanings are negotiated and power relations are contested. In conclusion, netizens' responses constitute social practices that reveal public attitudes toward government policies and highlight the dynamic role of digital discourse in shaping contemporary civic participation.

Keywords: netizens' responses, instagram comments, free nutritious meals program, critical discourse analysis

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VIEWS OF WOMEN IN THE USE OF LANGUAGE IN MEN'S AND WOMEN'S MAGAZINES

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Men and women have different perspectives on women. The distinction is evident in magazines that describe themselves as men's (masculine) and women's (feminine) magazines. The purpose of this study is to elucidate and distinguish between these two viewpoints by examining the language employed. The study adopts a sociolinguistic perspective and utilizes a qualitative descriptive research methodology. This sociolinguistic study explores the intersection of gender and media in representing women, viewed through the lens of masculinity and femininity. The results obtained in this study are the classification of the "definition" of beauty, sexiness, and a woman's performance. From the perspective of men's magazines, beauty is defined as physical appearance, encompassing the face and body, whereas women's magazines typically view beauty as encompassing intelligence and personality. In men's magazines, physical attractiveness is the standard for sexy, whereas in women's magazines, it is about presenting oneself elegantly. Men's magazines portray women as objects, but in women's magazines, women are depicted as active participants in life. It can be concluded that the disparities in views on women between men and women are a component of patriarchal culture, which is the dominant culture in Indonesia. The viewpoints from both sides are in significant conflict. The question arises as to whether differences should be minimized to achieve harmony or whether they should be allowed to remain as variations in gender culture.

Keywords: language use, perspective of gender, men's magazines, women's magazines



ABS-ICOLLITE-26252

**An Analysis of the Principles of Cooperation and Implicature in the Interview Video
“What Was Your First Job as a Student?”**

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Communication involved language that could influence the addressee’s perspective depending on how the speaker used that language in a particular utterance, which often contained meanings that the addressee could interpret based on the conversational context. Therefore, this study aims to analyze and describe 1) compliance with and violations of the principle of cooperation in the conversation in the video What Was Your First Job as a Student?; and 2) the implicatures resulting from compliance with or violations of the principle of cooperation in the interview video What Was Your First Job as a Student? according to Grice’s theory (1975). The method used in this study was qualitative descriptive. Data sources were obtained from the utterances using the following data collection techniques: literature review, observation and note-taking, and documentation. The results of this study reveal 20 instances of compliance and 11 violations of the maxims of the principle of cooperation, including 9 instances of compliance and 5 violations of the maxim of quantity, 7 instances of compliance with the maxim of quality, 4 instances of compliance and 1 violation of the maxim of relevance, and 5 violations of the maxim of manner. Based on the results of the implicature analysis of these instances of compliance and violation of the principle of cooperation, it is found that each instance of compliance indicates that all interviewed pedestrians and the interviewer adhere to the principle of cooperation, and each violation is caused by a pedestrian expressing their opinion regarding the context of a particular utterance that do not align with the response expected by the interviewer. Thus, it can be concluded that understanding the context of the utterance and building cooperation are important factors in the smooth flow of communication between the speaker and the addressee.

Keywords: Principles of Cooperation, Implicature, Pragmatic

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Knowing but Not Using? Metacognitive Knowledge, Strategies, and Speaking Practice in Relation to Proficiency among Indonesian KFL Learners

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This study examines how metacognitive knowledge, metacognitive strategies, and speaking practice strategies relate both to one another and to proficiency among Indonesian learners of Korean, drawing on the Metacognitive Practice Speaking Strategies (MPSS) model developed by Chen. As the MPSS model was originally derived from qualitative research, this study addresses the need for quantitative validation through an explanatory sequential mixed-methods design. Survey data were collected from 100 Indonesian learners, and qualitative data were gathered through two open-ended questions. Descriptive statistics, Pearson correlation, and one-way ANOVA were conducted in Jamovi, and the qualitative data were analyzed through qualitative content analysis.

The findings revealed three main points. First, the three variables were strongly and positively correlated ($r = .611 \sim .732$), forming an internally coherent system. Second, only metacognitive knowledge was significantly associated with proficiency ($r = .226$, $p = .024$), with significant differences between intermediate and advanced learners ($F(2.97) = 3.825$, $p = .025$); the actual use of strategies showed no relationship with proficiency. Third, learners reported the greatest difficulty with fluency, yet most frequently used self-expression practice conducted alone, while strategies involving real interaction were rare.

These results reveal an asymmetry between metacognitive knowledge and strategy use: although learners are aware of and report using various strategies, this does not translate into proficiency. As a foundational study toward a metacognition-based model for Korean speaking education, it contributes by quantitatively testing the MPSS model and highlighting the gap between strategic awareness and real-time interactional competence. Building on these findings, future research will employ in-depth interviews to further explore the survey results and examine learners' actual strategy use in real speaking contexts.

Keywords: Indonesian KFL learners, metacognitive knowledge, MPSS Model, Speaking practice strategies



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Figurative Language in Female-Authored Online Poetry on Social Media

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This study examines the role of figurative language in female-authored online poetry shared on social media platforms. As digital environments increasingly facilitate the circulation of short poetic texts, poets adapt traditional literary devices to communicate emotional meaning within condensed linguistic structures. The present research investigates how figurative language functions as a stylistic mechanism for representing emotional experiences in female-authored poetry published on Instagram, TikTok, and Twitter. The study employs a qualitative stylistic approach to analyze twelve poetic texts selected from these platforms. The analysis focuses on the identification and interpretation of figurative expressions, particularly metaphor, personification, imagery, hyperbole, and symbolism. Drawing on theories from stylistics and cognitive poetics, the research explores how these figurative constructions shape emotional meaning in digitally mediated poetic discourse. The findings reveal that figurative language serves as the primary stylistic resource through which emotional experiences are articulated in social media poetry. Metaphor emerges as the most frequently used device, enabling poets to conceptualize abstract emotions through concrete imagery. Personification allows internal psychological states to be externalized through non-human agents, while imagery and symbolism condense emotional meaning into vivid sensory representations. Hyperbole, although less frequent, functions to intensify affective expression and interpersonal resonance. Overall, the study demonstrates that figurative language continues to play a central role in contemporary poetic expression, even within the structural constraints of social media platforms. The findings contribute to research in stylistics, digital discourse, and contemporary poetry by illustrating how traditional poetic devices adapt to new communicative environments.

Keywords: Keywords: Figurative Language, Female-Authored Poetry, Social Media Poetry, Stylistics, Emotional Expression.

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LANGUAGE ECOLOGY IN INDONESIA: NAVIGATING OPPORTUNITIES AND CHALLENGES IN THE LANDSCAPE OF MAJOR REGIONAL LANGUAGES

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Indonesia is recognized as one of the world's most linguistically diverse countries, with more than 700 languages distributed across its archipelago. This diversity presents a significant context for examining language ecology, which emphasizes the relationship between language, speakers, and their sociocultural environment. This study aims to analyze the ecological conditions of six major regional languages in Indonesia—Bugis, Batak, Madurese, Iban, Banjar, and Minangkabau—by identifying their vitality, opportunities, and challenges in contemporary society. The study employs a qualitative descriptive approach through a systematic literature review and policy analysis. The analysis is informed by Haugen's language ecology framework and UNESCO's language vitality indicators, focusing on intergenerational transmission, domains of language use, community attitudes, and responses to emerging communication environments. The findings reveal varying degrees of linguistic vitality among the six languages. Batak and Minangkabau demonstrate strong cultural and diasporic networks, while Bugis, Madurese, and Banjar maintain substantial vitality in their regional strongholds despite increasing urban language shift. Iban presents a unique cross-border ecological situation shaped by language policies in Indonesia and Malaysia. Common opportunities include strong cultural identities, community-based language maintenance, traditional literature, and digital revitalization initiatives. Major challenges involve declining intergenerational transmission, the dominance of Indonesian in formal domains, urban migration, and shifting language attitudes among younger generations. The study concludes that language maintenance in Indonesia requires context-sensitive ecological strategies that recognize the distinct sociolinguistic realities of each language community. Sustainable language planning should integrate community participation, digital innovation, and culturally grounded revitalization efforts.

Keywords: language ecology, language vitality, regional languages, language maintenance, sociolinguistics



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**Globalisation and Language Extinction: A Closer Look at the Relationship Between
Global Communication and Language Loss**

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Globalisation has revolutionised communication by connecting people across geographical, cultural, and linguistic boundaries. The expansion of global communication networks, international media, digital technologies, and transnational education has facilitated unprecedented linguistic interaction. However, these developments have also accelerated the decline of many minority and indigenous languages. This article examines the relationship between global communication and language loss, exploring the mechanisms through which globalisation influences language use and linguistic diversity. The study reveals that language extinction not only reduces linguistic diversity but also contributes to the loss of cultural knowledge, traditional values, and collective identity. Despite these challenges, modern communication technologies also provide opportunities for language preservation through digital archives, online learning resources, and social media initiatives aimed at revitalising endangered languages. The article argues that effective language policies and community-based preservation efforts are essential for maintaining linguistic diversity in an increasingly interconnected world. It concludes that balancing global communication with the protection of minority languages is crucial for safeguarding cultural heritage and promoting sustainable multilingualism in the twenty-first century.

Keywords: Globalization, global communication, language extinction, language loss, endangered languages, linguistic diversity, language preservation, cultural identity, multilingualism



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Cognate Analysis and Lexical Phylogenetic Map of Languages in the Indian Ocean: Devayan, Sigulai, Nias, Mentawai, and Enggano

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The languages of the western Indian Ocean, namely Devayan, Sigulai, Nias, Mentawai, and Enggano, exhibit lexical diversity that reflects a history of migration and cultural contact. A study of cognates is needed to assess the degree of similarity in core vocabulary. This study aims to measure the percentage of cognates between these languages and map the distribution patterns of basic vocabulary as a basis for lexical phylogenetic reconstruction. The method used was lexicostatistics using a list of 200 Swadesh vocabulary words. The analysis was conducted by identifying direct cognates or phonological cognates and then calculating the percentage of similarity between language pairs.

The analysis shows that Devayan–Sigulai has the highest level of cognates at $\pm 70\%$, indicating dialectal closeness between the two languages. Nias shares approximately 45–50% of its vocabulary with Devayan and Sigulai, while Mentawai shows a lower similarity of approximately 30–35%. Enggano is the most divergent language, with a cognate percentage of only approximately 20–25% between Devayan, Sigulai, Nias, and Mentawai. This distribution pattern confirms the existence of an Aceh–Nias language cluster, Mentawai as a separate branch, and Enggano as a highly isolated language.

The lexicostatistical results show genealogical stratification. Devayan and Sigulai form a strong family, Nias as an intermediate relative, Mentawai as an independent branch, and Enggano as an outlier. These findings support the hypothesis that Enggano has experienced prolonged isolation and significant lexical innovation.

Keywords: lexical diversity, cognate study, lexicostatistical dialectal proximity, genealogical stratification

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ASTRONOMICAL TERMS PROVIDED IN “KUTADGU BILIG”

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Astronomical terminology is a key component of scientific language, reflecting the conceptual organization of astronomical knowledge within a linguistic community. Although corpus linguistics has recently emerged as a powerful methodological framework for studying specialized terminological systems, Uzbek astronomical terminology has not yet been systematically investigated from a corpus-based perspective. This study aims to examine the structural, semantic, and functional properties of Uzbek astronomical terminology using corpus linguistic methods.

The research is based on a specialized astronomical corpus compiled from dictionaries, scientific articles, textbooks, encyclopedic sources, and digital materials. Corpus-linguistic and terminological methods were applied to analyze term frequency, structural patterns, lexical-semantic relations, and conceptual organization within the system. The findings show that Uzbek astronomical terminology exhibits structural features typical of Turkic languages, including simple, compound, paired, and multi-component terms, with hybrid formations playing an important role. Morphological analysis indicates a clear dominance of noun-based terms, while adjective-, numeral-, and other part-of-speech-based formations are less frequent. The corpus data also confirm that the terminology is organized through hierarchical hypernym–hyponym relations, ensuring a coherent conceptual structure. Frequency analysis helps identify core and peripheral layers of the system and clarifies its functional distribution in scientific discourse.

The study emphasizes the methodological importance of corpus technologies in terminology standardization, semantic annotation, and digital terminography. It proposes a conceptual-semantic model of Uzbek astronomical terminology and defines linguistic criteria for its integration into electronic terminological databases. The results contribute to the development of Uzbek scientific terminology, digital lexicography, and language resources for artificial intelligence and natural language processing.

Keywords: Artificial intelligence, Conceptual-semantic model, Corpus linguistics, Digital lexicography, Lexical-semantic relations, Natural language processing, Scientific discourse, Terminography, Terminology standardization, Uzbek astronomical terminology



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Metaphor with Verb Elements of Eating in Sosro Bottle Tea Advertisement

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This study examines metaphors in Sosro Bottle Tea advertisements through the use of the verb idiom "eat" which is creatively redefined in the form of a culinary pseudo-recipe. This study aims to describe the conceptual metaphor construction of the verb idiom "eat", explain the linguistic humor mechanism used, and uncover the representation of social phenomena contained in it. This paper uses a descriptive qualitative approach with a cognitive semantic perspective. The data is in the form of sixteen idioms of the verb "eat" in the advertising text, such as eating blind salary, eating bribes, eating friends, and eating liver. Analysis is carried out through the identification of conceptual metaphors, mapping of source domains and target domains, and interpretation of humor and social criticism functions. The results show that the verb "eat" has expanded its meaning from biological activity to conceptual representations of corruption, exploitation, laziness, violence, and toxic social relations. Humor is constructed through the misalignment of meaning between abstract idioms and their presentation as concrete food recipes resulting in the effect of parody and absurdity. In addition to serving as a persuasive strategy, advertisements also represent social criticism of corrupt bureaucracy, low work ethic, social betrayal, and abusive practices of power in society. This study shows that the cognitive semantic approach is able to explain the relationship between language, body experience, humor, and social ideology in Indonesian popular advertising discourse.

Keywords: cognitive semantics, conceptual metaphors, linguistic humor, social criticism, advertising language



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BRIDGING THE PEDAGOGICAL TRANSLATION GAP: DIGITAL LITERACY-BASED COMPETENCE AMONG PRE-SERVICE LANGUAGE TEACHERS

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Digital competence has become a key concern in teacher education, yet less is known about whether pre-service teachers can translate digital literacy into pedagogical practice. This study examined digital literacy-based competence among 240 pre-service language teachers in Indonesia, focusing on pedagogical, personal, social, and professional dimensions. A quantitative survey design was employed using a 41-item questionnaire. Data were analyzed through descriptive statistics, reliability testing, Pearson correlation, independent samples t-test, one-way ANOVA, and supplementary nonparametric tests.

The findings showed that participants reported a very high overall level of digital literacy-based competence. Personal and social competence emerged as the strongest dimensions, reflecting ethical digital conduct, academic politeness, cautious information sharing, and respect for linguistic and cultural diversity. Pedagogical competence, although still high, was the weakest dimension, particularly in online and blended classroom management, digital material development, platform-based feedback, adaptive responses to technical problems, and reflective evaluation of technology use. All dimensions were positively and significantly correlated, while gender, semester level, study program, and language teacher category did not significantly differentiate competence. The study introduces the notion of a pedagogical translation gap and argues that language teacher education should move beyond digital awareness toward reflective pedagogical enactment.

Keywords: Digital competence, pre-service language teachers, pedagogical translation gap, teacher education

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A Lexicon of Javanese Dishes Featuring Pseudo-reduplication: A Gastrolinguistic Study

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This study examines the names of foods in the form of pseudo-reduplication in Javanese society as a representation of the relationship between linguistics and cultural practices. Pseudo-reduplication is a form of lexical repetition that formally resembles reduplication, but does not always have a basic form that stands on its own. This study aims to identify morphological patterns, classify lexical categories, and explain the semantic and cultural content in the naming of traditional Javanese foods. The research data is in the form of 26 food names obtained through a lexical inventory of the culinary traditions of the Javanese people, including snacks, side dishes, vegetables, and jenang. This study uses a qualitative descriptive approach method with documentation, classification, and semantic analysis techniques. In this study, a gastrolinguistic approach was used. The results of the study show that pseudo-reduplication of food names not only serves as a linguistic marker, but also reflects sensory experiences, collective knowledge, and cultural memory of the Javanese people. Food naming is related to the characteristics of physical shapes, textures, processing processes, sounds, and historical associations that live in speech communication. These findings show that the culinary lexicon functions as a medium of transmission of cultural values between generations and represents cultural identity in Javanese society.

Keywords: lexicon, gastrolinguistics, reduplication, cuisine.



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Traditional Games-based Activities to improve English Speaking skills Among Underprivileged Young Learners

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This study aims to improve English speaking skills among underprivileged young learners through the use of traditional games-based activities. Speaking is a challenging skill for young learners, especially in resource constrained learning environments where opportunities for interaction are not sufficient. This study uses Classroom Action Research conducted in Tanikota, a community learning center in Bandung, Indonesia. The participants are fifteen, 7-10 years old students. The research is carried out in two cycles, consisting of planning, acting, observing, and reflecting stages. The intervention involves the implementation of Indonesian traditional games to encourage active participation and communication in learning English. Data is collected through speaking tests and observation checklists. After that, it is analyzed using descriptive qualitative analysis supported by simple quantitative data. The findings are expected to show improvements in students' vocabulary and basic expressions, pronunciation, and fluency through the use of traditional games in an English learning context.

Keywords: Traditional games-based activities, speaking skills, young learners, classroom action research, EFL



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Cultural Economic Development Strategy Through Optimizing the Sangiran-Kemukus-Kedung Ombo Oral Tradition

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The Sangiran–Kemukus–Kedung Ombo Axis in Central Java is a strategic cultural region reflecting a complex historical continuity, encompassing the prehistoric era in Sangiran, the cosmological-mystical dimensions and agrarian rituals in Kemukus, and the manifestations of modern artificial ecology in Kedung Ombo. Although this corridor is rich in oral traditions, myths, legends, and rituals, this cultural potential has not been managed synergistically as a foundation for the local cultural economy. Most previous studies tend to position folklore in a fragmented manner, either limited to documentary documentation, normative conservation, or tourism commodification, fragmented from the community's socio-ecological context. Filling this research gap, this study aims to identify the typology, substance, and function of folklore in this axis, while simultaneously formulating a sustainable optimization model that has a fair impact on the local economy. Using a qualitative-ethnographic approach, data was collected using participatory observation, in-depth interviews, cultural discourse analysis, and mapping of creative ecosystem actors. The novelty of this study stems from the integration of folklore across cultural landscapes—which brings together prehistoric heritage, sacred spaces, and modern ecosystems—into a unified cultural economic ecosystem. The research output is projected to produce a thematic folklore map, a formulation of a creative economy optimization model, and draft recommendations for applicable cultural governance policies for policymakers and local communities.

Keywords: Keywords: cultural economy, folklore, Kemukus, Kedung Ombo, Sangiran.

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