ISSN 2503 - 3492 (Online)



JEES

(Journal of English Educators Society)

Volume 11 | No. 1 | April 2026 | Sidoarjo

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RESEARCH ARTICLE
published: 05th April 2026
doi: 10.21070/jees.v11i1.1959

Learner autonomy in an online project-based learning: voices from Indonesian EFL students

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This study explored university students' levels of autonomy and identified the challenges they face in becoming more autonomous learners within a university context. The research involved 80 students from a public university in Surabaya, East Java, Indonesia. A mixed-methods sequential explanatory design was employed, comprising two phases: a survey phase and an interview phase. The data were collected using closed-ended questionnaires to assess students' levels of autonomy and semi-structured interviews to examine the challenges hindering students' autonomy. Next, the quantitative data from the questionnaire were analyzed using simple statistical techniques, including percentages and mean scores, while the qualitative data were analyzed using thematic analysis. The findings revealed two key results. First, students showed high levels of autonomy across all dimensions—technical, psychological, political, and socio-cultural. Notably, none of the questionnaire items indicated a low level of autonomy. Students attributed their high autonomy to the flexibility of working independently at home and leveraging internet resources to complete their projects. They also displayed strong sociability, adaptability, and collaboration skills in achieving their goals. Second, the primary challenges faced by students to be more autonomous in online meetings involved: lecturers' compulsory instructions, low motivation, lack of discipline, poor time management, dependence on lecturers, lack of skills, and limited interaction.

Keywords: EFL students, learner autonomy, online project-based learning

OPEN ACCESS
ISSN 2503 3492 (online)

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Received: 22th July 2025
Accepted: 07th November 2025
Published: 05th April 2026

Citation:
Chakim, N., Widiati, U., Prayogo, J.A., Romadhon, A.S. (2026). Learner autonomy in an online project-based learning: voices from Indonesian EFL students. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.1959

INTRODUCTION

Learner autonomy has been a significant focus in the field of foreign language learning and teaching for over four decades. It has garnered increasing attention from educators, teachers, practitioners, and policymakers, as autonomous learning is considered a crucial component of lifelong learning. Facilitating the development of learner autonomy is a fundamental responsibility of English teachers, prompting the creation of policies and curricula in various countries to promote autonomy at the classroom level (e.g., Eurydice, 2008; O'Rourke & Carson, 2010; Little, 2011; Blidi, 2017; Working Groups Schools, 2018). This global trend has also emerged in Indonesia, where the national curriculum emphasizes the development of 21st-century skills, including creativity, critical thinking, independence, collaboration, and communication (Kemendikbud, 2016; Kemendikbud, 2019; Mendikbudristek, 2022).

The concept of learner autonomy has been defined in diverse ways. Holec (1981) initially defined it as the ability to take charge of one's learning. Littlewood (1996) expanded this notion by introducing two key components: learners' ability and willingness to make independent choices. Similarly, Benson (2001) emphasized autonomy as the capacity to take control of

one's learning, driven by a combination of desire, ability, and freedom. In the context of today's technology-driven era, learner autonomy has evolved to encompass the ability to manage one's learning within socially mediated and technology-enhanced environments (Suvorov & Cabello, 2017).

Over the past decade, a substantial body of research has examined learner autonomy, both in international and Indonesian education contexts. Common themes include the use of technology and pedagogical approaches to foster autonomy in classrooms (Humphreys & Wyatt, 2014; Lai et al., 2015; Padmadewi, 2016; Jing, 2017; Yuliani & Lengkanawati, 2017; Baz et al., 2018), the relationship between autonomy and language proficiency (Myartawan & Latief, 2013; Almusharraf, 2018), students' readiness for autonomy (Sonmez, 2016; Cirocki et al., 2019; Yilan, 2020), perceptions of autonomous English learning among teachers and students (Khotimah et al., 2019; Cirocki & Anam, 2021), and learner autonomy in online contexts (Al Ghazali, 2020; Aji et al., 2020; Alimyar & Lakshmi, 2021; Ludwig & Tassinari, 2021; Oliveira et al., 2021; Yeh & Heng, 2022; Hsu, 2022; Collado et al., 2022; Al-Khresheh, Naimi-Akbar et al., 2023; Susanti et al., 2023). However, among all those above issues about learner autonomy, students' levels of autonomy in four dimensions: technical, psychological, political, and socio-cultural in an online project-based learning remain underexplored.

In the post-pandemic era, online learning has gained prominence due to its ability to enhance efficiency and provide flexibility in learning. Researchers suggest that online learning addresses individual learning needs and promotes higher-order thinking skills (Lee & Choi, 2017; Caravias, 2018; Collins et al., 2022). Additionally, digital technologies foster greater learner responsibility (Bennett et al., 2017) and enhance motivation and engagement in the teaching-learning process (Dhillon & Murray, 2021). Online learning typically involves activities mediated through learning management systems and digital platforms (Leighton & Griffioen, 2021) and can be synchronous, involving real-time interaction, or asynchronous, allowing learners to engage with materials at their own pace (Ogbonna et al., 2019; Richardson et al., 2020). Both modes offer flexibility and enable teachers to design collaborative, project-based tasks that foster learner autonomy.

Project-based learning (PBL) has gained traction in online environments as a method to promote learner autonomy. Knoblauch (2022) highlights that project-based and blended learning scenarios significantly motivate learners and encourage independent work. Similarly, Dinca et al. (2023) demonstrate that Project-Based Virtual Learning (PBVL) supports the development of professional, academic, and personal skills through collaboration. They propose a three-stage framework comprising teambuilding, teamwork, and team performance in online PBL contexts.

Research further underscores the positive impact of project-based learning on learner autonomy. Studies in face-to-face settings reveal that PBL enhances students' speaking skills and fosters enthusiasm, confidence, creativity, and self-directed learning (Marisah & Robiasih, 2017; Kaunang, 2017; Astawa et al., 2017). Yuliani and Lengkanawati (2017) argue that PBL is an effective approach to developing autonomous learning, promoting self-direction, self-instruction, and self-access learning. Similarly, Marisah and Robiasih (2017) observe that integrating language, social, and technological skills into PBL encourages students to become more independent, responsible, and creative learners.

Despite its benefits, PBL in offline settings has some limitations. For instance, disparities in language proficiency among students can lead to unequal participation, with higher-proficiency students dominating discussions while others struggle to contribute effectively (Marisah & Robiasih, 2017). Additionally, learners may face challenges in conducting independent research and collaborating effectively without adequate scaffolding and support, potentially resulting in superficial project outcomes.

Although research indicates the effectiveness of project-based learning in promoting learner autonomy in both offline and online contexts, gaps remain in understanding students' levels of autonomy and the challenges they face in online PBL environments. Addressing this gap, the present study aims to explore Indonesian EFL students' perceptions of learner autonomy in online project-based learning. Specifically, it seeks to investigate students' levels of autonomy and identify the challenges they encounter in becoming autonomous learners in online PBL settings.

The research questions of this study are formulated as follows:

1. What are the students' levels of autonomy in the online project-based EFL classroom?
2. What challenges do the students face in becoming more autonomous learners in the online project-based EFL classroom?

METHODS

Research Design and Participants

This study employed a mixed-methods sequential explanatory design. This design was used to gain a comprehensive understanding of students' levels of autonomy and their challenges to become more autonomous in an online project-based learning. It combined quantitative and qualitative data collection and analysis in two consecutive phases, quantitative phase followed by qualitative phase (Creswell & Plano-Clark, 2018). It was employed to obtain a comprehensive understanding of EFL students' levels of autonomous learning and the challenges they face while developing English materials in online project-based-learning.

The study involved 80 university students majoring English language education program in the 5th semester, Surabaya State University, East Java, Indonesia. They were taken as the subject of the research since they were assigned to do projects of developing an English module for secondary school students through online meetings. The students were taken from four different classes taught by different lecturers. They took the same subject, namely Developing English Materials (DEM).

At the beginning, the teaching and learning process was conducted in blended learning (offline and online meetings); however, during the development of the English module, the

project was accomplished in online meeting and students had to report the progress to the lecturers through Zoom platform.

Instruments and Data Collection

To collect quantitative data, a learner autonomy questionnaire adapted from Murase (2015) was distributed to the 80 students via Google Forms. The questionnaire consisted of closed-ended items using a 5-point Likert scale, ranging from strongly disagree to strongly agree. The questionnaire items were divided into four dimensions of learner autonomy: technical, psychological, political, and socio-cultural autonomy (Benson, 1997; Oxford, 2003; Murase, 2015). The data were analyzed using simple descriptive statistics, including percentages and mean scores.

For qualitative data, semi-structured interviews were conducted to gain deeper insights into the students' reasons for their responses to the questionnaire and their experiences with learner autonomy. A focus group interview format was utilized to gather diverse perspectives on the challenges of becoming autonomous learners in an online project-based environment. The interview questions were reviewed and validated by two experts in the field, who provided written and oral feedback. The feedback was incorporated to ensure the validity and reliability of the interview instrument.

Instrument Validity and Reliability

Both instruments (questionnaires and semi-structured interviews) had been validated by two linguists whose expertise is on learner autonomy and material development to ensure the appropriateness and the acceptability of the questionnaire items.

In addition, the reliability of the instruments was also assessed. To assess the reliability of the questionnaire, Cronbach's alpha was calculated using SPSS 22. The result was an alpha score of 0.896, which falls within the range of 0.8–0.9, indicating that the reliability of the instrument is categorised "good."

Data Analysis

Quantitative Data Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistics, including percentages and mean scores, through SPSS 22. The learner autonomy levels were categorized into three levels—low, medium, and high—based on a continuum. The categorization was derived by dividing the 5-point Likert scale into three intervals, with each interval corresponding to a score range of 1.7, as shown below.

Mean	Category
0.0–1.7	Low
1.8–3.4	Medium
3.5–5.0	High

Qualitative Data Analysis

Qualitative data from the interviews were analyzed using thematic analysis following the steps outlined by Ary et al. (2010):

1. *Familiarizing and Organizing*
   The initial step involved familiarization with the data by reviewing video recordings of the interviews and transcribing the students' responses into English. An edited transcription approach was used to focus on the main messages conveyed. The transcripts were repeatedly read to enhance comprehension and organized into excerpts for analysis.
2. *Coding and Reducing*
   During this stage, the researcher developed concepts from the raw data by identifying units of meaning, such as words, phrases, or sentences reflecting patterns of behavior, thought, or experiences. Students' verbal responses were translated and coded manually into themes such as Compulsory Instruction, Low Motivation, Lack of Discipline, Poor Time Management, Dependence on Lecturer, Lack of Skills and Limited Interaction. Students were labelled into S1 as student 1, S2 as student 2 and so on. The irrelevant data, such as off-topic conversations, were excluded to ensure focus on the key themes. Only pertinent excerpts were retained for further analysis.
3. *Interpreting and Representing*
   The final step involved interpreting the data by identifying connections among the categories and patterns related to autonomous learning and project-based instruction. The analysis linked the qualitative findings to relevant theoretical frameworks. Both quantitative and qualitative findings were presented comprehensively, with numerical data summarized in tables and qualitative data discussed in relation to the identified themes. The findings were synthesized to draw conclusions addressing the research questions.

   To collect data, students had been given informed consent to fill out before they participated in the study. These students were selected as participants because they were enrolled in the Developing EFL Materials (DEM) course, which required them to design English teaching materials through online learning**.**

RESULTS AND DISCUSSION

The Students' Levels of Autonomy in an Online Project-Based Classroom

The students' levels of autonomy were categorized into four dimensions: technical, psychological, political, and socio-cultural autonomy. Each dimension was further analyzed through quantitative and qualitative data, revealing nuanced insights into their autonomy practices.

Technical autonomy

Technical autonomy comprises two sub-dimensions: behavioral autonomy (the ability to use cognitive and metacognitive strategies like goal-setting, planning, and monitoring) and situational autonomy (the capacity to take control of learning in independent situations). Table 1 summarizes students' autonomy levels in the technical perspective.

For the sake of behavioral autonomy (see Table 1), firstly, the respondents were asked about their learner autonomy practices and whether or not they set their learning goals such as understanding the framework of developing English materials before the Developing English Material (DEM) class starts. As the data revealed, most students gave positive answers which 58.8% of respondents agreed, and 15% of respondents strongly agreed. The respondents who showed

their disagreement was only 10% and undecided 16.3%.

TABLE 1 | Students' autonomy levels in technical perspective

Sub Dimension	Q No	Statements	SD %	D %	U %	A %	SA %	M	Category
Behavioral Autonomy	1	Setting learning goals in the DEM class.	0	10	16.3	58.8	15	3.8	High
	2	Selecting basic competences for developing English modules.	1.3	10	3.7	52.5	32.5	4.1	High
	3	Using digital resources for English module development	0	0	3.8	40	56.3	4.5	High
	4	Selecting pictures for English module development	0	2.5	2.5	41.3	53.8	4.5	High
	5	Using methods in translating words	0	1.3	7.5	46.3	45	4.4	High
	6	Monitoring the progress of the project	0	2.5	13.8	56.3	27.5	4.1	High
	7	Compiling materials from any sources	0	1.3	10	55	33.8	4.2	High
	8	Checking the appropriateness of language use	0	1.3	6.3	60	32.5	4.2	High
	9	Checking the appropriateness of content	0	5	12.5	51.2	31.3	4.1	High
	10	Checking the appropriateness of the layout	1.3	3.8	8.8	46.3	40	4.2	High
Situational Autonomy	11	Making self-reflection	2.5	7.5	25	41.3	23.8	3.8	High
	12	Searching for materials from the internet	0	8.8	13.8	41.3	36.3	4.1	High
	13	Writing tasks/exercises/practices	0	5	10	56.3	28.7	4.1	High

Secondly, the respondents were asked about their practices concerning whether or not they select the basic competence of the national secondary curriculum before they develop English materials by themselves. Although all scales are filled in, the respondents still showed their positive answers by choosing the answer 'agree' 52,5%, and 'strongly agree' 32.5%. There was only 1.3% of respondents choose 'strongly disagree' and 3.7 respondents stated 'undecided'.

Thirdly, the respondents were asked whether or not they use digital resources such as websites or e-books in developing English materials by themselves. As the data showed, most respondents used digital resources in developing English materials on their own. More precisely, 40% of respondents chose the answer 'agree' and 56.3 % of respondents answered 'strongly agree'. Those who chose the option 'undecided' were only 3.8%, while none of the respondents opted for 'strongly disagree' and 'disagree'.

Next, in terms of selecting pictures whether or not the respondents selected pictures by themselves in developing English materials, only 2.5% of respondents showed their disagreement. Most respondents showed positive answers with which 41.3% respondents agreed and 53.8% respondents strongly agreed. None of the respondents chose the option 'strongly disagree'.

Additionally, the respondents were asked whether or not they used their methods such as using Google translate or using a dictionary whenever they had to translate words to develop English materials. The majority of respondents provided positive answers again: 46.3% agreed, and 45% strongly agreed. Only 1.3% disagreed and 7.5% chose the option 'undecided'. The next issue in this question is whether or not the respondents monitored the progress of their project in developing English materials. In this part, most respondents gave their positive answers by choosing 'agree' 56.3%, and 'strongly agree' 27.5%, while those who disagreed only 2.5% and 'undecided' 13.8%.

Another behavioral issue in technical autonomy is whether or not the respondents compiled materials from a variety of sources to develop listening/ speaking/ reading/ writing tasks by themselves in developing English materials. The data showed that the majority of the population agreed 55%. Those who strongly agreed also showed a relatively high percentage, that was, 33.8%. Only 1.3% of respondents agreed with this statement and none of them took the option 'strongly disagree'.

Respondents' practices of autonomy could also be seen from the aspect of whether or not they checked the appropriateness of language use such as grammar, spelling, or vocabulary in developing English materials. As the analysis revealed, 60% of respondents agreed, 32.5% strongly agreed, and 6.3% were undecided about this statement. Similar to the previous item, only 1.3% showed their disagreement with this statement. Furthermore, in terms of whether or not the respondents checked the appropriateness of the content of English materials on their own, most respondents showed positive answers. 51.2% of respondents agreed and 31.3% strongly agreed with this statement. The extreme option of 'strongly disagree' was not selected by respondents at all.

Similarly, for the question of whether or not the respondents checked the appropriateness of the layout of the designed English materials, those who gave positive answers were still dominant over those who gave negative answers. More explicitly, 46.3% of respondents showed their agreement, and 40% showed their strong agreement. In contrast, the negative answers were only 1.3% for 'strongly agree' and 3.8% for 'disagree'. Those who chose the option

'undecided' of this statement were still relatively low as much as 8.8%.

Lastly, the most important aspect of behavioral autonomy was whether or not the respondent's made self-reflection after accomplishing their final project of designing the English materials; the majority of the population still provided positive answers. In this respect, 41,3% of respondents showed their agreement, and 23.8 % expressed their strong agreement with this statement. Interestingly, there were an increased percentage of those who chose the option 'undecided' compared to the previous all behavioral autonomy as much as 25% of respondents. It was one-fourth of the total population. Meanwhile, the respondents who showed their negative answers were not significant, only 7.5% showed their disagreement and 2.5% expressed their strong disagreement.

Psychological autonomy

Psychological autonomy relates to mental attributes supporting learner autonomy, divided into motivational, metacognitive, and affective sub-dimensions. Table 2 illustrates the survey results.

TABLE 2 | Students' autonomy levels in psychological perspective

Sub Dimension	Q No	Statements	SD %	D %	U %	A %	SA %	M	Category
Motivational	14	Maintaining motivation during the given feedback	0	0	7.5	48.8	43.8	4.4	High
	15	Maintaining motivation to finish the project on time	0	1.3	12.5	40	46.3	4.3	High
Metacognitive	16	Making plan	0	2.5	21.3	51.2	25	4	High
	17	Monitoring progress	0	1.3	25	53.8	20	3.9	High
	18	Making evaluation	0	7.5	25	50	17.5	3.8	High
Affective	19	Controlling affective states toward the lecturer's speaking time	3.8	36.3	35	21.3	3.7	2.9	Med
	20	Controlling affective states toward the supply of learning resources	0	0	6.3	41.3	52.5	4.5	High
	21	Controlling affective states toward the given models	0	0	11.3	41.3	47.5	4.4	High
	22	Controlling affective states toward the help given	0	0	3.8	38.8	57.5	4.5	High

In motivational sub-dimension, it concerns one's intrinsic/ extrinsic motivation toward learning English. It is the capacity to take control of one's learning by knowing about the strategies to motivate oneself, and one's responsibility for success/ failure in learning English. In the context of project-based learning in this study, learning English in this definition has been interpreted as the process of acquiring the knowledge of being able to design English materials through project-based instruction.

The first statement dealing with the motivational sub-dimension is whether or not the respondents were motivated when the lecturer gave them detailed feedback on their work. As the collected data revealed, 48.8% of respondents showed their agreement, and 43.8% of respondents expressed their strong agreement that they felt motivated when the lecturer gave them detailed feedback on their work. None of them answered either 'strongly agree' or 'disagree' with this statement. This data display means that most students were not autonomous in this respect. They were still dependent on the lecturer's detailed feedback for the improvement of their project.

Different from the previous result showing respondents' dependence on the lecturer, the respondents showed great optimism to finish the project on time, meaning that they felt more independent from the lecturer. The data revealed that 40% of respondents agreed that they felt optimistic to accomplish the project on time. Even, the percentage showing positive answers was much greater in the level 'strongly agree' as much as 46.3%. Those who chose 'undecided' were 12.5% and 'disagree' 1.3%.

The next data display concerned with metacognitive strategies of autonomy employed by students in project-based instruction which covered planning, monitoring, and evaluating the activities. As the data showed that the majority of respondents had made a careful plan to create innovative products of English materials by themselves. More explicitly, 51.2% expressed their agreement, 25% of respondents showed their strong agreement and only 21.3% of respondents were 'undecided'. None of the respondents showed a strong disagreement with this statement.

In terms of their activity whether or not they monitored the progress continuously in developing English materials by themselves, the data revealed that 53.8% of respondents agreed, and 20% of respondents strongly agreed with this statement. It means that the majority of students felt autonomous in monitoring the progress of their projects. The last part of the metacognitive aspect concerning psychological autonomy is whether or not the respondents evaluated designing the English materials on their own. The data showed positive answers that 50% of respondents showed their agreement, and 17.5% expressed their strong agreement. However, there were relatively a big percentage of respondents who chose 'undecided' as much as 25% and 7.5% disagreed with this statement.

The last part of psychological autonomy is the affective sub-dimension. It is the capacity to take control of one's

learning by knowing about one's effective states (anxiety, self-esteem, and other emotions) and how to control these affective factors. This students' questionnaire covers four statements related to the affective aspect of students' autonomy practices. According to the presented data in table 2 above, the majority of respondents showed their disagreement when they were asked whether or not they felt disappointed when the lecturer dominates the speaking time in explaining the materials during the online classroom. The data revealed that 36.3% of respondents disagreed, and 3.8% strongly disagreed. Those who agreed were only 21.3% and those who strongly agreed were 3.7%. Interestingly, many respondents contributed significant value for 'undecided' as much as 35%.

Political autonomy

Political autonomy encompasses students' ability to negotiate aspects of learning and their independence from teacher control. Table 3 provides a detailed overview.

TABLE 3 | Students' autonomy levels in political autonomy

Sub Dimension	Q No	Statements	SD %	D %	U %	A %	SA %	M	Category
Positive Freedom	23	Negotiating deadline	8.8	26.2	21.3	38.7	5	3.1	Med
	24	Negotiating themes	5	16.3	40	32.5	6.3	3.2	Med
Negative Freedom	25	Selecting authentic/ not authentic materials	1.3	7.5	15	53.7	22.5	3.9	High
	26	Selecting strategies used in finishing the project.	0	1.3	12.5	58.8	27.5	4.1	High
Group Autonomy	27	Obeying the online classroom rules	0	1.3	12.5	55	31.3	4.2	High
	28	Obeying the curriculum policy	0	1.3	10	63.7	25	4.1	High
Individual Autonomy	29	Selecting the model of available authentic English materials	0	1.3	7.5	62.5	28.7	4.2	High
	30	Selecting games and songs	0	0	16.3	55	28.7	4.1	High
	31	Selecting the type of skills/ exercises/activities/ tasks	0	2.5	3.8	52.5	41.3	4.3	High
	32	Ordering the four language skills	0	5	12.5	50	32.5	4.1	High
	33	Organizing the content of English materials.	0	3.8	11.2	55	30	4.1	High
	34	Selecting themes in every chapter	1.3	5	13.8	52.5	27.5	4.0	High
	35	Selecting the members of the group work.	5	10	25	42.5	17.5	3.6	High

Firstly, in the context of learning English, positive freedom is defined as one's views in which learners have the freedom to control their learning (content/goals/ purposes) with the agreement of teachers. As the data revealed, that the respondents have various answers concerning whether or not they negotiated the deadline of developing English materials with the lecturer when they have not finished doing the project. More precisely, 38.7% of respondents agreed that they negotiated with the lecturer about the deadline, 5 % of respondents answered 'strongly agree', 26, 2% respondents chose 'disagree', 8.8% respondents expressed 'strongly agree', and 21.3 % remained 'undecided'.

In terms of whether or not the respondents negotiated the themes covered in the English materials with the agreement of lecturers, those who chose 'undecided' was relatively high, as much as 40%. Meanwhile, 32.5% of respondents agreed that they negotiated about themes with the agreement of lecturers, and 6.3% of respondents showed strong agreement. Those who expressed their disagreement were 16.3% and the respondents who expressed strong disagreement were only 5%.

Different from positive freedom which emphasizes more on the agreement of teachers; negative freedom is free from teachers' intervention. It is defined as one's views in which the learners can learn whatever they want to, with no constraints. In the statement about whether or not respondents made decisions in taking authentic or not authentic materials as the model for developing English materials, a large group of students gave positive answers by deciding on taking authentic/ not authentic materials of their own will, free from lecturers' intervention. It was shown in the table 3 that 53.7% agreed with this statement, 22.5% of respondents strongly disagreed, 15% chose 'undecided', 7.5% answered 'disagree', and only 1.3% respondents chose 'strongly agree'.

When the students were asked whether or not they made decisions on any strategies that they used in finishing the project of developing English materials, the majority of the respondents gave positive responses to this statement. In this group, 58.8% of respondents expressed agreement, 27.5 % of respondents strongly agreed with this issue, and 12.5% of respondents remained undecided. On the other hand, only 1.3% of respondents disagreed, and none of the respondents strongly disagreed with the statement.

The next sub-dimension is group autonomy. It is one's views concerning teachers as authority, and other kinds of authorities, such as parents or government policy. In group autonomy, students must be aware that they must obey the instruction of the lecturer since it is the authority of the lecturer. Based on the presented data, 55% of respondents agreed that they had to follow the online classroom rules established by the lecturer such as turning on the camera during the lecture or staying mute when the respondents did not speak 31, 3% of respondents strongly agreed with this issue, 12.5% respondents remained undecided, 1.3% respondents disagreed, and none of the respondents expressed their strong disagreement.

Another aspect of group autonomy is the policy of curriculum, the majority of respondents had to follow the content of the curriculum issued by the university. More precisely, 63,7% of respondents expressed their agreement that they had to follow the curriculum, 25% of respondents expressed their strong agreement, 10% of respondents remained undecided, 1.3% of respondents disagreed with this issue, and none of the respondents expressed their strong disagreement.

The fourth sub-dimension of political autonomy is individual autonomy. It is one's view of taking control of, and one's ability to make decisions about the content/ goals/ purposes/ in learning English. Firstly, the respondents were asked whether or not they decided in selecting the model of available authentic English materials to be imitated in developing English materials. As the analysis revealed, 62.5% of respondents agreed with this statement. More explicitly, 28.7 % of respondents expressed strong agreement, 7.5% of respondents were undecided, and only 1.3% of respondents disagreed that they decided in selecting the model of available authentic materials to be imitated.

Secondly, the respondents were asked to estimate whether or not they decided on their own to use the kinds of games/ songs in developing English materials. The majority of the respondents decided on their own in using any kind of games/ songs in developing English materials. To be more specific, 55% of respondents chose 'agree', 28.7% of respondents answered 'strongly agree', and 16.3% remained undecided. None of the respondents answered either disagree or strongly disagree with this statement.

Thirdly, the respondents were questioned about the extent to which they decided on the type of skills/ exercises/ activities/ tasks to be included in developing English materials on their own. The responses to this question range from 'disagree' to 'strongly agree'. None of them chose 'strongly disagree'. More precisely, 52.2% of respondents agreed, 41.3 % of respondents strongly disagreed, 3.8 % of respondents remained undecided, and 2.5% of respondents disagreed with this statement.

Fourthly, in terms of whether or not they decided the order of four language skills (listening, speaking, reading, and writing in various order) in developing English materials on their own, the responses ranged from 'disagree' to 'strongly agree'. None of them expressed strong disagreement. More explicitly, 50% of respondents expressed their agreement, 32.5% of respondents showed their strong agreement, 12.5 % of respondents remained undecided, 5% of respondents disagreed, and none of the respondents chose the last option, that is, 'strongly disagree'.

Socio-cultural autonomy

Socio-cultural autonomy emphasizes social interaction and collaboration in learning. Table 4 highlights student responses.

The sub-dimension of social interaction, it is concerning one's views of learning with the social interaction with/from teachers and/or other learners. The first issue is whether or not the respondents collaborated with their classmates in making the layout of the English materials. According to the gathered data, 25% of respondents were undecided about this statement. The majority of the population (42.5%) agreed that they collaborated with their classmates in making the layout of the English materials. Additionally, 26.2% of respondents expressed their strong agreement with this issue. On the contrary, the respondents who expressed their disagreement and strong disagreement were only 13.8% and 1.3% respectively.

TABLE 4 | Students' autonomy levels socio-cultural perspective

Sub Dimensions	Q No	Statements	SD %	D %	U %	A %	SA %	M	Category
Social Interactive	36	Making collaboration in making the layout.	1.3	**13.8**	16.3	42.5	26.2	3.8	High
	37	Discussing the problems with classmates	0	2.5	8.8	58.8	30	4.2	High
	38	Comparing the work with classmates	2.5	11.3	13.8	47.5	25	3.8	High
Cultural	39	Working collaboratively with students who have different cultures.	2.5	3.8	26.3	47.5	20	3.8	High
	40	Working collaboratively with students who have different learning habits.	1.3	8.8	17.5	48.7	23.8	3.9	High

The next issue is about whether or not the respondents discussed the problems with their classmates for the improvement of their project of developing English materials, the majority of the respondents gave positive views on this statement. More precisely, 58.8% of respondents expressed their agreement, 30% of respondents showed their strong agreement, 8.8% of respondents remained undecided, 2.5% respondents expressed their disagreement, and none of them showed their strong disagreement that they discussed the problems with their classmates for the improvement of their project of developing English materials.

The next issue in the social-interactive sub-dimension is whether or not the respondents compared their work with other students' work in developing English materials. The responses to this question varied, ranging from 'strongly disagree' to 'strongly agree'. However, the majority of the population gave positive views that they compared their work with other students during the process of developing English

materials. More specifically, 47.5% of respondents agreed, 25% of respondents strongly agreed, 13.8% of respondents remained undecided, 11.3% of respondents disagreed, and only 2.5% of respondents expressed their strong disagreement on this statement.

Lastly, in terms of whether or not the students worked collaboratively with their classmates who have different learning habits, the majority of the population also gave positive views on this statement. The gathered data revealed that 48.7% of respondents agreed that they worked collaboratively with students who had different learning habits, 23.8% of respondents showed their strong agreement, 17.5% of respondents remained undecided, 8.8% respondents expressed their disagreement and only 1.3% of respondents who showed disagreement on this issue.

Challenges to Become More Autonomous Learners

In this research, the respondents of six students were also asked about their challenges to become more autonomous learners in online learning. The data presentation was displayed based on seven categories of students' challenges of being autonomous learners in virtual project-based learning. They are: lecturer's compulsory instruction, self-motivation, self-discipline, time management, dependence on the lecturer, lack of skills, and limited interaction. The excerpt was displayed in advance followed by the data analysis (see table 5).

TABLE 5 | Students' challenges to become more autonomous learners

No	Problem Categories	Student	Excerpt	Students' challenges to become autonomous learners
1	Compulsory instruction	S1	7	Finding instructed authentic materials
		S2	8	Finding instructed authentic materials
2	Low motivation	S1	9	Maintaining motivation
		S2	10	Having low learning motivation
		S5	11	Maintaining motivation
3	Lack of discipline	S1	12	Maintaining self-disciplined because of the distraction of social media
		S6	13	Maintaining self-disciplined and expecting continuous reminders from classmates and lecturer
4	Poor time management	S3	14	Being distracted by the use of social media and daily routines
		S5	15	Postponing the work until the due date
5	Dependence on lecturer	S4	16	Expecting the lecturer to give clear instructions and detailed explanation
		S6	17	Expecting the lecturer guided step by step instead of understanding the materials on his own.
6	Lack of skills	S4	18	Having little knowledge, skills, and experience in developing English materials.
		S5	19	Having insufficient competence to do the project and expecting the model to be imitated.
7	Limited interaction	S5	20	Having limited access to direct communication
				The absence of lecturers and classmates during independent learning

Students' Levels of Autonomy in an Online Project-Based Classroom

The findings about students' levels of autonomy in an online project-based classroom revealed some significant results. First, students demonstrated high levels of autonomy across all dimensions—technical, psychological, political, and socio-cultural. Notably, none of the questionnaire items indicated a low level of autonomy. Students attributed their high autonomy to the flexibility of working independently at home and leveraging internet resources to complete their projects of developing English materials. Second, they also displayed strong sociability, adaptability, and collaboration skills in achieving their goals. This finding is in line with some previous studies which showed that project-based learning has become an effective way to promote autonomous learning by demonstrating the ability of self-direction, self-instruction, and self-access learning (Yuliani & Lengkanawati, 2017; Marisah & Robiasih, 2017; Kaunang, 2017; Astawa et al., 2017).

In an online learning environment, the finding of the present study also supports some other studies; for example, Knoblauch's study (2022), which highlighted that project-based and blended learning scenarios significantly motivate learners, encourage independent work and promote learner autonomy. Similarly, Dinca' et al. (2023) study reveals that Project-Based Virtual Learning (PBVL) supports the development of professional, academic, and personal skills through collaboration, which are the characteristic features of autonomous learning.

On the contrary, the present study revealed different results from what had been done by Cirocki et al. (2019). In their study, it was reported that students in the secondary level

showed a low level of autonomy. They were not familiar with the concept of learner autonomy, had fairly low motivation to learn English and were not ready to act as autonomous learners.

Challenges the Students Face to Become More Autonomous Learners

Based on the results of the research, there are several factors which hinder students from being autonomous learners. They are: lecturers' compulsory instruction, low motivation, lack of discipline, poor time management, dependence on the lecturer, lack of skills, and limited interaction. A similar result was reported in Collado's et al. (2022) studies that students are not ready to be autonomous learners in online language learning and are not motivated in attending virtual classroom due to limited interaction, the absence of physical connection to teachers and schoolmates. They prefer having conventional face-to-face classroom-based meetings and getting direct guidance from teachers to taking part in virtual classrooms. Ironically, when students attend offline classes, they remain not ready to be autonomous learners (Cirocki et al., 2019; Yilan, 2020). These studies suggested that students need to be trained in planning their learning process, setting objectives, and taking a more active role in negotiating the teaching-learning process. Hence, English language teachers need particular strategies to minimize the potential challenges which could block students from being independent learners.

In this research, seven categories of students' challenges are identified. The categories are slightly different towards what has been done by Ludwig and Tassinari (2023), which revealed four categories of students' challenges to become independent learners in the virtual classroom context, they are: technology use, interaction with peers and teachers, authentic communication, and community building. Similar results are only in the aspects of lack of skills in using technology and limited interaction with teachers and peers.

There are some limitations of this research. First, the learning environment of the research was not completely online, but blended learning. Initially, several meetings were conducted offline, then, during the accomplishment of the project, it was conducted online. Second, the number of students interviewed was only six. It will provide more insight if the participants were more than six students. Lastly, the limited time to conduct the research (only one semester) made this article far from being perfect. Therefore, all these limitations can be considered as potential research gaps for future researchers to conduct similar research.

To conclude, the results of this research have provided deep insights for students, educators, researchers, book developers, as well as policy makers, that promoting autonomous learning is another goal of learning, which must be achieved besides the learning results.

CONCLUSION

Based on the findings and discussions, two conclusions are drawn about the students' levels of autonomy and the challenges in becoming more autonomous learners.

Concerning the levels of autonomy, students revealed a high level of autonomy across all 13 items in doing the project of developing the English module. In the aspect of technical autonomy, students showed a high level of autonomy in setting learning goals, utilizing digital resources, selecting pictures, employing strategies, monitoring progress, and engaging in self-reflection. Besides, the flexibility of asynchronous online meetings allowed students to work independently at home in utilizing internet to complete the project. Students also revealed a high level of autonomy in the psychological dimension. They effectively maintained motivation to complete the project (motivation), created plans, monitored progress, and conducted evaluations (metacognitive), as well as managed their attitudes toward the availability of learning resources and support from lecturers.

In the political dimension, students showed a high level of autonomy in most areas, including negative freedom, group autonomy, and individual autonomy. However, positive freedom, such as negotiating deadlines and themes with lecturers, was rated at a medium level of autonomy. Meanwhile, in socio-cultural aspects, students showed a high level of autonomy, particularly in collaborative activities such as designing the layout of the module, addressing problems with classmates, and working with peers who had different habits and cultural backgrounds.

Despite the overall high levels of autonomy, students faced several challenges that hindered their ability to become more autonomous learners. These challenges included compulsory instructions from lecturers, low motivation, lack of discipline, poor time management, dependence on the lecturer, lack of skills, and limited interaction. Among these, low motivation was identified as the most significant obstacle.

ACKNOWLEDGEMENTS

We gratefully acknowledge Prof. Dr. Utami Widiati, Dr. Andrejz Cirocki (University of York, UK) and Dr. Johannes Ananto Prayogo for their invaluable assistance in accomplishing this article. Our sincere thanks also go to Adi Sasongko, (The University of Manchester, UK), for dedicating his time to proofreading this manuscript. His support has made a significant contribution to the completion of this work.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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RESEARCH ARTICLE
published: 30th April 2026
doi: 10.21070/jees.v11i1.1966

Speaking anxiety among English majors: A mixed-methods study of psychological, linguistic, and environmental barriers

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This study aims to: (1) identify the psychological causes of speaking anxiety among English Education students; (2) examine the influence of environmental factors, such as classroom dynamics and peer interaction, on students' speaking confidence; and (3) explore linguistic challenges, including limited vocabulary and grammatical competence, that hinder speaking fluency. The study employed a mixed-methods design with an explanatory sequential approach, combining quantitative survey data from 30 students with in-depth interviews involving three selected participants. The findings revealed that fear of making mistakes (M = 3.70) and concerns about pronunciation (M = 3.50) were the primary sources of speaking anxiety. Qualitative results indicated that linguistic challenges were closely linked to psychological factors and shaped by classroom dynamics. While previous studies have highlighted peer pressure as a major source of anxiety, this study found that peer influence tended to be neutral within a supportive classroom environment. These findings suggest that speaking anxiety is shaped by the interaction of psychological, linguistic, and environmental factors. Therefore, effective interventions should adopt a holistic approach that integrates confidence-building, supportive teaching practices, and communicative activities.

Keywords: speaking anxiety, psychological factors, classroom environment, linguistic challenges, mixed-method research

OPEN ACCESS
ISSN 2503 3492 (online)
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Ana Maghfiroh
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Received: 13th August 2025
Accepted: 17th January 2026
Published: 30th April 2026

Citation:
Sukmawati, R., Maghfiroh, A., Nimasari, E.P., Yulianti, D.B., Frossard, R.A. (2026). Speaking anxiety among English majors: A mixed-methods study of psychological, linguistic, and environmental barriers. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.1966

INTRODUCTION

Speaking anxiety is a prevalent issue among English majors and significantly hinders their ability to communicate effectively. Language learning involves not only cognitive processes but also emotional and psychological dimensions that can facilitate or hinder performance (Brown & Lee, 2025). Research shows that many English majors experience moderate levels of language anxiety, with speaking anxiety being particularly prominent (Liu & Hong, 2021). This anxiety often leads to behaviors such as overthinking, reluctance to ask questions, and hesitation to participate in class discussions. Core contributors to speaking anxiety include communication apprehension, test anxiety, and fear of negative evaluation (Mohamad et al., 2023; Liu & Yuan, 2021). This aligns with the concept of individual differences in language learning, where affective factors such as anxiety significantly influence learner performance (Dörnyei, 2014). Moreover, classroom environments and teaching practices influence anxiety levels, as supportive and well-managed classrooms help reduce anxiety and encourage students

participation (Liu & Hong, 2021). Fear of negative evaluation remains a significant barrier to speaking confidence, especially among undergraduate learners (Wardhani, 2019). Therefore, addressing speaking anxiety is essential, as it can limit students' participation and engagement in language learning.

Previous research has identified several contributing factors to speaking anxiety among EFL learners, including psychological pressures, linguistic limitations, and environmental influences. For instance, learners often feel anxious due to fear of making errors, limited vocabulary, and negative peer responses (Abrar, 2017). Similarly, many Indonesian students lack speaking confidence because they fear being judged (Fauzi et al., 2023). However, most of these studies rely on either surveys or interviews with small samples and tend to focus narrowly on one or two aspects of anxiety. In some cases, researchers have concentrated primarily on psychological elements, without giving sufficient attention to environmental or linguistic challenges (Syahfutra & Wibowo, 2021). Furthermore, comprehensive studies that investigate all three factors simultaneously in the Indonesian EFL context remain scarce (Abrar et al., 2022). Therefore, there is a strong need for more integrated research that considers psychological, linguistic, and environmental causes of speaking anxiety holistically, particularly among English majors in Indonesia.

Additionally, communication apprehension, especially fear of public speaking and being judged, has been found to significantly reduce learners' willingness to engage in English-speaking activities (Sari & Iswahyuni, 2019). Environmental factors such as unsupportive classroom settings, peer pressure, and negative teacher attitudes also contribute to speaking anxiety. This aligns with communicative language teaching principles, which emphasize meaningful interaction over strict linguistic accuracy, thereby helping reduce learner anxiety (Richards, 2006). Additionally, broader contextual and environmental conditions may shape learners' engagement and participation in language learning, which can indirectly influence their confidence and anxiety (Lestari et al., 2024). Creating interactive and supportive learning environments is therefore essential to reduce speaking anxiety. Collaborative and participatory learning approaches can enhance student engagement, autonomy, and confidence in language learning contexts (Nimansari et al., 2025). In addition, peer-supported initiatives, such as the use of student assistants, can further promote participation and reduce classroom pressure (Maghfiroh & Zakiyah, 2025). For instance, when classrooms lack positive reinforcement or emphasize competition over collaboration, students may become more anxious and less willing to speak (Hermawan et al., 2023). In addition to these psychological and environmental barriers, linguistic difficulties, such as limited vocabulary, poor grammar, and weak pronunciation, often prevent learners from speaking confidently and increase their fear of making mistakes (Putra et al., 2023).

While many studies have examined speaking anxiety among general language learners, relatively few have focused specifically on English majors or examined how psychological, environmental, and linguistic factors intersect to influence their speaking performance. To address this gap, the present study adopts a mixed-methods approach, combining quantitative and qualitative data to provide a holistic understanding of these interrelated factors. The objectives of this research are threefold: first, to identify the psychological causes underlying English majors' fear of speaking; second, to investigate how environmental influences, such as classroom dynamics and peer interactions, affect students' speaking confidence; and third, to examine the linguistic challenges, such as limited vocabulary or grammatical competence, that hinder their ability to speak fluently.

This research hypothesizes that speaking anxiety among English majors is shaped by a complex interaction of internal fears (such as fear of negative judgment), limited opportunities of real-life speaking practice, and struggles with linguistic accuracy. Additionally, external pressures, such as unsupportive classroom atmosphere or peer comparisons may exacerbate these fears. It further argues that creating inclusive, encouraging learning environments, along with incorporating practical, student-centered speaking activities, can significantly help students reduce anxiety and improve their oral communication skills.

METHODS

Research Design

The study employed an explanatory sequential mixed methods design, which integrates quantitative and qualitative approaches in sequential manner to provide a comprehensive and nuanced understanding of the phenomenon under investigation. Mixed-methods research is widely recognized as an effective approach for exploring complex educational phenomena, as it combines numerical data with in-depth qualitative insights (Dawadi et al., 2021). This design was selected to address the gap identified in the introduction, where previous research often examined isolated factors or relied on a single method, thereby overlooking the interaction among psychological, linguistic, and environmental contributors to speaking anxiety among English majors. Initially, quantitative data were collected through a structured questionnaire consisting of ten Likert-scale items distributed via Google Forms. The questionnaire was designed to measure students' levels of speaking anxiety across three key dimensions: psychological, linguistic, and environmental factors. Participants indicated their level of agreement with each statement using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The quantitative data were then analyzed to determine the prevalence and intensity of speaking anxiety among the participants. Subsequently, qualitative data were gathered through semi-structured interviews to explore in greater depth, students' personal experiences, perceptions, and contextual factors influencing speaking anxiety.

This design was selected because it allows qualitative findings to explain and elaborate upon quantitative results, thereby addressing the complexity of speaking anxiety more effectively than either method alone. The explanatory sequential approach is particularly suitable for investigating psychological constructs such as anxiety, where numerical

data provide a general overview, while rich, contextual narratives offer deeper insights (Creswell, 2020; Toyon, 2021).

Research Setting and Participants

This research was conducted in the English Education Department of a private university in East Java, Indonesia, an institution recognized its comprehensive English language programs, particularly those emphasizing active speaking skills through both coursework and extracurricular activities. Despite this institutional focus on oral communication, a considerable number of students continue to experience notable anxiety when speaking English in academic settings. This persistent issue provided the impetus for the present study, which aims to investigate the underlying factors contributing to speaking anxiety among English majors.

The participants were students enrolled in the second, fourth, and sixth semesters of the English Education program. Selecting participants from different academic levels was intended to ensure a broad and representative exploration of the intersecting psychological, linguistic, and environmental factors discussed in the introduction. A total of 60 questionnaires were disseminated electronically via Google Forms, of which 30 were completed, yielding a response rate of approximately 50%. Despite this moderate response rate, the sample included students from multiple semesters, ensuring representation across different stages of academic experience and levels of speaking exposure. This distribution contributed to a more balanced understanding of speaking anxiety among learners with varying degrees of proficiency and experience.

In terms of gender distribution, the majority of participants were female (76.7%), while male students accounted for 23.3% of the sample. This pattern reflects the typical demographic composition of English Education programs in Indonesia. Although gender was not a primary focus of this study, it may influence students' confidence and anxiety in speaking English, suggesting an area for further investigation in future research.

From the pool of respondents, three students were purposively selected to participate in the qualitative phase through in-depth, semi-structured interviews. The selection was based on their self-reported levels of speaking anxiety as well as their demonstrated speaking proficiency, ensuring that the qualitative data captured a diverse range of experiences and perspectives aligned with the research objectives (Dahal et al., 2024).

Data Collection Instruments and Procedures

Quantitative Phase

The questionnaire was developed based on the theoretical framework of foreign language classroom anxiety, which encompasses three key dimensions: communication apprehension, test anxiety, and fear of negative evaluation. These dimensions have been widely recognized in second language anxiety research and continue to be applied in recent empirical studies (Liu & Yuan, 2021). The items in this study were adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), a well-established and validated instrument in second language acquisition research. Several items measured students' fear of making speaking errors, anxiety during language tests, and discomfort when interacting with peers in English-speaking activities. These indicators align with commonly identified components of foreign language classroom anxiety and are supported by recent studies in English language learning contexts (Liu & Yuan, 2021)

The primary data collection instrument was a structured questionnaire administered via Google Forms. It consisted of two types of items: (1) ten closed-ended Likert-scale statements designed to measure students' speaking anxiety across psychological, environmental, and linguistic dimensions, and (2) three open-ended questions that invited participants to describe their experiences, challenges, and strategies related to speaking English.

Participants rated their agreement with each Likert-scale statement using a five-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). In addition, the open-ended responses provided supplementary qualitative data, capturing students' personal perspectives and complementing the quantitative findings. Prior to the main study, the questionnaire was pilot tested to assess its reliability, yielding a Cronbach's alpha coefficient of 0.85, indicating a high level of internal consistency.

Qualitative Phase

Following the quantitative phase, qualitative data were collected from two sources: (1) students' responses to the open-ended questionnaire items and (2) semi-structured interviews with three purposively selected participants. The open-ended responses provided preliminary insights into students' experiences, while the interviews enabled a deeper exploration of key themes related to speaking anxiety.

The interviews, which lasted approximately 30 to 45 minutes per session, were conducted in a quiet and private setting on campus to ensure a comfortable and open communication environment. The interview protocol was developed based on the quantitative findings and relevant literature and was designed to explore participants' emotional experiences, the challenges they faced, and the strategies they employed to cope with speaking anxiety across psychological, linguistic, and environmental dimensions. The semi-structured format provided flexibility for the researcher to explore key aspects, including students' feelings and confidence when speaking English, difficulties related to vocabulary and grammar, interactions with peers and lecturers, and strategies used to manage speaking anxiety. This flexibility also enabled the researcher to probe emerging themes during the interviews, ensuring that the data captured the complex interplay of factors previously identified as underexplored (Okyar, 2023).

Data Analysis Techniques

Quantitative Data Analysis

The quantitative data obtained from the questionnaires were analyzed using Microsoft Excel, a widely accessible and user-friendly software program suitable for researchers with limited experience in more advanced statistical packages. The raw data exported from Google Forms were systematically organized in Excel, with each row representing an individual participant's responses and each column corresponding to a specific questionnaire item or demographic variable.

Descriptive statistical analyses were conducted to summarize the data effectively. Frequencies and percentages were calculated for categorical variables, such as gender and semester, using Excel's COUNTIF function and basic arithmetic formulas. For the Likert-scale items, measures of central tendency and dispersion, namely the mean and standard deviation, were computed using Excel's AVERAGE and STDEV.S functions, respectively. These statistics provided an overview of the average levels of speaking anxiety as well as the variability in participants' responses.

To enhance the interpretability of the findings, visual representations such as bar charts and pie charts were generated in Excel. These graphical displays illustrated the distribution of responses across items and demographic groups, facilitating a more intuitive understanding of the data patterns.

The use of Excel was intentional, as it offers a straightforward and transparent analytical approach that aligns with the descriptive aims of the study and the researcher's familiarity with the software, thereby ensuring accuracy and efficiency without requiring advanced statistical expertise.

Following the descriptive analysis, a thematic categorization approach was applied to group questionnaire items into three dimensions psychological, environmental, and linguistic factors. This categorization enabled the analysis to directly addresses the research questions and provided a structured understanding of the multifaceted nature of speaking anxiety among English majors.

Qualitative Data Analysis

The audio-recorded interviews were transcribed verbatim and analyzed using the six-phase thematic analysis approach originally proposed by Braun and Clarke (2006) and further refined in later work (Braun & Clarke, 2023). This process involved:

(1) familiarization with the data through repeated reading of the transcripts; (2) generation of initial codes to identify meaningful features; (3) searching for themes by grouping codes into broader patterns; (4) reviewing and refining themes to ensure coherence and distinctiveness; (5) defining and naming the final themes; and (6) producing a comprehensive report of the findings.

To enhance the trustworthiness and reliability of the analysis, two researchers independently coded the transcripts and subsequently compared their coding to resolve discrepancies, thereby reaching consensus on the final thematic structure.

The analysis focused on identifying key themes related to psychological aspects of speaking anxiety (e.g., fear of negative evaluation), environmental influences (e.g., peer pressure and teacher support), and linguistic challenges (e.g., limited vocabulary and grammatical difficulties).

RESULTS AND DISCUSSION

Participants' Demographic Profile

The study involved 30 English major students, predominantly female and primarily drawn from the fourth and sixth semesters. Their demographic distribution is illustrated in the figure 1 and figure 2 below:

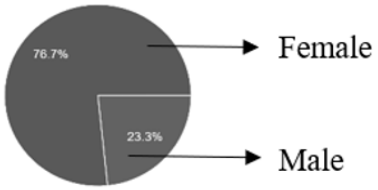


FIGURE 1 | Gender Distribution

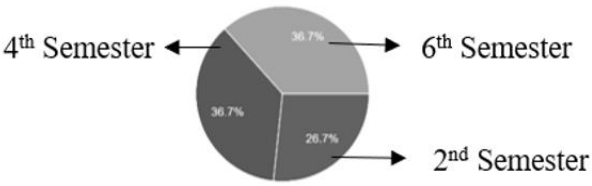


FIGURE 2 | Semester Distribution

Based on the demographic data, the majority of the participants were female. Furthermore, most participants were enrolled in the fourth and sixth semesters, while only a smaller proportion came from the second semester. This distribution indicates that the sample largely represents students with moderate to advanced exposure to English learning in the program.

Descriptive Statistics of Speaking Anxiety

A total of 30 students completed the online questionnaire, which measured various dimensions of speaking anxiety using ten Likert-scale items (1 = Strongly Disagree to 5 = Strongly Agree). Descriptive statistics, including mean and standard deviation, were used to analyze the data.

Interpretation of Results

The findings reveal that the most prominent source of speaking anxiety among participants is fear of making mistakes (M = 3.70), followed by anxiety in formal speaking situations such as presentations or tests (M = 3.50), and concerns related to pronunciation (M = 3.50). These results confirm the argument presented in the introduction that psychological and linguistic factors are central contributors to speaking anxiety among English majors, highlighting both emotional and skill-based related challenges.

Conversely, the relatively low mean score for fear of being judged by peers (M = 2.77) suggests that, while some students experience apprehension about negative evaluation, many demonstrate emotional a degree of confidence or emotional resilience in peer interactions. This finding reflects the complex relationship between individual psychological factors and social environmental influences.

Teacher support received a comparatively high mean score (M = 3.57), emphasizing the important role of the classroom environment in mitigating speaking anxiety. This result reinforces the significance of supportive teaching practices and positive teacher–student relationships in fostering a low-anxiety learning atmosphere.

Additionally, moderate levels of confidence (M = 3.00) and concerns about vocabulary sufficiency (M = 2.90) indicates that speaking anxiety is influenced not only by fear but also by students perceived linguistic competence.

These findings suggest that both psychological and linguistic dimensions interact in shaping students' speaking experiences.

TABLE 1 | Descriptive Statistics of Speaking Anxiety Questionnaire (N = 30)

Statement	Mean	SD	Min	Max	Factor
I worry about making mistakes when speaking English.	3.70	1.02	1	5	Psychological
I feel supported by my teacher when I speak English.	3.57	1.07	1	5	Environmental
I feel anxious about speaking English during tests or presentations.	3.50	1.07	1	5	Psychological
I worry about my pronunciation when speaking English.	3.50	0.97	1	5	Linguistic
I feel nervous when I have to speak English in front of the class.	3.40	1.07	1	5	Psychological

Interestingly, while the survey results show that peer pressure was generally perceived as neutral (M = 3.00), the interview data reveal that some students still hesitate to speak due to fear of negative evaluation by their classmates. This discrepancy may arise because questionnaire data reflect general trends across participants, whereas interviews capture more personal and context-specific experiences. Thus, although peer influence may not appear dominant at the aggregate level, it remains significant for certain individuals in specific situations. Overall, these findings address the research gap identified in the introduction by demonstrating how psychological, linguistic, and environmental factors interact to shape speaking anxiety among English majors in a holistic manner.

Dimension-based Categorization of Quantitative Data

Following descriptive statistical analysis, a thematic interpretation approach was applied to group the questionnaire items into three dimensions: psychological, environmental, and linguistic factors. This section presents the dimension-based categorization of quantitative data to illustrate these groupings more clearly.

Psychological Factors

Psychological barriers emerged as the most significant contributors to speaking anxiety among English majors. The highest mean score was observed for fear of making mistakes (M = 3.70), followed by anxiety in formal speaking contexts such as tests or presentations (M = 3.50), and general nervousness when speaking in front of the class (M = 3.40). Confidence levels were moderate (M = 3.00), while fear of being judged by peers was present but less pronounced (M = 2.77). These findings underscore the internal emotional challenges faced by students and support the argument presented in the introduction that psychological factors constitute a central of speaking anxiety.

Environmental Factors

Teacher support received a relatively high rating mean score (M = 3.57), indicating that students generally feel encouraged by their instructors, an important factor in mitigating anxiety and fostering a supportive classroom climate. Peer pressure, however, was rated at a neutral level (M = 3.00), suggesting that while classmates may influence students' experiences, they are not the primary source of anxiety.

This nuanced finding highlights the role of the classroom environment as both a potential source of support and a contextual influence, aligning with the study's emphasis on environmental factors.

Linguistic Factors

Concerns about pronunciation (M = 3.50) and limitations in vocabulary (M = 2.90) indicate persistent linguistic challenges that affect students' confidence and speaking fluency. Additionally, comfort with speaking activities was slightly above neutral (M = 3.13), suggesting that many students are still in the process of developing both their language competence and self-confidence. These findings reinforce the role of linguistic limitations as key contributors to speaking anxiety.

TABLE 2 | Representative Quotes by Theme

Theme	Participant Quote
Psychological Fear	"I'm afraid if my grammar is wrong… people will laugh or criticize me."
Linguistic Challenges	"Sometimes I get confused choosing vocabulary and arranging the sentence."
Environmental Factors	"I feel more confident when my teacher smiles… it gives me comfort."
Coping Strategies	"I practice every day, even just talking to myself. It helps a lot."

Overall, the quantitative findings confirm that speaking anxiety among English majors is a multifaceted phenomenon shaped by the interaction of psychological fears, linguistic challenges, and environmental influences. Psychological factors, particularly fear of making mistakes and test-related anxiety, emerge as the most dominant contributors, while linguistic difficulties further influence students' confidence. Meanwhile, the classroom environment, especially teacher support, serves as a mitigating factor, although peer influence appears less prominent. These results directly address the research gap identified in the introduction by providing a comprehensive and integrated understanding of the factors shaping speaking anxiety. To enrich the quantitative findings, representative quotes from the qualitative data are presented below to illustrate how these dimensions manifest in students lived experiences.

These excerpts support the survey findings and provide deeper insight into students' lived experiences, reinforcing the multidimensional nature of speaking anxiety.

The findings reveal that psychological and linguistic factors are the primary sources of speaking anxiety among participants. While environmental support, especially from teachers, plays a mitigating role, students continue to experience internal hesitation and skill-related insecurities. These insights provide a foundation for triangulating the results with the qualitative findings in the subsequent section.

Qualitative Findings

This section presents the results of the qualitative phase, which aimed to explore students' personal experiences and perceptions of speaking anxiety in greater depth. Guided by Braun & Clarke's (2006) six-phase thematic analysis framework, the analysis was based on thirty open-ended questionnaire responses and three semi-structured interviews. These findings provide a deeper understanding of the multidimensional factors contributing to speaking anxiety among English majors, addressing the research gaps identified in the introduction and complementing the quantitative results through data triangulation. The analysis generated three overarching themes: psychological barriers, linguistic challenges, and environmental influences, as well as a fourth theme related to coping strategies, which reflects how students attempt to manage and reduce their anxiety.

Psychological Barriers

A dominant theme emerging from both the interviews and open-ended responses was the presence of strong psychological barriers that hinder students from speaking English confidently. Many participants described feelings of nervousness, fear of making mistakes, low self-confidence, and fear of negative evaluation from both peers and instructors. Several students also reported experiencing physical symptoms of anxiety, such as sweating, trembling, and stomach discomfort, when required to speak in front of the class.

The pressure of being observed while speaking was frequently identified as a source of psychological discomfort. One participant stated, "*The gaze of the audience sometimes makes me feel inferior... if I'm too nervous, my stomach hurts, and that ruins my confidence*." Students frequently mentioned that their anxiety was not solely related to language ability but also to the fear of being judged, laughed at, or misunderstood. Some internalized a fear of failure that discouraged them from participating in discussions or delivering presentations. Another participant shared, "*I'm afraid, if my grammar is wrong… I feel like people will laugh or criticize me*." Overall, the findings confirm that psychological factors are not only pervasive but also deeply internalized, significantly influencing students' willingness to take linguistic risks in academic settings.

Linguistic Challenges

The second theme identified relates to linguistic limitations, which significantly contribute to speaking anxiety. Students pointed to insufficient vocabulary, grammatical difficulties, and pronunciation issues as key challenges that undermine their confidence and fluency. Many respondents reported struggling to construct sentences, retrieve appropriate vocabulary, or pronounce words accurately, particularly in spontaneous speaking situations.

One participant expressed, "*Sometimes I get confused choosing vocabulary and arranging the sentence. It makes me panic*." Another shared, "*I still have very little vocabulary to speak English fluently… I know what I want to say in Bahasa Indonesia, but not in English*." These linguistic challenges often intensified students' fear of making mistakes, reinforcing the psychological barriers discussed earlier. The perception of lacking "appropriate vocabulary" or "correct grammar" frequently led students to avoid speaking opportunities altogether.

Environmental Influences

The third theme highlights the role of the social and academic environment in shaping speaking anxiety. Participants' responses indicate that teacher support and peer dynamics play a crucial role in influencing speaking confidence. Positive reinforcement from instructors, such as encouragement, patience, and supportive feedback, was associated with reduced anxiety. In contrast, unsupportive or overly critical peers contributed to increased pressure and fear of negative evaluation.

One participant remarked, "*I feel more confident when my teacher smiles or pays attention… it gives me comfort*." Another shared, "*Sometimes I don't speak because I'm afraid of my friends judging me or correcting me in front of others*." Additionally, large class sizes, formal speaking settings, and performance-based assessments were perceived as anxiety-inducing. Students preferred smaller groups or casual settings, where they felt safer and less scrutinized."

Coping Strategies and Confidence-Building Activities
Despite experiencing anxiety, many students demonstrated awareness of strategies to manage their speaking difficulties. A recurring strategy was consistent practice, whether through self-study, speaking with peers, or engaging in informal English conversations. One student noted, "*I practice every day, even just talking to myself. It helps a lot.*"
Other strategies included:

1. Self-preparation, such as organizing ideas and rehearsing sentence structures before speaking tasks;
2. Relaxation techniques, including deep breathing and positive self-affirmation;
3. Use of digital media, such as YouTube and social media, to improve pronunciation and vocabulary;
4. Seeking supportive partners, including friends or mentors who provide encouragement.

A participant explained, "*Before speaking, I usually write the order of the sentence, memorize the sequence, and understand the topic well. If I prepare, I feel more confident*." Another added, "*Having a comfortable classroom with teachers and friends who support me really helps*." This theme illustrates that while anxiety remains a challenge, students actively engage in developing coping mechanisms and building confidence.

Overall, the qualitative findings reinforce the quantitative results by illustrating how psychological, linguistic, and environmental factors interact to shape anxiety among English majors. Psychological barriers, such as fear of

mistakes and low confidence, are closely intertwined with linguistic challenges and are often amplified by unsupportive environments. At the same time, many students demonstrate adaptive coping strategies, including regular practice, thorough preparation, and the creation of supportive learning contexts.

These insights suggest that effective interventions should address not only linguistic skill development but also psychological and environmental dimensions. Therefore, educators are encouraged to implement collaborative speaking activities, foster supportive classroom environments, and provide individualized guidance to help students overcome their anxiety.

This study employed a mixed methods approach to examine speaking anxiety among English Education students from a multidimensional perspective, focusing on psychological factors, classroom environment, and linguistic challenges. The integration of quantitative and qualitative findings provides a more comprehensive understanding of speaking anxiety, highlighting not only its dominant factors but also the ways in which these factors interact within the classroom context.

Psychological Factors as the Main Trigger of Speaking Anxiety

One of the key findings of this study is that speaking anxiety is strongly influenced by psychological factors, particularly the fear of making mistakes and concerns about pronunciation (Liu & Hong, 2021; Mohamad et al., 2023). This pattern reflects the role of affective factors in language learning, where anxiety can significantly influence learners' performance and participation (Dörnyei, 2005). As a result, students tend to hesitate in participating in speaking activities due to heightened self-awareness and fear of producing incorrect language forms. This tendency is also consistent with the Foreign Language Classroom Anxiety (FLCA) framework, which conceptualizes anxiety as arising from communication apprehension, fear of negative evaluation, and test anxiety (Liu & Yuan, 2021).

However, unlike some previous studies that emphasize test anxiety as the dominant factor, the present study found that fear of linguistic inaccuracy, particularly grammatical and pronunciation errors, plays a more significant role. This difference may be explained by the instructional context, where accuracy and correctness are strongly emphasized. As a result, students tend to associate speaking performance with error avoidance rather than meaningful communication. Consequently, they may experience increased pressure to produce accurate language, which amplifies anxiety even in low stakes speaking situations.

Furthermore, the convergence of quantitative findings, showing high mean scores for fear of making mistakes, and qualitative insights, revealing students' concerns about negative judgment from peers and lecturers, suggests that psychological anxiety is reinforced by both internal perceptions and external expectations. This indicates that speaking anxiety is not merely an individual emotional response but is also shaped by the learning environment and evaluative practices. Therefore, addressing psychological factors requires not only fostering students' confidence but also re-evaluating classroom practices that may inadvertently heighten sensitivity to errors.

The Role of Classroom Environment and Teacher Support

The classroom environment plays a crucial role in shaping students' speaking anxiety. The findings indicate that supportive teacher behavior, including empathy, positive facial expressions, and encouraging body language, contributes to creating a comfortable learning atmosphere that enhances students' confidence. This aligns with previous research suggesting that positive classroom environments can reduce anxiety and promote active participation (Liu & Hong, 2021). In addition, this study highlights the role of teachers' non-verbal communication, such as gestures, facial expressions, and tone of voice, as important elements in reducing students' anxiety. These subtle yet impactful behaviors help create a psychologically safe space in which students feel more willing to participate in speaking activities.

In contrast to earlier studies that highlight the contribution of peer-related factors to speaking anxiety (Wardhani, 2019; Hermawan et al., 2023), the findings of this study indicate that peer influence tends to be neutral or less significant. This is consistent with the quantitative finding showing a neutral level of perceived peer pressure, as well as qualitative responses indicating that, although some students still experience concern about peer judgment, it does not strongly inhibit their participation. This difference may be explained by the supportive classroom climate reported by participants, where teacher encouragement and generally positive peer interactions help reduce the fear of negative evaluation.

Furthermore, collaborative learning activities and interaction within familiar peer groups may contribute to a more relaxed learning environment, thereby reducing perceived pressure during speaking activities. These findings suggest that the influence of peers on speaking anxiety is context-dependent and shaped by classroom interaction patterns and instructional practices. In addition, cultural and institutional factors may also play a role, as supportive learning environments can reduce students' sensitivity to peer evaluation, making peer-related anxiety less dominant across contexts.

Linguistic Challenges Interacting with Psychological Factors

The findings of this study indicate that linguistic challenges, particularly limited vocabulary and pronunciation concerns, act as significant barriers to students' speaking performance (Putra et al., 2023). This is consistent with previous studies that identify linguistic limitations as key contributors to speaking anxiety in EFL contexts. However, this study further reveals that linguistic difficulties do not function independently, but are closely intertwined with psychological factors, particularly students' self-confidence.

This interaction helps explain why students with similar levels of linguistic competence demonstrate different levels of participation in speaking activities. Students who perceive their language ability as inadequate are more likely to experience heightened anxiety and fear of making mistakes, which in turn, reduces their willingness to speak. This finding

suggests that the impact of linguistic challenges is amplified by students' psychological responses rather than the linguistic limitations alone. Additionally, this relationship may be influenced by the instructional context, particularly in settings where accuracy is emphasized over communicative effectiveness. Such an emphasis may increase students' sensitivity to errors and reinforce anxiety. Therefore, addressing speaking anxiety requires a more integrated approach that combines linguistic development with psychological support and a supportive classroom environment (Abrar et al., 2022).

Theoretical and Practical Implications: A Holistic Approach

The findings of this study suggest that speaking anxiety arises from the dynamic interaction of psychological factors, classroom environment, and linguistic challenges, rather than from a single dominant source. This supports the view that foreign language anxiety is a multidimensional construct, while also extending previous research by demonstrating how these factors interact within a specific classroom context. The stronger influence of psychological factors, alongside the mitigating role of the classroom environment, indicates that addressing speaking anxiety requires more than simply improving linguistic competence.

From a practical perspective, these findings imply that effective interventions should adopt a holistic approach that integrates confidence-building strategies, supportive teacher practices, and structured language learning activities. In particular, the importance of teachers' non-verbal communication highlighted in this study suggests that pedagogical training should include not only instructional techniques but also interpersonal and affective skills. Furthermore, the finding that peer influence become less dominant in a supportive environment indicates that classroom design and interaction patterns play a crucial role in shaping students' anxiety experiences. Collaborative learning, positive reinforcement, and low-pressure speaking opportunities can significantly reduce anxiety and encourage participation. Therefore, English language instruction should incorporate psychological, social, and pedagogical dimensions to create a more supportive and effective learning environment.

This study contributes to the existing literature by demonstrating that speaking anxiety is influenced not only by individual psychological factors but also by classroom dynamics and instructional practices. In particular, the finding that peer influence may diminish in a supportive learning environment offers new insight into the context-dependent nature of speaking anxiety in EFL settings.

CONCLUSION

This study provides a comprehensive understanding of speaking anxiety among English Education students by demonstrating that it arises from the interaction of psychological factors, classroom environment, and linguistic challenges. The findings reveal that fear of making mistakes, particularly those related to grammar and pronunciation, plays a more prominent role than test anxiety in shaping students' speaking behavior. This highlights the importance of students' perceptions of linguistic accuracy in influencing their anxiety levels.

In addition, this study underscores the role of teachers' non-verbal communication, such as facial expressions and body language, in creating a supportive learning environment that can reduce anxiety and encourage participation. The finding that peer influence tends to be less significant in a supportive classroom context further suggests that speaking anxiety is shaped by situational and pedagogical factors rather than fixed social pressures. These insights contribute to the existing literature by showing that the impact of anxiety-related factors is context-dependent and influenced by classroom dynamics.

Overall, the findings suggest that addressing speaking anxiety requires a holistic approach that integrates linguistic development, psychological support, and supportive teaching practices. Language instruction should therefore not only focus on accuracy and fluency but also consider students' emotional and social experiences within the classroom.

Future research should involve larger and more diverse samples across different educational contexts to enhance the generalizability of the findings. Further studies may also examine the effectiveness of specific pedagogical interventions, such as supportive feedback, anxiety-reduction strategies, and communicative activities, in reducing speaking anxiety. In addition, longitudinal research could provide deeper insights into how speaking anxiety develops over time as learners progress in their language learning.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to all participants who generously contributed to this study. Their willingness to share their experiences and insights has been invaluable to the completion of this research. The authors also extend their appreciation to colleagues and academic mentors for their continuous support, guidance, and constructive feedback throughout the research process. Finally, the authors are deeply grateful to all individuals who have contributed, directly or indirectly, to the successful completion of this study.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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RESEARCH ARTICLE
published: 22th April 2026
doi: 10.21070/jees.v11i1.2001

The role of classroom interaction in daily writing practice and EFL recount text writing

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This study investigates how daily writing practice enhances EFL students' recount text writing through classroom interaction. While previous research has demonstrated the benefits of regular writing practice, most studies have relied on quantitative measures and have paid limited attention to how writing development is mediated through classroom interaction in authentic learning contexts. Addressing this gap, the present study employs a qualitative design to explore both writing development and interactional processes in an Indonesian higher education setting. The study was conducted with 15 third-semester students enrolled in an Intermediate Writing course. Data were collected through classroom observations, students' written texts, and semi-structured interviews, and were analyzed using thematic analysis to identify patterns of interaction and trajectories of writing development over time. The findings reveal that daily writing practice led to specific improvements in idea elaboration, chronological organization, and control of past tense forms in recount texts. More importantly, classroom interaction, particularly lecturer feedback, peer discussion, and guided questioning, functioned as a mediating mechanism that supported revision, genre awareness, and self-regulated writing. Students gradually shifted from fragmented and formulaic writing to more coherent and reflective recount texts. This study contributes to EFL writing pedagogy by providing qualitative evidence that writing development is not solely driven by practice frequency but also by the quality of interaction embedded within writing activities. It highlights the importance of integrating routine writing practice with interactive, genre-based instruction to foster sustained writing development in higher education contexts.

Keywords: EFL writing; recount text; daily writing practice; classroom interaction; qualitative study

OPEN ACCESS
ISSN 2503 3492 (online)
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Received: 17th January 2026
Accepted: 7th March 2026
Published: 22th April 2026

Citation:
Saifudin, A., Kholis, A., Gharamah, F.M.A. (2026). The role of classroom interaction in daily writing practice and EFL recount text writing. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.2001

INTRODUCTION

Writing is widely recognized as one of the most complex language skills for learners of English as a Foreign Language (EFL), as it requires the integration of linguistic knowledge, cognitive processes, and sociocultural awareness (Hyland, 2019). Unlike speaking, writing demands a higher level of accuracy, organization, and reflection, making it particularly challenging for EFL students in higher education contexts (Reima Al-Jarf, 2026; Rusmawaty et al., 2026). Despite years of formal instruction, many university-level EFL learners continue to struggle to develop coherent and meaningful written texts, especially when dealing with genre-specific writing tasks (Bitchener, J., & Ferris, 2012; Hyland, 2016).

In Indonesian EFL contexts, writing instruction has often emphasized product-oriented approaches, focusing primarily on grammatical accuracy and final outcomes rather

than on the writing process itself (Emilia & Hamied, 2015). As a result, students frequently demonstrate limited development in idea generation, text organization, and genre awareness. This issue becomes more evident in genre-based writing tasks such as recount texts, which require students to construct chronological narratives while adhering to specific schematic structures and linguistic features (Derewianka, B., & Jones, 2016). Without sufficient opportunities for continuous practice and guided interaction, students tend to reproduce formulaic texts with minimal improvement over time.

One pedagogical approach that has gained increasing attention in writing instruction is daily writing practice (Holdinga et al., 2025; Reima Al-Jarf, 2026). Rooted in process-based writing theory, daily writing emphasizes regular, low-stakes writing activities that allow learners to develop fluency, confidence, and control over written language through repetition and reflection (Graham & Perin, 2007). Previous studies suggest that consistent writing routines can positively influence students' writing development by fostering writing habits and reducing anxiety associated with formal writing tasks (Lee, 2020; Toba et al., 2019). However, many of these studies rely heavily on quantitative measures of writing improvement, often overlooking the qualitative dimensions of how writing development unfolds in classroom settings.

From a sociocultural perspective, writing development is not merely an individual cognitive activity but a socially mediated process shaped by classroom interaction (Cave, 2010; Lei, 2008). Interaction between teachers and students, as well as among peers, plays a crucial role in scaffolding learners' understanding of writing conventions, genre expectations, and linguistic choices (Guo et al., 2026; Sugiarti et al., 2026). Teacher feedback, peer discussion, and guided questioning during writing activities can support learners in moving from assisted performance toward greater independence (Hyland, 2016, 2019). Therefore, examining classroom interaction is essential for understanding how pedagogical practices such as daily writing contribute to writing development.

Genre-based approaches further emphasize the importance of interaction in writing instruction. According to systemic functional linguistics (SFL), genres are socially constructed and learned through explicit instruction and meaningful engagement with texts (Tally, 2023). In framing this study, it is important to clarify the relationship between Sociocultural Theory and SFL, particularly in relation to daily writing practice and genre-based instruction. At first glance, daily writing may appear to align with a process-oriented emphasis on fluency and self-expression, while genre-based instruction is often associated with explicit attention to textual structure and linguistic accuracy. However, these perspectives are not contradictory; rather, they can be pedagogically complementary.

From a sociocultural perspective, learning occurs through social interaction, scaffolding, and guided participation. Daily writing provides repeated opportunities for students to externalize ideas, receive feedback, and refine their texts through mediated interaction (Fathi & Rahimi, 2024; Stell, 2025). Meanwhile, SFL conceptualizes genre as a socially situated text type with identifiable purposes, schematic structures, and language features. Through explicit modeling and discussion of these conventions, students gain greater control over how meaning is organized within a particular genre.

In this study, daily writing functions as sustained practice that promotes fluency and idea generation, while genre-based guidance ensures attention to organization, tense consistency, and rhetorical purpose. Interaction serves as the bridge between the two: through feedback and questioning, students gradually move from exploratory drafting toward greater control of genre conventions, balancing fluency with structural accuracy.

In the case of recount texts, learners must understand not only the linguistic features, such as past tense verbs and temporal conjunctions, but also the communicative purpose and schematic structure of the genre (Derewianka, B., & Jones, 2016). Classroom interaction provides a space for negotiating meaning, clarifying genre expectations, and refining students' writing through dialogic processes.

This study makes a novel contribution to EFL writing pedagogy by demonstrating that the effectiveness of daily writing practice is not determined solely by its frequency, but by the quality of interaction that accompanies it. In doing so, it provides empirically grounded insights into how interactive, genre-based writing instruction can be implemented in higher education contexts to support sustained and meaningful writing development.

Recount text was deliberately selected as the focus of this study because it constitutes a foundational genre in the Indonesian English curriculum and is typically introduced prior to more cognitively demanding genres, such as argumentative writing (Ndruru et al., 2025; Sufiyandi et al., 2026). Its relatively clear schematic structure and identifiable language features make it pedagogically suitable for observing incremental development in text organization, tense control, and the sequencing of ideas. Addressing this gap is particularly essential, as qualitative inquiry can illuminate learners' lived experiences, the dynamics of lecturer-student interaction, and the underlying mechanisms through which writing development occurs. By foregrounding classroom processes rather than solely product-based outcomes, qualitative insights provide a more nuanced understanding of how consistent writing practice and interaction collaboratively foster sustained development in EFL higher education contexts.

Accordingly, this study investigates the contribution of daily writing practice to the development of EFL students' recount text writing through classroom interaction. The participants were third-semester students enrolled in as Intermediate Writing course at Universitas Nahdlatul Ulama Blitar. Adopting a qualitative approach, the study examines how interactional practices, such as lecturer feedback, peer discussion, and instructional scaffolding, support students' writing development. The focus extends beyond final written products to include the classroom processes that shape students' understanding of genre structure, language use, and idea development. Through the analysis of classroom observations, students' written drafts, and interview data, this study provides a detailed account of how regular writing

practice, when combined with meaningful interaction, facilitates gradual improvement in recount text writing and enhances students' awareness of genre conventions in an EFL higher education context. By examining classroom interaction alongside students' written texts, this study contributes to the growing body of qualitative research on EFL writing pedagogy and offers pedagogical implications for integrating daily writing routines in higher education contexts.

Based on the foregoing discussion, the study addresses the following research questions:

1. How does daily writing practice contribute to the improvement of EFL students' recount text writing quality in an Intermediate Writing course?
2. What types of classroom interaction emerge during the implementation of daily writing practice in recount text instruction?
3. How do classroom interactions, such as lecturer feedback, peer interaction, and instructional scaffolding, mediate students' writing development in recount texts?

METHODS

Qualitative Research Design

This study employed a qualitative research design to examine how daily writing practice contributes to the improvement of EFL students' recount text writing quality through classroom interaction. A qualitative approach was considered appropriate as the study sought to generate an in-depth understanding of the instructional processes, interactional patterns, and students' writing development within a natural classroom setting (Creswell, 2018). Specifically, the research adopted a classroom-based qualitative inquiry, emphasizing the interpretation of observed interactions, students' written texts, and participants' perspectives rather than the numerical measurement of writing outcomes.

Participants and Research Context

The participants comprised 15 third-semester students enrolled an Intermediate Writing course at Universitas Nahdlatul Ulama Blitar. In terms of proficiency, the students were categorized as lower-intermediate to intermediate EFL learners, based on their performance in previous writing course and the lecturer's initial assessment at the beginning of the semester. Diagnostic writing tasks administered during the first weeks of the course indicated that most students experienced difficulties in organizing ideas coherently, maintaining consistent use of past tense forms, and applying appropriate genre structures in recount texts.

The participants were not classified as advanced writers; rather, they were still developing foundational academic writing skills. This level of proficiency is particularly significant, as the effects of daily writing practice may vary across proficiency levels. For these learners, frequent short writing tasks provided structured opportunities to develop fluency while simultaneously receiving scaffolding to enhance accuracy and genre control. Clarifying the participants' intermediate proficiency level helps contextualize the findings and explains why sustained practice, combined with classroom interaction, played a crucial role in supporting their gradual writing development.

Data Collection

Data were collected over one academic term during the implementation of daily writing practice in recount text instruction (Habeb Al-Obaydi et al., 2025; Subandowo et al., 2025). Multiple data sources were employed to ensure triangulation and to enhance the credibility of the findings (Huberman, 2014). Classroom observations were conducted to document interactional practices, including lecturer-student feedback, peer interaction, and instructional scaffolding during daily writing activities (Habeb Al-Obaydi et al., 2025; Rashidi et al., 2025). Field notes were systematically recorded to capture verbal exchanges, instructional strategies, and students' engagement (Söğüt & Belli, 2024).

The daily writing activity was implemented as a structured routine at the beginning of each class session. Students were allocated approximately 10-15 minutes to compose a short recount text in response to guided prompts related to personal experiences, recent events, or thematic topics connected to the lesson. This activity functioned as a focused in-class writing task rather than homework assignment, thereby ensuring consistent participation under the lecturer's supervision.

Students recorded their responses in a designated writing journal, enabling both the students and the lecturer to monitor progress over time. Upon completing the initial drafts, selected entries were discussed through brief peer feedback sessions or whole-class review, followed by lecturer feedback focusing on organization, appropriate use of past tense, sequencing of events, and clarity of ideas. Although occasional revisions were assigned as follow-up tasks to completed outside class, the primary writing practice was conducted in class to maintain regularity, facilitate immediate feedback, and support interactive learning.

Data Analysis

Data analysis was conducted using a thematic analysis approach, as proposed by Braun and Clarke (2006). This approach enabled the systematic identification, analysis, and interpretation of patterns with the dataset. To ensure trustworthiness of the findings, several strategies were employed. First, prolonged engagement was established through continuous classroom observation throughout the semester, allowing the researcher to develop an in-depth understanding of instructional practices and students' writing development. Second, member checking was conducted by sharing interview summaries and preliminary interpretations with selected participants to verify the accuracy of the findings and to minimize potential misinterpretation. Third, data triangulation was employed by comparing evidence derived from classroom observations, students' written texts, and interview transcripts to identify recurring and consistent patterns.

Additionally, an audit trail was maintained to document coding decisions, theme development, and analytical reflections throughout the research process. Peer debriefing was also undertaken to review and validate emerging themes. Collectively, these procedures enhanced the credibility, dependability, and overall rigor of the qualitative analysis.

Then, the analysis specifically focused on identifying patterns of classroom interaction and examining how these interactions mediated students' development of recount text writing. Students' written texts were analyzed qualitatively by tracing changes in idea development, text organization, and the use of linguistic features characteristic of recount texts. Through this integrative analysis, the study provides a comprehensive account of how interactional processes and writing practice jointly contributed to students writing development.

RESULTS AND DISCUSSION

The findings of this study are presented thematically to address the research questions and to illustrate how daily writing practice and classroom interaction contributed to the development of students' recount text writing quality. Three major themes emerged from the data analysis: (1) gradual improvement in recount text writing quality through daily writing practice, (2) emerging patterns of classroom interaction during daily writing activities, and (3) the mediating role of classroom interaction in students' writing development.

Theme 1: Gradual Improvement in Recount Text Writing Quality through Daily Writing Practice

The analysis of students' written recount texts revealed a gradual improvement in writing quality over the course of daily writing practice. Students demonstrated clearer idea development, more coherent text organization, and increased control over language features characteristic of recount texts, such as the use of past tense verbs and temporal conjunctions.

In the early stages, students' recount texts tended to be brief and fragmented, often lacking a clear sequence of events. As the daily writing routines were consistently implemented, students began to elaborate their experiences more fully and to structure their texts according with the schematic organization of recount texts (orientation, events, and reorientation).

One student reflected on this development during the interview:

"*At first, I was confused about how to start and continue my story. But because we write every day, I become more familiar with recount structure and my ideas flow better*." (Student 7)

This finding indicates that daily writing practice functioned as a form of scaffolding, enabling students to develop writing fluency and genre awareness through repeated engagement. An example from an early-stage text illustrates limited elaboration and organization:

"*Yesterday I went to my grandmother house. I was happy. We eat together*."

This excerpt shows minimal elaboration, with ideas presented in isolated and underdeveloped sentences. In contrast, a later text produced by the same student shows notable improvement:

"*Yesterday afternoon, I went to the park and arrived at 4 p.m. First, I met my friend near the entrance. Then, we played football together for an hour. After that, we sat on a bench and* talked before I went home."

In this excerpt, the student demonstrates a clearer chronological structure using sequencing markers ("first," "then," "after that"), which improves the logical flow and coherence of the narrative.

Theme 2: Emerging Patterns of Classroom Interaction during Daily Writing Practice

Classroom observation data revealed several recurring patterns of interaction during the implementation of daily writing practice. These included lecturer-student feedback, peer interaction, and guided questioning. The lecturer frequently circulated around the classroom, providing immediate oral feedback and prompting students to reflect on their lexical choices and sentence structures. The following excerpt illustrates how guided questioning was enacted during a daily writing session:

Lecturer	: *You Wrote "I was very happy that day." Why were you happy? Can you add more details?*
Student	: *Because I met my old friend.*
Lecturer	: *That's a good start. Where did you meet him?*
Student	: *I met him in the school reunion.*
Lecturer	: *Good. Since this is a recount text, can you make the sequence clearer? What happened first?*
Student	: *First, I arrived at the school hall. Then I saw him near the entrance.*
Lecturer	: *Excellent. Now combine those ideas into two or three sentences using past tense consistently.*

This interaction demonstrates how guided questioning functioned as a scaffold to support students in elaborating ideas, clarifying event sequences, and improving grammatical accuracy. Through such dialogic exchanges, the lecturer facilitated students' movement from initial, underdeveloped responses toward more structured and coherent recount texts.

Peer interaction was also evident, particularly during brief sharing sessions in which students exchanged drafts and discussed writing challenges. These interactions created opportunities for collaborative learning and mutual support.

An observation excerpt further illustrates this dynamic:

The lecturer asked students to read their drafts to a peer and discuss whether the sequence of events was clear. Students actively exchanged comments and asked clarification questions.

Such interactional practices contributed to the development of a supportive classroom environment that encouraged active engagement in the writing process. Moreover, they enabled students to negotiate meaning, reflect on their writing, and develop greater awareness of genre conventions through collaborative dialogue.

Theme 3: Classroom Interaction as Mediation in Writing Development

A closer analysis of the classroom data shows that the lecturer's feedback extended beyond surface-level correction. Two dominant types of feedback were identified: corrective

feedback and facilitative feedback. Corrective feedback primarily addressed linguistic accuracy, including inconsistent use of past tense forms or inappropriate lexical choice. For example, in one student's draft, the lecturer underlined the sentence "*I go to the beach with my family*" and annotated in the margin: "*Use past tense → went. Check all verbs*." This type of feedback enabled students to notice recurring grammatical patterns that required revision.

However, a substantial proportion of the feedback was facilitative in nature. Rather than directly rewriting unclear sentences, the lecturer provided guiding comments designed to stimulate elaboration and reflection. For example, in Student 3's journal, following the sentence "*I felt very sad that day,*" the lecturer wrote: "*Why did you feel sad? What exactly happened? Add 1–2 sentences to explain*." Such prompts encouraged students to expand their ideas and clarify the sequence of events.

This form of feedback was perceived positively by the students. As one participant noted:

"*When the lecturer gives comments directly, I know what part should be improved. It helps me revise my writing more confidently.*"

The combination of explicit correction and reflective questioning created a balanced feedback environment. Corrective feedback contributed to the development of grammatical accuracy, while facilitative feedback supported deeper idea elaboration and clearer event sequencing. Over time, students began to anticipate such questions independently, suggesting that interactional feedback gradually shifted from external guidance toward internalized self-regulation. This progression reflects a movement from assisted performance to greater learner autonomy in writing development.

Pedagogical Implications

The findings of this study offer several pedagogical implications for EFL writing instruction. First, incorporating daily writing practice into writing courses can foster students' writing fluency, confidence, and genre awareness. Low-stakes, routine writing tasks enable learners to engage with writing as an ongoing process rather than as a one-time assessment.

Second, writing instruction should be supported by meaningful classroom interaction. Lecturer feedback, guided questioning, and peer discussion play a crucial role in mediating students' understanding of writing conventions and supporting their development. Writing activities should therefore be designed to promote interaction rather than positioning writing as an isolated individual task.

Third, genre-based instruction can be strengthened through consistent writing practice. By repeatedly engaging students in genre-specific writing tasks, such as recount texts, lecturers can support students in internalizing schematic structures and relevant linguistic features more effectively.

These findings suggest that EFL writing courses in higher education should move beyond predominantly product-oriented approaches and instead integrate daily writing routines with interactive pedagogical strategies. Such integration can create a supportive learning environment that promotes sustained writing development and enhance learner autonomy.

Overall, the findings demonstrate that daily writing practice, when integrated with meaningful classroom interaction, contributes significantly to the improvement of EFL students' recount text writing quality. Writing development is not solely driven by routine practice; rather, it is mediated through interactional processes including feedback, collaboration, and scaffolding. Collectively, these findings illustrate how writing quality evolves through socially situated instructional practices within the Intermediate Writing classroom.

TABLE 1 | Indicators of Gradual Improvement in Students' Recount Writing

Writing Aspect	Early Weeks (Weeks 1–3)	Middle Weeks (Weeks 4–7)	Final Weeks (Weeks 8–12)
Idea Development	Limited details: events briefly described	Greater elaboration; clearer explanation of events	Detailed and reflective recounts with clearer focus
Text Organization	Weak sequencing; unclear orientation	Improved chronological order; clearer structure	Consistent schematic structure (orientation, events, reorientation)
Use of Past Tense	Frequent tense inconsistency	Reduced errors; more consistent use of past tense	Largely accurate and controlled use of past tense
Coherence & Cohesion	Minimal connectors; abrupt transitions	Use of basic connectors (e.g., then, after that, finally)	Smoother transitions and clearer logical flow
Genre Awareness	Limited awareness of recount conventions	Emerging understanding of genre stages	Clear control of recount text conventions

The developmental changes presented in Table 1 were identified through a longitudinal analysis of students' journal entries collected throughout the semester. Each student's weekly recount texts were examined sequentially to trace patterns of progression in idea development, text organization, tense consistency, and genre awareness. Rather than evaluating texts in isolation, the analysis compared early, middle, and later entries to capture shifts in writing quality over time.

These textual findings were subsequently triangulated with classroom observation notes documenting the nature of lecturer feedback, guided questioning, and peer interaction during writing sessions. In addition, interview data from both students and the lecturer provided reflective insights into how daily writing practice and classroom interaction contributed to writing development. By integrating journal analysis, observational data, and interview responses, the study ensured

that the identified improvements were grounded in multiple sources of qualitative evidence rather than relying solely on textual comparison.

This study explored how daily writing practice contributes to the improvement of EFL students' recount text writing quality through classroom interaction. The findings demonstrate that writing development is not merely the result of repeated practice but is fundamentally shaped by socially mediated instructional processes. In line with the research questions, the discussion highlights the role of daily writing as a process-oriented practice and classroom interaction as a key mediating mechanism in EFL writing development.

The first major finding indicates that daily writing practice supported gradual improvement in students' recount text writing quality, particularly in terms of idea development, text organization, and the use of genre-specific linguistic features. This finding aligns with process-based writing theory, which emphasizes writing as an iterative and developmental activity rather than a one-time product (Graham & Perin, 2007; Hyland, 2019).

Beyond its theoretical alignment, this finding holds particular significance within the Indonesian higher education context. Writing instruction in many Indonesian universities has traditionally been product-oriented, emphasizing final drafts, grammatical accuracy, and summative assessment, rather than iterative drafting and revision. In such contexts, students are often required to submit one-time assignments with limited opportunity for sustained feedback or reflective improvement.

The present study challenges this prevailing orientation by demonstrating that structured daily writing, when combined with interactive mediation, can effectively shift the focus from product to process without neglecting genre conventions. Rather than treating recount texts as isolated, graded tasks, the classroom in this study positioned writing as an evolving practice shaped through dialogue, guided questioning, and revision. Students were not merely correcting errors to meet assessment criteria; instead, they progressively developed greater control over text organization, tense consistency, and genre structure through sustained and meaningful engagement.

In this way, the study contributes locally grounded evidence that a process-oriented, yet genre-aware approach is both feasible and pedagogically beneficial within an Indonesian EFL university classroom. This contextualized insight strengthens its relevance for institutions seeking to move beyond predominantly product-driven model of writing instruction.

Consistent writing routines allowed students to develop fluency and familiarity with recount text conventions, thereby supporting earlier studies that highlight the pedagogical value of regular writing practice in EFL contexts (Lee, 2020; Toba et al., 2019). In contrast to product-oriented approaches that prioritize accuracy in isolation, daily writing created space for experimentation, reflection, and revision, processes that are essential for sustained writing development.

The findings further underscore the critical role of classroom interaction in facilitating writing development. Lecturer feedback and instructional scaffolding emerged as central interactional practices that mediated students' engagement with recount text writing. This finding is consistent with sociocultural theory, which conceptualizes learning as a socially mediated process occurring within the zone of proximal development (Cave, 2010; Lei, 2008). Through targeted feedback and guided questioning, the lecturer supported students in progressing from assisted performance toward greater independence in writing. This progression highlights the pivotal in fostering both linguistic development and learner autonomy in EFL writing contexts (Hyland, 2019).

Peer interaction also played a crucial role in shaping students' writing development. Collaborative discussions enabled students to negotiate meaning, clarify genre expectations, and gain alternative perspectives on their writing. This finding corroborates previous research highlighting peer interaction as a valuable resource for developing genre awareness and writing confidence in EFL classrooms (Storch, 2013; Zhang, 2020). Through engagement in peer feedback, students were able to reflect on their writing practices and internalize genre conventions more effectively, supporting the view that writing development is inherently dialogic.

From a genre-based perspective, the observed improvement in students' recount text writing quality reflects the effectiveness of integrating explicit genre instruction with interactive pedagogical practices. Genre theorists argue that genres are socially constructed and learned through meaningful participation in communicative activities (Derewianka, B., & Jones, 2016; Lister, 2009). In this study, daily writing activities provided a structured yet flexible space for repeated engagement with the recount genre, while classroom interaction facilitated the negotiation of schematic structure and relevant linguistic features. This interactional engagement contributed to students' increased awareness of both the communicative purpose and organizational patterns of recount texts.

Importantly, this study extends previous research by offering qualitative insights into how daily writing practice and classroom interaction intersect in higher education EFL contexts. While earlier studies have often relied on quantitative measures to evaluate writing improvement, the present findings illuminate the processes through which writing development unfolds in authentic classroom settings. By foregrounding interactional dynamics, this study responds to calls for more qualitative research that captures the complexity of EFL writing pedagogy (Creswell, 2018; Hyland, 2016).

Overall, the discussion highlights that daily writing practice is most effective when embedded within an interactive instructional environment. Writing development is not solely driven by the frequency of practice; rather, it is shaped by the quality of interaction that supports learners' engagement with genre, language, and meaning. These findings contribute to ongoing scholarly discussions in EFL writing research and offer pedagogical implications for designing writing instruction that integrates routine practice with meaningful classroom interaction.

CONCLUSION

This qualitative study examined how daily writing practice contributes to the improvement of EFL students' recount text writing quality through classroom interaction in an Intermediate Writing course. The findings demonstrate that consistent daily writing activities supported students' gradual development in idea elaboration, text organization, and the use of genre-specific linguistic features. Importantly, the study reveals that writing improvement was not solely the result of repeated practice, but was mediated through meaningful classroom interaction, including lecturer feedback, peer collaboration, and instructional scaffolding.

By highlighting the interactional processes underlying writing development, this study contributes to the growing body of qualitative research on EFL writing pedagogy, particularly within higher education contexts. The findings support sociocultural and genre-based perspectives, which conceptualize writing as a socially situated practice shaped through dialogic engagement and instructional mediation. Furthermore, this study addresses a gap in existing literature by providing in-depth qualitative insights into how daily writing routines operate within authentic classroom settings, thereby offering a process-oriented understanding of writing development that extends beyond measurable outcomes.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to all individuals and institutions that contributed to the completion of this study. Special appreciation is extended to the English teachers and students who participated in the research and generously provided their time, insights, and cooperation throughout the data collection process. Their willingness to engage in the study was invaluable to the successful completion of this research. The authors also acknowledge the valuable guidance and constructive feedback provided by academic supervisors and expert reviewers, whose suggestions greatly improved the clarity and quality of this article. Appreciation is further extended to the school administration for granting permission and supporting the implementation of the research activities.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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RESEARCH ARTICLE
published: 30th April 2026
doi: 10.21070/jees.v11i1.2002

Bilingualism and multilingualism on pluralism in English Language Teaching (ELT): Bibliometric analysis

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The appearance of multicultural societies and globalization as the problems in the field of English Language Teaching (ELT). Moreover, pluralism is used in the education system to support the belief that a variety of languages and cultures should be implemented in the teaching and learning process. Despite the growing attention to pluralism, comprehensive bibliometric analysis mapping this research domain remain limited. Therefore, this study conducted a bibliometric analysis, using statistical publication for assessing publications. It presents the most productive authors, countries, sources, and most cited articles. This study analyzed 98 articles, which were guaranteed to be impartial in their interpretive results. The data analysis is collected in Scopus and was analyzed using R.4.4.1 and VOS viewer to get the exact pattern. The results show that the United Kingdom stands as the highest published article, and HO WYJ and FUSTER C are the authors who show the impact leader. In addition, the International Journal of Bilingual Education and Bilingualism had the most publications, closely followed by the International Journal of Multilingualism. Keyword co-occurrence analysis showed that "multilingual" occupies a central position in the network visualization, indicating its pivotal role in pluralism-related research. These findings provide an overview of the state of pluralism studies in ELT and highlight the need for future research that explores specific pedagogical implementations and the role of digital technologies in promoting inclusive and culturally responsive language education. For ELT practitioners in Indonesia, these findings offer practical insights into integrating multilingual and culturally responsive approaches into classroom practices to better address diverse student backgrounds and learning needs.

Keywords: Pluralism, English Language Teaching, Bilingualism, Multilingualism, Bibliometri

OPEN ACCESS
ISSN 2503 3492 (online)
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Received: 10th December 2025
Accepted: 17th January 2026
Published: 30th April 2026

Citation:
Fitriyah, D.I., Hamida, W., Afifah, M., Nurhayati, L. (2026). Bilingualism and multilingualism on pluralism in English Language Teaching (ELT): Bibliometric analysis. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.2002

INTRODUCTION

Globalization has become a powerful force reshaping the landscape of education, especially in English Language Teaching (ELT). As societies become increasingly connected, linguistic and cultural diversity increasingly influences classroom dynamics, curriculum development, and language policy (Kubanyiova & Crookes, 2016). Behboudi (2022) says that globalization introduces complex challenges in ELT, which affect not only language teaching but also intercultural communication and learner identity. At the same time, multicultural societies are now the norm in many educational settings, making pluralism an important concept in the development of inclusive teaching strategies (Shofiyyah & Miharja, 2025; Gorter &

Cenoz, 2017). ELT can no longer activate in isolation from social, economic, and cultural trends that necessitate more responsive and adaptive teaching approaches.

A primary outcome of globalization in education is the increasing recognition of bilingualism and multilingualism as valuable assets rather than complications to learning (Wei et al., 2023). Recently, scholars have emphasized the necessity of integrating these linguistic realities into ELT practice. Guberina (2023) and Portolés & Martí (2020) highlight how increased awareness of linguistic and cultural diversity has gained prominence, encouraging educators to support more inclusive pedagogies. In addition to instructing English, educators are now responsible with fostering intercultural competence and promoting sense for multiple languages and cultures (Gorter & Cenoz, 2017). This shift also shows broader trends in global education policy, which requests for teaching models that are culturally relevant, socially equitable, and aligned with pluralistic values.

A pluralistic approach in ELT involves integrating diverse linguistic and cultural resources, acknowledging and appreciating students' backgrounds (Vallejo & Dooly, 2020; Portolés & Martí 2020). According to the Common European Framework of Reference for Languages (CEFR), schools should promote intercultural interaction and support the learning of multiple languages to develop globally knowledgeable and competent individuals. Scholars such as Coelho (2020), Shofiyyah & Miharja (2025), Ebrahimi (2023), and Moller & Sivertsen (2022) argue that pluralism should be actively incorporated into teaching methods and curriculum content.

However, although the theoretical foundations and pedagogical implications of pluralism have been extensively researched, there is still a lack of comprehensive understanding of how these concepts are represented and developed in ELT research. This issue is further complicated by the overlapping use of related terms such as pluralism, multilingualism, and translanguaging, which often leads to conceptual ambiguity in ELT literature. In this study, pluralism is conceptualized as an umbrella framework encompassing bilingualism and multilingualism as its key dimensions. While bilingualism refers to the use of two languages and multilingualism to the use of multiple languages, pluralism emphasizes the coexistence, interaction, and equal recognition of diverse linguistic and cultural practices in educational contexts. Therefore, these concepts are theoretically interconnected, which justifies their inclusion as core keywords in the bibliometric search. In particularly, there has been no recent study that provides a clear bibliometric overview of the literature focusing on bilingualism, multilingualism, and pluralism in ELT contexts.

Bibliometric analysis provides a forceful methodological framework for addressing this gap. By quantitatively analyzing academic literature, bibliometrics enables researchers to map out research trends, identify the publications trend, and estimate the impact of specific authors or countries (Donthu et al., 2021). It is a commonly used instrument across several academic disciplines, including education, business, and environmental sciences, to understand the evaluation distribution of information (Wang et al., 2020). Within ELT, bibliometric techniques such as citation analysis, co-authorship mapping, and keyword co-occurrence can reveal trending issues, identify leading scholars or institutions, and how ideas related to pluralism are being framed and connected over time. However, bibliometric studies that specifically focus on pluralism in ELT remain very limited.

Therefore, the objective of this study is to conduct a bibliometric analysis that examines the state of research on pluralism in ELT, with particular attention to bilingual and multilingual dimensions. The aims of this bibliometric study to identify and analyze five primary research questions:

1) How is the publication trend related to pluralism?
2) Which countries and authors were the most productive regarding pluralism in ELT publications?
3) What are the most highly cited sources related to pluralism in ELT?
4) Which publications have been cited the most on pluralism in ELT?
5) What are the most highly affiliation related to pluralism in ELT?
6) What keywords have been used most frequently on pluralism in ELT?

METHODS

The research design of this study applied bibliometric analysis to examine publication trends on pluralism in English Language Teaching (ELT). Bibliometric analysis uses a quantitative approach to assess scientific publications including journal articles and conference papers, in order to identify trends, patterns, and key contributors within the existing literature (Phoong et al., 2022; Donthu et al., 2021). This method enables researchers to map the development of a specific research area, determine the most influential authors, countries, and sources, and analyze citation patterns over time (Pessin et al., 2022; Cobo et al., 2011). In addition, it helps to identification emerging themes and research gaps, which can guide future studies.

Microsoft Excel was used for further analysis to organize and filter the bibliometric data. Additionally, a qualitative descriptive approach complemented the quantitative data by providing context and interpretation of publication trends, authorship patterns, citation impact, and emerging keywords. While, VOSviewer software was used for data processing and visualization to present the network of authors, keywords, sources, and countries. This integrated approach provides comprehensive insights into the development of pluralism research within the field of ELT from 2013 to 2024.

The data were collected from the Scopus database, which served as the primary source for identifying publications related to pluralism in English Language Teaching (ELT). In the initial stage, the researcher uses bibliographic database Scopus for peer review of its indexed publications. Scopus was used to extract a representative set of relevant the keyword "Pluralism" and "ELT". In the Scopus core collection, the following search query was run in title and author keyword field: (TITLE-ABS-KEY ("Pluralism") OR TITLE-ABS-KEY ("Bilingual") OR TITLE-ABS-KEY ("Multilingual") AND TITLE-ABS-KEY ("ELT") OR TITLEABS-KEY ("EFL") OR TITLE-ABS-KEY ("English

teaching") OR TITLE-ABS-KEY ("English Language Teaching") AND PUB YEAR > 2012 AND PUBYEAR < 2025 AND LIMIT-TO (DOCTYPE) OR LIMIT-TO (DOCTYPE, "cp")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (OA, "all")). This initial search yielded 1,207 records. To refine the results, the search was limited to publications in English, published between 2013 and 2024, and classified as articles or conference papers within the education field. This limitation reduced the dataset to 165 records. In the last step, the researcher further screened the abstracts and content to select only publications that specifically addressed bilingualism, multilingualism, and pluralism in ELT. This process resulted in a final dataset of 89 relevant articles, which became the basis for the bibliometric analysis. The relatively small number of selected articles reflects the application of strict inclusion criteria to ensure the relevance and quality of the dataset. This study deliberately focused on recent publications (2013-2024) to capture contemporary developments in pluralism within ELT and included only studies that explicitly addressed pluralism in relation to bilingualism and multilingualism. Therefore, the final dataset represents a highly focused and reliable body of literature for mapping current research trends (Figure 1). The selected articles were also categorized based on journal quartile rankings (Q1, Q2, and Q3) to indicate their indexation and influence inside the Scopus database.

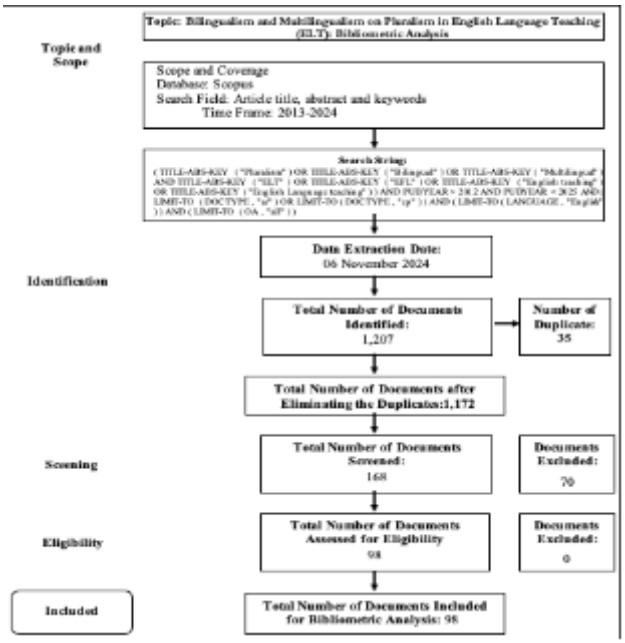


FIGURE 1 | The Process of Data Collection

For the data analysis, this study combined bibliometric methods with quantitative and descriptive techniques to examine publication trends on pluralism in English Language Teaching (ELT). The analysis data was extracted from the Scopus database. The main bibliometric indicators such as the number of publications, total citations, h-index, g-index, and m-index, were computed using R 4.4.1 and Microsoft Excel. Microsoft Excel was employed to organize and calculate the average number of citations per publication and to display descriptive statistics, including journal rankings and geographical distribution of publications.

In addition, VOSviewer software was used to generate network visualizations. These visualizations encompassed mapping cross-country co-authorship, identifying collaboration patterns (Single Country Publications and Multiple Country Publications), and visualizing keyword co-occurrence to highlight the core themes and emerging trends in the literature (Chen & Leydesdorff, 2014; Dong et al., 2022). At the same time, these tools also provided a comprehensive analysis of the publication landscape, demonstrating how research on pluralism in ELT has developed over time and revealing the relationship between influential authors, countries, and key topics.

RESULTS AND DISCUSSION

In total, 98 articles were selected for inclusion in this research. The analysis covered publications from 2013 to 2024. The following sections present a detailed explanation of the publication trends, productive countries and authors, keyword patterns, and the most highly cited journals related to pluralism in English Language Teaching (ELT).

Publication Trend

The bibliometric dataset consists of 165 documents published between 1982 and 2024, spanning over four decades. These documents were sourced from 89 journals and contributed by 313 authors, with 61 single-authored papers identified. This analysis indicates a moderate annual growth rate of 7.86%, reflecting the growing scholarly interest in bilingualism and multilingualism in ELT.

Collaboration metrics indicate that 20% of the publications involve international co-authorship, with an average of 2.03 authors per document, signifying an increasing trend in collaborative and interdisciplinary research. A total of 591 author keywords were indexed, supported by 7,648 references, demonstrating the depth of the research base. The average citation per document is 11.13, indicating that publications in this domain receive a relatively high level of scholarly attention (figure 2).



FIGURE 2 | Main Information

As shown in Figure 3. The annual scientific production of research on bilingualism and multilingualism in ELT. The data reveal a long period of very low productivity between 1982 until 2012, with only sporadic publications. Beginning in 2013, there was a gradual increase, followed by a sharp growth after 2018. The most significant increase occurred between 2020 and 2023, culminating in the highest number of publications in 2023. Although there was a slight decrease in 2024, the overall trend reflects a strong and continued interest in the topic.

This rising pattern indicates that bilingualism and multilingualism have become crucial research areas within ELT. The surge in publication output may be associated to the increasing attention on globalized education, plurilingual approaches, and the incorporation of translanguaging and multilingual pedagogy in classroom practices.

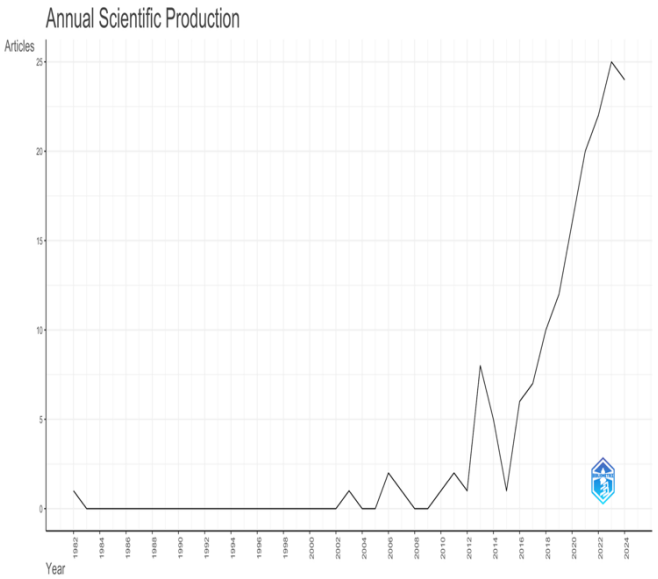


FIGURE 3 | Annual Scientific Productions

The main information and annual production trend emphasize the maturity and increasing significance of research in this area. The findings indicate that scholarly focus has transitioned from intermittent interest to a more systematic and sustained research agenda, reflecting the importance of pluralism and multilingualism in current ELT discussions.

Research on bilingualism and multilingualism in ELT is no longer peripheral but has become a central topic of scholarly inquiry since 2013. This growth aligns with the global transition toward inclusive and plurilingual pedagogies that challenge monolingual standards in education (Vallejo & Dooly, 2020; Gorter & Cenoz, 2020). In 2023, the peak may also reflect increase research activity following the COVID-19 pandemic, as educators pursued innovative methods to address linguistic diversity in remote and hybrid classrooms (Baker et al., 2022).

The moderate growth rate and relatively high citation impact indicate that this area continues to grow and influence, contributing to theoretical and practical developments in language teaching and policy. Moreover, the presence of 20% international co-authorship highlights the growing global collaboration, which enriches the research with diverse perspectives and strengthens its applicability across a wide range of contexts (Hornberger & Link, 2012; Gorter & Cenoz, 2020).

Top countries and authors in publishing research on pluralism in ELT

Table 1 shows the top 10 countries in publishing research on pluralism in ELT globally. This table overview includes the number of articles published, percentages, and the breakdown of single country publications (SCP) and multiple country publications (MCP). United Kingdom is at the top of the list with 16 articles (9.7 %), which 37.5 % are MCPs, indicating significant international collaboration. Next countries are followed by Norway and Spain published 9 articles each country. The Norway's MCPs are 22.2 % and Spain's MCPs are 0 %. In other words, China and USA also has similarity that published 7 articles each country. While China has 57.14 % MCPs, Hongkong has 50 % MCPs. Then, in Indonesia published 6 articles (16.7 % MCPs) and Switzerland published 4 articles (25 % MCPs). In addition, it was different from four countries are USA, Netherlands, Sweden, and Spain that only produced SCPs.

TABLE 1 | Top ten most productive countries in publishing research on pluralism in ELT

Country	Articles	Articles %	SCP	MCP	MCP %
UNITED KINGDOM	16	9.6969697	10	6	37.5
NORWAY	9	5.45454545	7	2	22.2222222
SPAIN	9	5.45454545	9	0	0
CHINA	7	4.24242424	3	4	57.1428571
USA	7	4.24242424	7	0	0
INDONESIA	6	3.63636364	5	1	16.6666667
HONG KONG	4	2.42424242	2	2	50
NETHERLANDS	4	2.42424242	4	0	0
SWEDEN	4	2.42424242	4	0	0
SWITZERLAND	4	2.42424242	3	1	25

TABLE 2 | Top ten most productive authors in publishing research on pluralism in ELT

Author	h-index	g-index	m-index	TC	NP	PY_start
HO WYJ	3	3	0.42857143	127	3	2018
BANEGAS DL	2	3	0.18181818	51	3	2014
BEILER IR	2	2	0.5	27	2	2021
CALAFATO R	2	2	0.33333333	76	2	2019
FANG F	2	2	0.5	17	2	2021
FUSTER C	2	2	2	4	2	2024
JANKOWICZ-PYTEL D	2	2	0.4	87	2	2020
LI W	2	2	0.4	87	2	2020
LIU S	2	2	0.14285714	11	2	2011
MARTÍ O	2	2	0.25	106	2	2017

In Table 2 shows top 10 authors in publishing research on pluralism in ELT globally. The overview of the table including h-index, g-index, m-index, total citations (TC), Number of publications (NP), and starting year (PY start). HO WYJ is at the top of list with 127 citations and a consistent h-index and g-index of 3. Then higher author is followed by FUSTER C with a high m-index of 2 despite starting in 2024. BEILER IR and FANG F are the strong early research contributions with 0.5 m-index and publication starts in 2021. Furthermore, the data shows HO WYJ and FUSTER C. stand as leaders in rapid impact and sustained influence authors.

In findings, the Table 1 show the contribution and collaboration trends in various countries. The United Kingdom stands as the highest published articles in terms of research on pluralism in ELT, closely followed by Norway and Spain, and distantly by such countries as China, USA, Indonesia. Based on the result of the table 1, United Kingdom has produced in SCP and MCP that this country indicates as top contributor with 37.5 % moderate international collaboration. This prominence of the United Kingdom may be attributed to its strong tradition in applied linguistics and ELT research, as well as the presence of influential scholars and institutions that actively engage with issues of multilingualism and language diversity. In addition, the UK's educational policies and increasing linguistic diversity in classrooms have encouraged research on inclusive and pluralistic approaches to language teaching (Dakin, 2020).

Consistent with bibliometric mapping studies, Single Country Publications (SCP) refer to works authored within a single country, whereas Multiple Country Publication (MCP) involve international co-authorship, highlighting cross-border collaboration (Pessin et al., 2022; Chen & Leydesdorff, 2014). From the definition, although Norway and Spain had published 9 articles each country, but the MCP indicates is different. Similarly, in China and USA. While Indonesia and Switzerland produced SCP and MCP, it is a country with fewer contributions. Then, China stands out with 57.1 % MCP, China stands as strong global partnership. In the end, the countries of USA, Netherland, Sweden, and Spain which only produced in SCP, indicating a focus on domestic research or prioritizing independent research (Galloway & Numajiri, 2020; da Costa & Rose, 2024).

The data of Table 2 explore the research performance and impact of various authors based on their productivity and citation metrics. Bibliometric studies typically apply h-index, g-index, and m-index to capture author impact, weighting not only total output but also influence over time (Phoong et al., 2022; Norouzi, 2020; Koltun, 2021) According to Ding (2020) stated also that h-index measures the impact of publication, g-index provide more weight to highly cited papers, m-index measures the rate of research impact over time. From the features and definition, HO WYJ and FUSTER C showing the impact leader and significant potential for future contributions (Latić et al., 2024). This influence can be linked to their contributions to multilingual education and pluralistic approaches in ELT, particularly in emphasizing the role of linguistic diversity and inclusive pedagogies. Their work highlights how multilingual practices, such as translanguaging, can support more effective and context-sensitive language learning, which has contributed to their high impact in this field (Coyle & Tsui, 2025).

Most Highly Cited Journal Publication

Table 3 highlights the top ten highly cited articles on pluralism in ELT. The data of sources measured by key metrics such as h-index, g-index, m-index, TC, NP, PY_Start. 6 journals produced over 50 citations; three of those journals produced over 100 citations. The international Journal of Bilingual Education and Bilingualism is the high list with h-index and g-index of 7 and 256 citations since 2014. Then, the second highest is the International Journal of Multilingualism with g-index of 8 and 111 citations since 2020. Meanwhile, English Language teaching, Theory and Practice in Language Studies, and The Annual Review of Applied Linguistics are three Journal which lower m-index and citations.

In finding, data regarding the most highly cited journal publishing research on pluralism in ELT discloses some interesting results. International Journal of Bilingual Education and Bilingualism had most publications, closely followed by International Journal of Multilingualism since 2020. The journal of Language also gained the highest citations of 40 since 2021. Moreover, three journals International Journal of Bilingual Education and Bilingualism, International Journal of Multilingualism, and System, produced over 100 citations. In the end, the analysis

of data shows a mix of established, emerging journals, and applied linguistics research.

TABLE 3 | Most highly cited journal publications

Source	h-index	g-index	m-index	TC	NP	PY_start
International Journal of Bilingual Education and Bilingualism	7	7	0.63636364	256	7	2014
International Journal of Multilingualism	4	8	0.8	111	8	2020
Languages	4	6	1	41	8	2021
Asian-Pacific Journal of Second and Foreign Language Education	3	3	0.375	26	3	2017
English Language Teaching	3	3	0.23076923	19	3	2012
Language Teaching Research	3	4	0.42857143	50	4	2018
Sage Open	3	3	0.75	27	3	2021
System	3	5	0.6	104	5	2020
Theory And Practice in Language Studies	3	3	0.21428571	13	6	2011
Annual Review of Applied Linguistics	2	3	0.22222222	88	3	2016

The analysis of the most highly cited journal publications indicates that research on pluralism in ELT has been widely disseminated in both well-established and emerging journals, reflecting a growing scholarly interest in the topic. Dominance of the International Journal of Bilingual Education and Bilingualism (Colliander, 2020; Anderson & Lightfoot, 2021). And the International Journal of Multilingualism (Gao & Yang, 2023; Lexander & Thyness, 2024) demonstrates that pluralism is closely linked to bilingualism and multilingualism research, suggesting a strong intersection between theoretical and applied studies in language education. The relatively high g-index and citation count of these journals reveal that their articles have had significant impact within the field. Interestingly, newer journal such as Languages and SAGE Open has achieved notable citation rates despite their recent entry, which may imply a rising demand for open-access and interdisciplinary perspectives in language education research (Fang et al., 2022). Overall, the findings underscore a balanced development between traditional publication venues and new platforms, providing opportunities for future scholars to contribute to an evolving and increasingly inclusive body of literature.

Most Relevant Affiliation

Analyzing the most relevant affiliations provides insight into which institutions are actively contributing to research on bilingualism and multilingualism in ELT. Figure 4 presents the top contributing institutions based on the number of articles published. The result show that Oslo Metropolitan University and University of the Basque Country are the most productive institutions, each contributing seven publications in this area. This finding indicates that these universities are main research hubs for bilingualism and multilingualism, likely reflecting strong institutional support and research networks in language education and applied linguistics.

Other leading affiliations include University College London (6 publications), Universitas Jaume I, University of Groningen, and University of Macau (5 publications each), which collectively contribute a significant role in shaping the discourse on multilingual education and its pedagogical implications. Additionally, affiliations such as Amsterdam University of Applied Sciences, Shantou University, Stockholm University, and Suranaree University of Technology have produces notable contributions with four publications each, reflecting a diverse geographical spread of their research activity.

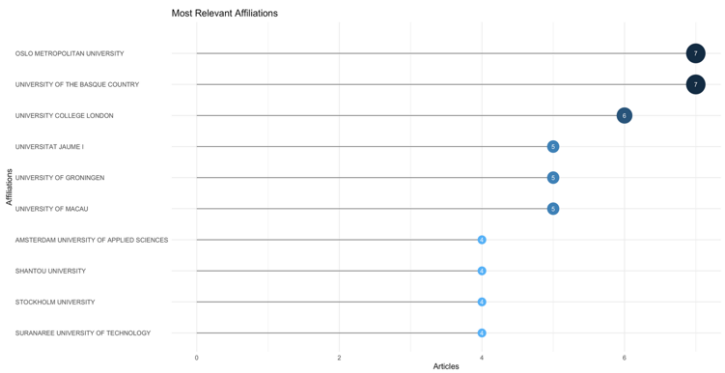


FIGURE 4 | Most Relevant Affiliations

This distribution highlights the international nature of research in this area, with significant contributions coming from Europe, Asia, and other regions. It suggests that the conversation on bilingualism and multilingualism is being shaped by a broad and diverse academic community, reinforcing the global relevance of this topic. The dominance of European institutions especially those in Norway, Spain, and the United Kingdom, suggests the presence of strong research traditions and funding schemes supporting applied linguistics and multilingual education (Aronin & Moccozet, 2023; Sager, 1982).

Interestingly, several Asian universities such as University of Macau, Shantou University, and Suranaree Universitym, of Technology also featured in the top list rankings, demonstrating growing scholarly interest in multilingual education outside Europe and North America. This aligns with the increasing significance of English as a lingua franca and a medium of teaching in Asian higher education (Li, 2022; Wang et al., 2021). It is also noteworthy that several countries with relatively high publication counts, such as the United States and Indonesia, lack a singular institution dominating research output.

This may indicate a more distributed research landscape among multiple affiliations, which fosters diverse perspectives and approaches (Granados-Beltrán, 2022; Liando et al., 2023) but it might also fragment collaboration efforts and reduce affiliation visibility. Overall, the results highlight that the discourse on bilingualism and multilingualism is influenced by a broad and interconnected academic community, which is essential for creating inclusive and contextually relevant pedagogical models (Erling et al., 2022; Nagy, 2018).

Most Frequently Keywords on Pluralism in ELT

Figure 5 presents the keywords most frequently on pluralism in ELT from VOS viewer software. Network visualization displays key concepts and connections including multilingualism, language education, and language teaching. There are connections related to clusters of terms. At the center, "Multilingualism" as the most prominent keyword and interconnected term. This central position indicates that multilingualism functions as the core conceptual framework through which pluralism in ELT is currently understood, linking various pedagogical, sociolinguistic, and policy-related discussions (Tannenbaum & Shohamy, 2023). This keyword is diverse to some topics such as bilingual education, language learning, language policy, and translanguaging, suggesting that these areas are not studied independently but are conceptually integrated within multilingual perspectives. In red cluster, "English Language Teaching" is the focuses keyword with follow some keywords including world English, teacher beliefs, and curriculum development. This cluster focuses on global concerns in language instruction indicating that multilingualism influences how English is taught in diverse and international contexts (Erling et al., 2022; Anderson & Lightfoot, 2021). In the green cluster, "Language Education" is the focuses keyword with follow some keywords including code-switching, teacher identify, and teaching practice. This cluster emphasizes in pedagogical methods and teacher agency in multilingual classrooms.

Moreover, it showing how multilingualism is operationalized in actual classroom practices (Granados-Beltrán, 2022; Dikilitaş & Bahrami, 2023). Furthermore, the components of blue cluster such as motivation, second language acquisition, and higher education, show the factors influencing language learning outcomes and cognitive aspects of multilingualism. This cluster suggests that multilingualism is also examined from a psychological and learner-centered perspective (Nagy, 2018; Długosz, 2024). In the end, in the purple cluster explores linguistic, psycholinguistics, and human language. This cluster focuses on the theoretical and cognitive aspects of multilingualism. Together, these surrounding clusters demonstrate that multilingualism serves as a bridging concept that connects theoretical, pedagogical, and practical dimensions of pluralism in ELT.

In the result, analysis of data shows "Multilingualism" as the central keyword in network visualization. It indicates that multilingualism as keyword most frequently on pluralism in ELT (Kubota, 2016; Chalmers, 2022; Ebrahimi, 2023).

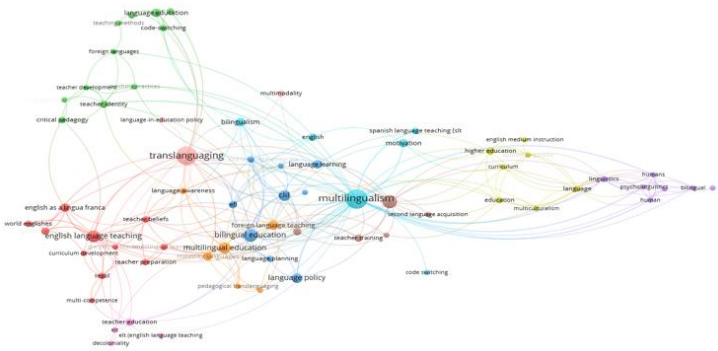


FIGURE 5 | Most frequently keywords on pluralism in ELT

In addition, translanguaging, English language teaching, and bilingual education are highlighted keywords in the VOS viewer software. Overall, the keywords have an interdisciplinary nature, linking teaching practice, policy development, and linguistic theory in the context of education and research (Liando et al., 2023). These findings can also be contextualized within the Indonesian ELT setting. The prominence of multilingualism in global research reflects the linguistic reality of Indonesia as a highly multilingual country, where students commonly use local languages alongside Indonesian language and English. However, ELT practices in Indonesia still tend to emphasize monolingual approaches, with limited integration of students' full linguistic repertoires in classroom instruction (Rozi, 2023). This suggests a gap between global research trends and local pedagogical practices. Therefore, adopting pluralistic approaches such as translanguaging and multilingual pedagogy could enhance the effectiveness of ELT in Indonesia by making learning more inclusive and contextually relevant.

Thematic Map

In the Figure 6 presents the thematic map that provides an overview of the key research themes related to pluralism in English Language Teaching (ELT). This map categorizes themes based on their significance (centrality) and elaboration (density), highlighting how well-developed and important each theme is within the field.

In the upper-left quadrant (*Niche Themes*), the map shows topics such as "language ability," "clinical article," and "task performance." These themes are well-developed but have fewer centrality within the broader ELT research on pluralism. This indicates that they are more specialized at specific aspects, such as performance-based language studies and clinical applications, which serve particular research audiences.

The upper-right quadrant (*Motor Themes*) features well-developed and highly relevant topics including "adult," "major clinical study," and "middle aged." These are strong driving themes that actively shape the research direction in pluralism in ELT. The presence of adult and middle-aged learner contexts suggests a focus on language acquisition and education beyond early childhood, expanding the scope of pluralism research to include lifelong learning and adult education contexts.

The lower-right quadrant (*Basic Themes*) highlights foundational topics such as "human," "female," "male," "child," "language development," and "education." These themes are highly relevant but still show moderate levels of development, indicating that they serve as the core concepts supporting most of the research in pluralism in ELT. Their position suggests that demographic factors, learner characteristics, and educational contexts remain central pillars in understanding pluralism in language-

The lower-left quadrant (*Emerging or Declining Themes*) includes topics like "internet," "students," "parents," and "thematic analysis." These themes are less developed and have lower centrality, which could indicate that they are either emerging areas of research with potential for growth or topics that are gradually declining in prominence within the pluralism in ELT discourse. For example, the inclusion of "internet" and "students" may reflect shifts in focus toward digital learning or learner-centered studies that require further exploration.

Finally, the central cluster of related themes such as "reproducibility," "reproducibility of results," and "information processing" shows an intersection of methodological considerations within pluralism research, emphasizing the importance of rigorous research design and data interpretation.

In conclusion, the thematic map demonstrates that human factors and language development remain key pillars, while adult learning and clinical contexts are dynamic areas with significant influence. At the same time, emerging topics like digital contexts and thematic research approaches highlight directions for future exploration. To strengthen pluralism in ELT, future research should build bridges between these established, specialized, and emerging themes to ensure a comprehensive and relevant contribution to the field.

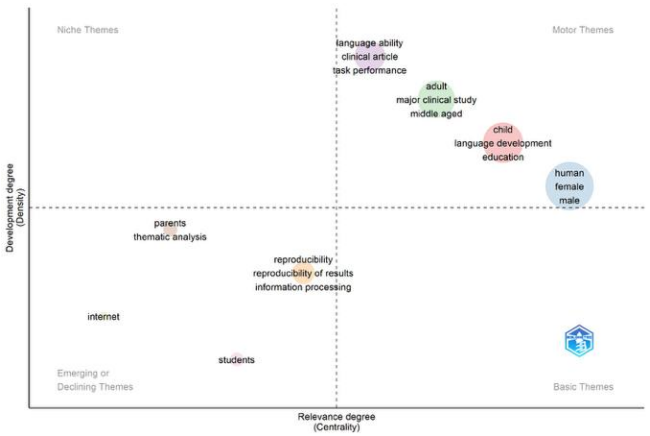


FIGURE 6 | Thematic Map

The thematic map shows that research on pluralism in ELT is strongly based on human factors and language development, aligning with previous studies emphasizing learner demographics as a key variable in multilingual and pluralistic education (Piller, 2024; Becker, 2024). The presence of motor themes such as adult and middle-aged learners reflects a growing recognition of lifelong learning and andragogical approaches, which resonates with calls to integrate pluralism into adult education frameworks (Baytar & Çakir, 2022; Möller-Omrani & Sivertsen, 2022). At the same time, the identification of emerging themes related to the internet and students indicates a shift toward digital and learner-centered paradigms, underscoring the importance of integrating technology and learner agency in future pluralism research (Mukhamadiarova & Nizamutdinova, 2023; Alonso & Samy, 2018). This convergence of established and emerging themes offers opportunities to build comprehensive frameworks that capture both traditional and contemporary dimensions of pluralism in ELT (Beiler, 2021; Valdez, 2020; Schmidhofer et al., 2022).

CONCLUSION

This study conducted a bibliometric analysis using VOSviewer and R 4.4.1 applications on pluralism in English Language Teaching (ELT) from 2013 to 2024. The findings reveal that significant growth of publications in this area, whereas the United Kingdom leading in terms of research output. Ho WYJ and Fuster C have appeared as leading contributor authors with strong potential for shaping future research. The keyword analysis highlights "multilingualism" as the most central and frequently appearing term, followed by related themes such as "translanguaging," "English language teaching," and "bilingual education." These findings indicate that pluralism research in ELT retains an interdisciplinary focus, bridging teaching practice, policy development, and linguistic theory. The analysis of cited journals also shows that International Journal of Bilingual Education and Bilingualism has produced the most highly of publications, followed by International Journal of Multilingualism and System, reflecting a blend of established and emerging outlets in applied linguistics.

This study has some limitations. First, the analysis only focuses on the Scopus database, which may not capture all relevant publications and may have excluded research indexed in other major databases such as Web of Sciences as well as regional databases like Garuda, which are particularly important for capturing local Indonesian perspectives. Second, the manual filtering of irrelevant documents introduces the possibility of human error, which may affect the completeness of the dataset. Third, inconsistencies in Scopus metadata such as author name variations and institutional affiliations may influence the accuracy of the results. ultimately, the acquisition of more detailed demographic data, including gender-based author analysis, were not possible due to the limitations of Biblioshiny (R 4.4.1) and VOSviewer.

Furthermore, for future studies should address these limitations by integrating multiple databases such as Scopus, Web of Science, and regional databases like Garuda, in order to obtain a more comprehensive and globally as well as locally representative view of pluralism in ELT. Moreover, they could investigate how pluralism and multilingualism interact with technology-based learning environments and explore innovative pedagogical approaches that can support learners across diverse educational contexts.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to their academic supervisors for their valuable guidance and support. The authors also acknowledge Yogyakarta State University for the academic support provided.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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RESEARCH ARTICLE
published: 30th April 2026
doi: 10.21070/jees.v11i1.1974

Ambivalent gender deconstructions reflected through conversations in EFL textbooks for eleventh grade of Indonesian senior high school

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Although efforts have been made to reduce gender bias in textbooks, Indonesian English textbooks still tend to reproduce gender-biased oppositions that support patriarchal values. This study aims to analyze how patriarchal values are deconstructed in conversational texts. The research subject was the Indonesian English textbook for the eleventh grade published by the Ministry of Education in 2017, which contains eight chapters and twenty-one conversations. Through McKee's model of textual analysis, this study reveals that the textbook shows a balanced frequency between male and female characters in giving opinions and asking for decisions, with females slightly dominating decision-making. Female characters asked for suggestions more frequently, while males slightly dominated in giving suggestions and more significantly in giving answers. Agreement was more common among females, while males dominated disagreement. While female characters were positioned as decision-makers, this was undermined by the high frequency of male disagreement. The study reveals ambivalence in the deconstruction of male dominance, indicating that stronger efforts are needed to promote gender equality through textbook content.

Keywords: ambivalence, EFL textbook, gender deconstruction, Indonesia

OPEN ACCESS
ISSN 2503 3492 (online)
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Received: 14th September 2025
Accepted: 11th October 2025
Published: 30th April 2026

Citation:
Suwastini, N.K.A., Mihira, L.S.N., Artini, N.N., Jayantini, I.G.A.S.R., Kultsum, U. (2026). Ambivalent gender deconstructions reflected through conversations in EFL textbooks for eleventh grade of Indonesian senior high school. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.1974

INTRODUCTION

While marginalizations of women in this generally patriarchal world have been persistent issues (Ansari et al., 2023; Frieadan, 1994; Gamble, 2006; Sahyana et al., 2022; Suwastini, 2013; Tong, 2009), the role of language as a medium for reproducing patriarchal ideologies has received much concern (Barua & Dutta, 2023; Coates, 2013; Litosseliti, 2013; Nafi'a & Gumiandari, 2020; Sayogie & Farkhan, 2023). The work of Lakoff (1973) has highlighted the different language use of women and men as a reflection of society's standards, where the socializing process unconsciously shapes certain ways for women to communicate, perpetuating different and hierarchical relations between men and women. Language is a patriarchal tool to force women to speak in a submissive tone as a reflection of their subordination (Cameron, 1985, 2020; Litosseliti, 2013). Such language use not only forces women to assume this subordinate position but also molds them further into this submissiveness (Heilman, 2012; Kustyarini et al., 2024; Mahmud, 2015; Phillips, 2005; Salsabila et al., 2024).

Language used in educational contexts is not exempt from such patriarchal power relations. While in most parts of the world women and men have received equal access to education, whether or not the content of the education and how it is conducted is abstain from the articulation of patriarchal ideologies is yet to be proven (Gamble, 2006). Among the aspects of education, textbooks have been deemed to be an exceptionally fertile ground for the articulation of ideologies (Bayat et al., 2023; Dabbagh, 2016; Fithriani, 2023; Nasrullah, 2016; Rachmijati & Cahyati, 2018; Setyono, 2018; Yonata et al., 2017) including the dissemination of patriarchal ideology (Alkhadra et al., 2022; Nandi et al., 2024; Tyarakanita et al., 2021).

Although numerous government organizations have established guidelines to promote awareness of gender equality, numerous studies have pointed out the perpetuation of traditional gender roles that are marginalized in textbooks (i.e., (Ariyanto, 2018; Awal, 2024; Blumberg, 2008; Emilia et al., 2017; Gün & Topkaya, 2023; Hayik, 2016; Hussain et al., 2023; Julianti et al., 2019; Lee, 2016; Nasrullah, 2016; Suhartono & Kristina, 2018; Wiraningsih et al., 2025; Yonata et al., 2017). Affected by Indonesian's traditional and religious values, which are mostly patriarchal in nature, these textbooks proliferate marginalizations of women in the pretext of preserving local wisdom (Ariyanto, 2018; Blangsinga et al., 2021; Damayanti, 2014; Emilia et al., 2017; Julianti et al., 2019; Lestariyana et al., 2020; Oktavriana et al., 2024; Rachmijati & Cahyati, 2014; Sari, 2011). Combined with the lack of gender-responsive teaching methods, such material could subconsciously shape patriarchal gender identities among the students (Amin & Wachidah, 2023; Artini et al., 2024; Damayanti & Rismaningtyas, 2021; Soares, 2013; Suwastini et al., 2023). Adawiyah & Oktavianti (2023), Blangsinga et al. (2021), Iriana et al., (2024), Suwarno et al. (2021), and Tyarakanita et al. (2021) found the books maintain gendered language, while Hutapea et al. (2025) and Yasamahadewi et al. (2023) found that the language of the textbooks contains deconstructive efforts, albeit ambivalently. Despite these developments, previous research has mostly focused on visual representations, job roles, or character frequency.

Meanwhile, conversational language and interaction patterns have not been widely discussed, despite the crucial role conversation plays in shaping students' understanding of social relations and power dynamics. Examining conversational texts provides deeper insights into how gender ideologies are subtly constructed and negotiated. Therefore, this study focuses on conversational texts in Indonesian English textbooks to examine the presence of deconstructive attempts and ambivalent gender representations in language use. By highlighting ambivalence in conversational interactions, this study contributes theoretically to gender discourse in EFL by extending existing analyses beyond representation toward interactional gender construction in classroom materials. These findings are expected to contribute to the ongoing debate regarding the extent to which educational materials promote gender equality and support more inclusive learning environments.

METHODS

This study adopted textual analysis by McKee (2003), data analysis was done through the interactive processes of condensation data, data display, and conclusion following the research model from Miles, Huberman, and Saldana (2014). The research subject was the Indonesian English textbook for eleventh grade for Senior High School which was published by the Ministry of Education in 2017. This textbook was selected because it is a government-issued textbook developed for the implementation of the 2013 Curriculum and widely used in Indonesian senior high schools. Additionally, the 2017 edition represents the most recent revision under the 2013 Curriculum prior to the introduction of newer curriculum reforms, making it relevant for examining gender representation in widely circulated instructional materials. The research objects were the conversational texts included in the textbook. This study particularly focused on identifying ambivalence in gender representation within conversational texts, as such ambivalence reflects subtle and evolving forms of gender bias that are often overlooked in previous studies that primarily emphasized visual bias or occupational role representation.

In data collection, the study recorded all the conversational text in the textbook and identified the pattern of the speakers' gender, their turn-taking, and the diction used by the respective gender. The data were recorded based on the types of conversational texts and the gender stereotypes they contained. The coding process categorized language use into three categories: sustaining, deconstructing, and ambivalent gender representations. Sustaining gender representation refers to language that reinforces traditional gender stereotypes, such as portraying male characters as dominant decision-makers or female characters as submissive participants. Deconstructing gender representation refers to language that challenges traditional gender roles, such as female characters taking leadership roles or expressing assertive opinions. Ambivalent representation refers to mixed portrayals in which stereotypical and deconstructive elements appear simultaneously within the same conversation.

During the data condensation, the data from each type of conversational texts were classified into stereotypical or deconstructive language use. The data were then organized into a coding matrix consisting of conversation type, speaker gender, turn-taking pattern, diction features, and gender representation category. Along with this classification, the study elaborated the data to provide coherent arguments on how gendered language was sustained, deconstructed, or presented ambivalently in the conversational texts. Along with this classification, the study elaborated the data to provide coherent arguments on how these perpetuations or deconstructions of gendered language are presented in the conversational texts. The simultaneous process of data condensation and data display led to the conclusion drawing. To ensure trustworthiness, the analysis involved repeated readings of the data until data saturation was achieved. In addition, the findings and coding categories were consulted with experts in gender studies and language education to ensure conceptual accuracy and analytical rigor. The results were also compared with related empirical findings from

previous studies to confirm consistency and strengthen the credibility of the interpretations. This process was repeated until the data collection, condensation, and data display were saturated, and the conclusion was considered trustworthy.

RESULTS AND DISCUSSION

The efforts of deconstruction towards patriarchal values reflected in the Indonesian English textbook for eleventh grade of Senior High School were the main focus to be analyzed, in which how male and female characters were depicted in the balance portion.

The efforts of deconstruction were found through the intense ambivalence between female and male characters, revealing the frequency of male and female characters' expression in giving and asking suggestions, giving and asking opinions, asking and giving decisions, agreeing and not agreeing on the decision, and asking questions and giving answers as presented in Table 1.

TABLE 1 | Frequency of Male and Female Speakers in Conversational Texts

No	Types of Expression	Frequency		Remark
		Female	Male	
1.	**Giving and Asking for Suggestions**			
	Giving Suggestion	3	5	Sustain
	Asking for Suggestion	6	4	Sustain
2.	**Giving and Asking for Opinions**			
	Giving Opinions	14	14	Deconstruct
	Asking for Opinions	3	4	Deconstruct
3.	**Asking for and Making Decision**			
	Asking for Decision	3	3	Deconstruct
	Making Decision	10	7	Deconstruct
4.	**Agreeing and Disagreeing on Decision**			
	Agreeing on Decision	3	2	Sustain
	Disagreeing on Decision	3	7	Sustain
5.	**Asking Questions and Giving Answers**			
	Asking Questions	34	29	Sustain
	Giving Answers	22	26	sustain

Ambivalence in Giving and Asking for Suggestions

Male and female characters were found sharing their ideas through conversational texts. Table 1 shows men tend to give more suggestions in giving suggestions, and women slightly ask for more suggestions. It reveals that Indonesian English textbooks already make the efforts of deconstruction upon the male dominance by adding more parts to women giving suggestions. It can be seen in Excerpt 1.

From excerpt 1, female and male characters repeatedly give and ask for suggestions. Female characters produced the first suggestion by suggesting the movie's name "Let's watch Ring". Instead of being the center, Jane frequently asked some suggestions, such as "How about in the afternoon?" and "When do you want to go?". Those expressions illustrated that women give men more chances to take control over their activities together, strengthening the patriarchal values that men frequently participate as the central role in textbooks (Agarwal & Arshad, 2024; Al-Qatawneh & Al Rawashdeh, 2019; Barton & Sakwa, 2012; Emilia et al., 2017; Gharbavi & Mousavi, 2012; Hiwarkhedka & Sharma, 2024; Lee, 2019; Lee & Mahmoudi-Gahrouei, 2020; Lestariyana et al., 2020; Paudel & Khadka, 2019; Shamsuddin & Hamid, 2017; Suhartono & Kristina, 2018; Yonata et al., 2017).

Even though asking suggestions is also done by men, John was illustrated to show the male dominance by putting his idea of the movie "I would rather not. I am not much into horror movies. How about Peanuts?" Through this expression, the male dominance is still contained by changing the movie and ignoring the women's ideas.

Excerpt 1:



(Preactivity, Page 2)

Tannen (1994); (Baer-Tsarfati, 2020) maintained that by establishing authority, men tended to cut the women's views and put their idea ahead to control the conversation. It means that ambivalence is found through women actively giving suggestions, but men's dominance is still slightly contained.

A different case appeared in Excerpt 2 when the female character kept asking for decisions which the male characters consistently gave.

Excerpt 2:

Invitation to dinner

Joko: Would you like to come over for dinner tonight?
Yeni: Thank you! I'd love to. Would you like me to bring something?
Joko: No, nothing, just come.
Yeni: OK. What time?
Joko: At 7 p.m.
Yeni: OK, see you then.

While the topic of meal in the above excerpt seems to lean on the feminine side, it still reflects that the female character depended on the male character to make decision. Coates (1996) explains that women in communication were more like connection rather than separateness. Additionally, women tend to use "other-oriented" or "addressee-oriented" questions to maintain conversations between speakers, invite others to talk, check others' perspectives, and avoid being the dominant or the expert (Enaifoghe, 2023). On the other hand, the ambivalent traits were found in Excerpt 3, where a married couple conversed about a request to be made to a magic fish.

Excerpt 3:

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. *"Didn't you ask it for anything?"* said the wife. *"No, I didn't, what should I have asked for?"* replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

(Enrichment 1, Page 117)

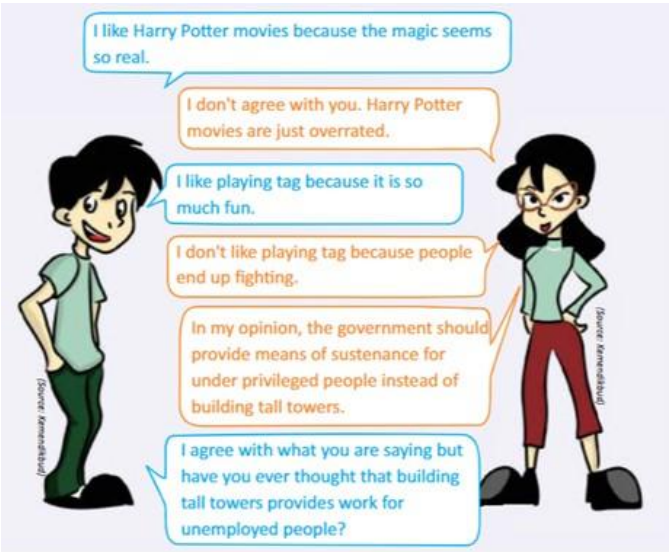
The excerpt 3 shows that the wife actively giving suggestions and showed her control over her husband by giving the suggestions. "… You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage" and "Why don't you just go ask the fish to make me the Lord of everything?" Through this expression, deconstructive efforts are seen by describing female characters as outspoken and aggressive towards the opposite sex, challenging the hegemonic belief of women that they are expected to be shy and reluctant instead of being bold and outspoken (Kurniawan and Jasmine, 2024; (Mokalu et al., 2023).

Ambivalence in Giving and Asking for Opinions

Asking and giving opinions in the conversational texts shows number of the contribution chance between characters. Table 1 presented the existence of female characters in the conversation as the speaker and both female and male characters share the same amount in giving opinions. Meanwhile, asking opinions is slightly taken in male characters' frequent chances, as exemplified in Excerpt 4.

Excerpt 4 depicts male and female characters discussing movies, sports, and social conditions. Both characters actively shared their opinions and showed ambivalent traits through the topic discussed. Female characters frequently disagree with male characters' opinions about movies and sports. Even though the female character was already outspoken in arguing about what the female character did not like, it still shows femininity in the chosen movies, where the male character picked the fantasy "Harry Potter," which the female character to be less imaginative. Her further argument about disliking tag games shows that she was less interested in outdoor activities, while her pleas that the government should build sustainable supports for the underprivileged shows her deep empathy, which is one of the characteristically feminine traits (Blangsinga et al., 2021; Faludi, 1992; Friedan, 1974; Heilman, 2001; Lan & Jingxia, 2019; Millet, 2000; Setyono, 2018).

Excerpt 4:



(Chapter 2, Page 20)

Thus, even though female characters were described straightforward for what they do not like, but still contains gender stereotype that generally women will prefer the topic of relationships, personhood, personality, talking about the opposite sex, appearances, and the qualities of their relationship (Coates, 1996; Eckert & Ginet, 2003; Kumar et al., 2022). However, while their preference maintains traditional gender stereotypes, the female character's switch of topic to the government's policy is quite deconstructive. By criticizing the government, the female character is shown to be capable of engaging in political issues, which is usually a masculine domain (Bahman & Rahimi, 2010; Hameed, 2012; Lee, 2016; Lee & Collins, 2010; Suhartono & Kristina, 2018). Thus, the English textbooks already showed a balanced share in illustrating the characters through those conditions, even with intense ambivalence in presenting both characters in specific topics.

Excerpt 5 below, however, provides a deconstruction of gender stereotypes about giving opinions. Excerpt 5 illustrates two female characters who shared their different argument about bullying. Both of the characters tried to give different opinions, deconstructing the cultural belief that women rarely offer opinion in order to maintain relationship with the interlocutors (Coates, 1996). Moreover, the topic discussed can be classified as masculine topics since women were reported identical discussing doubts, personal problems, fears, family, and intimate relationships

(Eckert & Ginet, 2003; Vegt et al., 2020).

Excerpt 5:



(Chapter 2, Page 19)

Ambivalence in Asking for and Giving Decisions

Table 1 shows that Male and female characters have a reasonably clear portion in asking for a decision. Both men and women asked the decision alternately—in the opposite, making a decision was dominated by female characters ten times. Looking back at Excerpt 1, John and Jane asked and made decisions related to the movies they would watch and what time they would go. Jane actively asked for the decision and continued by John to get the fixed decision. The condition described reflects the effort in leveling the position between men and women through the number of dialogues in asking for a decision. Yasamahadewi et al. (2023) maintained that since sharing and collaboration were in the same amount, there was an equal share in communicating, and there was no imbalance in hierarchical interactions. It encourages students to be more outspoken and active in sharing their ideas. More deconstructive traits were found in the Excerpt 6 in which the wife actively decided for what her husband had to do.

Excerpt 6:

Then a time came when she was not able to sleep all night for she was thinking what she should ask next. At last, as she was about to fall asleep, morning broke, and the sun rose. *"Ha!"* thought she, as she woke up and looked at it through the window, *"after all I cannot prevent the sun from rising."* At this thought she was very angry, and wakened her husband, and said, *"Husband, go to the fish and tell him I must be Lord of the sun and the moon."* The fisherman was half asleep, but the thought frightened him so much that he fell out of the bed. *"Alas, wife!"* said he, *"cannot you be happy with being such a powerful emperor?"*

"No," said she, *"I am very uneasy as long as the sun and the moon rise without my permission. Go to the fish at once!" "I don't think this is a good idea,"* said the fisherman but his wife wouldn't listen to him. *" Why don't you just go and ask the fish to make me the Lord of everything?"* she said.

(Enrichment 1, Page 115-116)

The male character was illustrated as the character who asked the suggestion of female character (his wife) through a sentence "No, I didn't, what should I have asked for?" and being replied by his wife "You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage". It was strengthened by another conversational text which showed how female character tended to take control in giving suggestion to male character. The decision was taken by male character, after the female character gave her order that can be seen through the sentences "Husband, go to the fish and tell him I must be lord of the sun and the moon" and "Why don't you just go ask the fish to make me the Lord of everything?"

On the other hand, Excerpt 7 below shows an example of conversational texts that maintain male dominance in decision-making.

Excerpt 7:

Scene 1

Monsieur Loisel : What's the matter? Why are you crying?

Madame Loisel : I'll be humiliated in that gold gown. It's so tattered and completely out of style. I can't go to the ball wearing that rag

Monsieur Loisel : There must be a way! How much do you think a suitable gown would cost? Something very simple but, elegant as well, of course.

Scene 2

Monsieur Loisel : You make any dress come to life, my dear. How ravishing you look!

Madame Loisel : (Pouting and whining) But, I'll be disgraced!

Monsieur Loisel : Disgraced? What can you possibly mean? You will be the most beautiful woman, there!

…

Excerpt 7 is a conversational text based on a short story entitled The Necklace by Guy the Maupassant a husband and a wife discussing the preparation for going to a party. The husband made the effort to decide for his wife. It implicitly imparted that men still have a high tendency to make decisions, supporting the traditional masculine stereotypes of masculine dominance. The husband's emphasis in making the financial decision placed the husband as the one who earned money, practically positioning the wife as financially dependent. Besides, his statement "Something very simple but, elegant as well, of course" shows the practical perspective that is often associated with masculine trait (Blangsinga et al., 2021; Hutapea et al., 2025; Yasamahadewi et al., 2023).

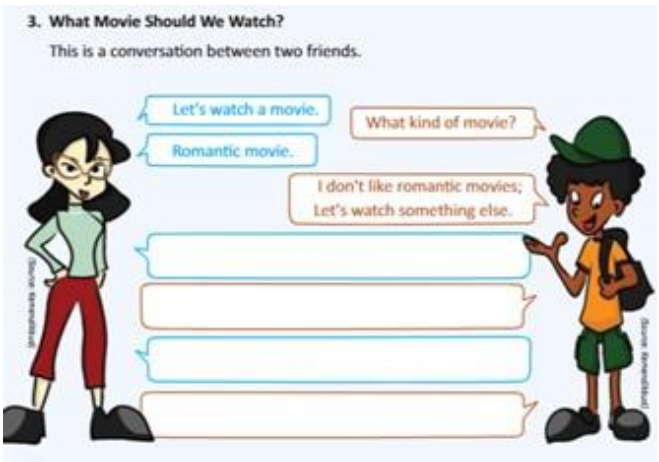
Ambivalence in Agreeing and Disagreeing on Decisions

The efforts of deconstruction of binary opposition still need to be further developed since the female characters were depicted to be undermined by the high frequency of male characters not agreeing with decisions and more frequently agreeing for the decision made. Excerpt 8 below exemplifies a conversational text from the English textbook under investigation which maintain male's authority though his disagreement.

In this conversation, the male character disagreed with the female character's choice of movie because it was a romantic

genre. Two points make this conversational text patriarchal. First, the textbook places the male character as the agent who rejects the suggestion, while the rejected suggestion was offered by a female character. Such placement of roles in this conversation maintains the cultural stereotype that men should hold the final say in decision-making. Furthermore, the choice of genre uttered by the female character maintains the stereotype that female audience prefers romantic movies, reflecting a traditional gender stereotype that women are more emotional than men (Suwastini et al., 2023; Wiraningsih et al., 2025). However, since the conversation is started by the female character, it also deconstructs the stereotype of feminine passivity (Blangsinga et al., 2021; Mihira et al., 2021).

Excerpt 8:



(Chapter 1, Page 13)

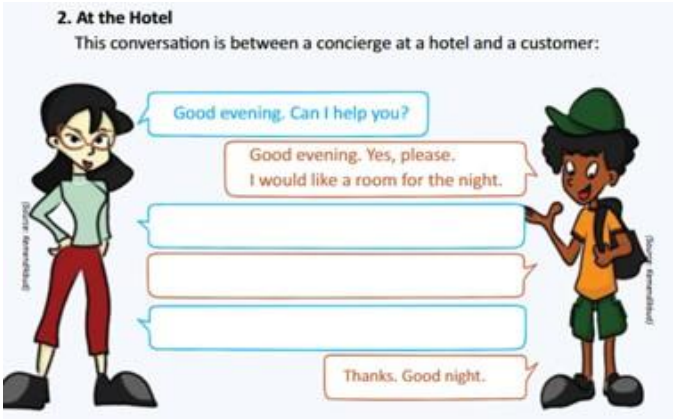
Ambivalence in Asking Questions and Giving Answers

The ambivalent traits were found in asking for questions and giving for answers. Different active participants were found between asking questions and giving answers. Table 1 shows that female characters asked more questions compared to males, while answers were dominantly given by male characters. Excerpts 1 and Excerpt 4 above have provided examples of conversational texts that illustrate a collaborative type of conversation where the female and male characters asked each other questions and answer each other's questions, showing a balanced portion between male and female interlocutors. However, Excerpt 9 below exemplifies a different situation: a front office setting where a female character became a concierge handling a male guest.

In this conversational text entitled "At the Hotel," the female character was depicted as a concierge who actively asked the questions to the guests. While the conversation positions the female character as the initiator of the conversation, entailing a deconstructive tone to the traditional passive image of women, her profession as a concierge invites an ambivalent interpretation.

A concierge's task encompasses giving various services to hotel guests, a profession that is dominated by female employees (https://oysterlink.com/career/concierge/demographics/). In general, a concierge's primary duties include handling guest luggage, providing information, arranging transportation, and other personal services to ensure guest comfort (Insani & Setiyariski, 2020; Permatasari et al., 2025). Concierges are also the first point of contact for guests upon arrival at the hotel, interacting directly from check-in to check-out, significantly influencing the hotel's initial impression and reputation (Putra et al., 2020).

Excerpt 9:



(Chapter 1, Page 12)

Placing a female character in a position of a concierge emphasizes the stereotype that women are more suitable for service job (Mihira et al., 2021). With "How can I help you?", "how are you", "Can I help you" as the common questions asked by a concierge, this conversation not only reproduce the stereotype of concierge as a female job, it also maintains the stereotype of women as the more cooperative, empathetic, and helpful members of society (Coates, 2013; Blangsinga et al., 2021; (Berezhna, 2023; Lee & Mahmoudi-Gahrouei, 2020; Lefley et al., 2024; Lestariyana et al., 2020; Yasin et al., 2012).)

Excerpt 10 below showcases a conversation from the textbook's section of giving information with ambivalent deconstruction of gender stereotypes.

Excerpt 10:



(Chapter 6, Page 75)

Excerpt 10 shows Ray and Jane talked about the topic of smoking. The female character was the one who tried to cooperate by asking questions to the male characters. The cooperative types can be understood that female characters asked "Why?' and "Really" to engage and encourage the interlocutors to share more related to the topic. Coates (Coates, 1996) and (Nawaz et al., 2024) explained that women in communication were more like connection rather than separateness. Women tend to use "other-oriented" or "addressee-oriented" questions to maintain conversations between speakers, inviting others to talk, checking others' perspectives, and avoiding being the dominant or the expert. Zimmerman & West (1975) and (Alsahafi, 2024) stated that during conversation, several strategies are used to maintain or show power over other speakers: interruptions, silence, and support for the partner in developing topics.

To deepen the analysis, the findings can also be interpreted through feminist discourse analysis, which emphasizes how language constructs and maintains gendered power relations. Feminist critical discourse scholars argue that discourse not only reflects social realities but also actively shapes gender identities and hierarchies (Fairclough, 1985) From this perspective, the ambivalence identified in the conversational texts suggests that gender equality is not yet fully realized but negotiated. The female characters are granted more active roles, yet male characters continue to dominate assertive and oppositional speech acts, indicating that patriarchal norms remain embedded within seemingly progressive representations. This coexistence of progressive and traditional discourses reflects the transitional nature of gender ideology in educational materials.

CONCLUSION

The conversational texts in the English textbook reflect both efforts to promote gender equality and the persistence of traditional gender roles. While female characters are increasingly portrayed as active participants in communication and decision-making, male characters still dominate assertive and oppositional roles, reinforcing patriarchal patterns. The presence of female voices in giving opinions and making decisions suggests a positive step toward inclusivity. However, the simultaneous portrayal of male characters as consistently challenging or overshadowing these roles reveals an ambivalent stance in the textbook's representation of gender. This indicates that although attempts have been made to deconstruct gender bias, more consistent and deliberate efforts are needed to present balanced and empowering gender representations in educational materials.

This study suggests that textbook developers need to pay attention to the quality of interactions and assertiveness of female characters' speech acts in addition to balance the number of male and female characters. Female characters should be consistently portrayed as decision-makers, leaders, and problem-solvers without being overshadowed by male characters. Furthermore, educators can encourage critical discussions about gender representation to increase students' awareness of gender messages in learning materials.

ACKNOWLEDGEMENTS

This research is funded by the DIPA BLU Funding of Universitas Pendidikan Ganesha with the contract number: 597/UN48.16/LT/2021, 16 April 2021. We thank the Rector of Universitas Pendidikan Ganesha for funding this research.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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RESEARCH ARTICLE
published: 30th April 2026
doi: 10.21070/jees.v11i1.1896

Indonesian EFL secondary school students' self-regulated writing strategies

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Although EFL writing is considered a challenging skill for secondary school students to learn, there are still a few studies discussing how Indonesian EFL students use self-regulated writing strategies in their writing lessons. This survey study aims to discuss self-regulated writing strategies used by Indonesian secondary school students and identify whether gender differences exist in students' use of self-regulated writing strategies. Sixty-five grade 12 students from a high school in Yogyakarta, Indonesia, agreed to participate in the study. The findings reveal that the profile of the participants' writing self-regulated learning strategies, from the most frequently employed to the least frequently employed are: metacognitive judgment (M = 5.59, SD = 1.26), goal-oriented monitoring (M=5.23, SD=1.27), memorization (M=5.14, SD=1.27), emotional control (M=5.13, SD=1.29), writing planning (M=5.11, SD=1.32), and goal-oriented evaluation (M = 5.10, SD = 1.22). It also revealed that female students tended to employ more self-regulated writing strategies than their male counterparts. This study suggests that the teacher should optimize students' use of writing self-regulated learning strategies by raising students awareness of the strategies in the classroom instruction. For future study, a correlation study between writing self-regulated learning strategies and students' writing performance will enrich the discussion on how writing strategies may give benefits to students' writing performance.

Keywords: EFL Indonesian secondary school students, self-regulated writing strategies, survey study

INTRODUCTION

OPEN ACCESS
ISSN 2503 3492 (online)
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Received: 15th September 2025
Accepted: 11th March 2026
Published: 30th April 2026

Citation:
Salsabila, S., Hapsari, A. (2026). Indonesian EFL secondary school students' self-regulated writing strategies. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.1896

Writing plays a crucial role in the context of English as a Foreign Language (EFL) education in secondary schools. Despite being one of the critical skills that secondary school students should have, writing in secondary education is considered a skill that is challenging and difficult for students to learn (Sogutlu & Ostrosi, 2022; Nurlatifah & Yusuf, 2022; Nguyen & Suwannabubpha, 2021; Alisha et al., 2019; Sinta & Astutik, 2019). The challenge arises because the students are English learners, where English is neither their first nor second language. One problem occurs due to inaccuracies in generating words, sentences, paragraphs, and ideas. Sinta & Astutik (2019) revealed that the participating students made errors in word use, syntax, and grammatical rules. Another study in the EFL context, conducted by Sogutlu & Ostrosi (2022), revealed that high school students in Albania find writing difficult due to their physiological condition (lack of interest and motivation), institutional factors (inadequate writing practice), and cognitive abilities (unfamiliarity with the writing process and a lack of language knowledge). As a result, students become burdened and find it difficult when they

learn to write. To overcome these challenges, students should be able to implement effective learning strategies that help them improve their English writing skills. Therefore, teachers should introduce EFL writing learners to various writing strategies (Teng et al., 2022).

Nowadays, self-regulation strategies are considered one of the key tools for achieving effective writing performance (Teng & Huang, 2019; Sun & Wang, 2020; Teng, 2020; Umamah & Cahyono, 2020; Redjeki & Hapsari et al., 2022; Teng et al., 2022; Sari et al., 2023). Some studies in China have found that self-regulated writing strategies primarily influence the writing performance of English as a Foreign Language (EFL) secondary school students. The results of these studies suggest that self-regulated strategies were significantly effective in increasing students' writing performance and proficiency (Teng & Huang, 2019; Teng, 2020; Sun & Wang, 2020). However, several studies have found that the effectiveness of self-regulated writing strategies can vary due to other influencing factors. A survey by Teng et al. (2022) explored university students' differences in the use of self-regulated writing strategies and found that the difference (grade and gender) significantly affects the use of self-regulated writing strategies on their writing performance. Another study by Teng and Huang (2019) also found that individual differences among students can affect their frequency of using self-regulated strategies.

In the Indonesian context, several studies have discussed self-regulated learning strategies. Umamah and Cahyono (2020) investigated the use of self-regulated writing (SRW) strategies. They identified the SRW strategies applied by learners, finding that students predominantly applied the method and performance dimensions of self-regulated writing. Another study by Redjeki and Hapsari (2022) in the context of online learning found that learners mostly employ self-regulated strategies in environmental structuring; however, students tend to have low scores in time management and task strategies. Meanwhile, Sari et al. (2023) found that self-regulated writing strategies help students overcome problems related to the complexity of writing assignments. This research emphasizes that differences in student achievement arise from how effectively students utilize these strategies. Therefore, knowing the application of self-regulation strategies in writing by students can also determine whether the writing strategy is effective or not. Although several researchers have researched self-regulated writing strategies in the Indonesian context (Redjeki & Hapsari, 2022; Sari et al., 2023; Umamah & Cahyono, 2020), research related to self-regulation in Indonesia does not explicitly address self-regulated strategies in the context of EFL writing and secondary education, therefore, to fill the gap in research on writing self-regulated writing strategies, especially at the secondary school level, it is necessary to conduct further research in this area.

Based on the research background and previous studies, the researcher formulated two research questions to guide the investigation.

1. What is the profile of secondary school students' self-regulated writing strategies?
2. Do gender differences exist in secondary school students' self-regulated writing strategies?

METHODS

This survey study aimed to identify students' self-regulated writing strategies. Survey designs aim to analyze a population's trends, attitudes, and opinions by studying a sample of that population (Creswell, 2014).

Population and Sample

The population of this study consisted of Grade 12 students at a private high school in Yogyakarta, Indonesia, comprising two science major classes and two social science major classes, totaling approximately 118 students. However, the authors acknowledge that the use of a limited and accessible sample may restrict the generalizability of the findings, as it may not fully represent the broader student population. Conroy (2018) states that survey research requires a sufficiently large and representative sample drawn from the population.

This study employed convenience sampling to determine the sample. According to Golzar and Tajik (2022), convenience sampling involves selecting participants based on their availability and accessibility. This approach was adopted due to limited access to participants during the data collection period. The researcher had access to two Grade 12 social science classes, which were therefore selected as the sample.

The participants were students who had submitted their writing assignments and were available at the time of data collection. The researcher obtained permission from the school prior to conducting the study. Ethical approval was granted on November 10, 2023, and informed consent was obtained from all participants. Students were informed that their participation was voluntary and that their decision to participate or withdraw would not affect their academic standing. All data were treated confidentially.

A total of 65 out of 118 students agreed to participate in the study. The informed consent form was included at the beginning of the main instrument in the Google Form; only students who provided consent proceeded to complete the questionnaire.

Data Collection

Data were collected using the Self-Regulated Writing Strategies Questionnaire (SRWSQ), developed by Teng, Wang, and Zhang (2022), as the primary instrument for this study. The instrument is known as the Self-Regulated Writing Strategy Questionnaire (SRWSQ). The questionnaire then consists of six factors: writing planning (WP), goal-oriented monitoring (GOM), goal-oriented evaluation (GOE), emotional control (EC), memorization strategies (MS), and metacognitive judgment (MJ). The values of Cronbach's alpha for the instrument's reliability are WP (0.854), GOM (0.866), GOE (0.921), EC (0.915), MS (0.817), and MJ (0.863), respectively. Overall, these findings indicate the factorial structure of the SRWSQ and indicate good reliability and validity of the instrument. Each item was measured by a 7-point Likert Scale ranging from 1 (strongly disagree) to 7 (strongly agree). Before being distributed to participants, the first author translated the questionnaire into Indonesian.

The translated version was further reviewed by two experts in ELT and piloted before the instruments were distributed to the participants. The data were collected online

via Google Forms from November 17, 2023, to November 25, 2023. The completion of the questionnaire was conducted collectively during class hours. Absent students were required to fill it out within the specified timeframe. Prior to completing the questionnaire, the students were provided with an explanation regarding the purpose and procedure for filling out the form. The data collection process proceeded smoothly and in a conducive environment; the students were able to understand the context and content of the distributed questionnaire

Data Analysis

The authors analyzed the data by using descriptive statistics to profile students' use of self-regulated writing strategies. Meanwhile, to answer the second question regarding gender differences, t-test analysis was used. Data were analyzed by using Microsoft Excell and SPSS 26 version. An independent samples t-test was conducted with a significance level of 0.05.

RESULTS AND DISCUSSION

The primary objective of this study is to discuss the use of self-regulated learning strategies by Indonesian secondary students in English as a Foreign Language (EFL) writing. The profiles of the participants' self-regulated writing strategies, from highest to lowest, are presented in Table 1.

TABLE 1 | The Participant's Self-Regulated Writing Strategies Profile

Domains of Self-Regulatory Writing Strategies	Mean	SD
Metacognitive Judgement (MJ)	5.59	1.26
Goal-oriented Monitoring (GOM)	5.23	1.27
Memorization Strategies (MS)	5.14	1.27
Emotional Control (EC)	5.13	1.29
Writing Planning (WP)	5.11	1.32

Metacognitive judgment has the highest mean score (M = 5.59, SD = 1.26) among the other domains. These results differ from those of Teng et al. (2022), which found that students' metacognitive judgments yielded the lowest scores. Despite being the domain with the lowest score in their research, Teng et al. (2022) confirmed that metacognitive judgment has a positive influence on students' self-confidence and cognitive performance.

Metacognitive judgment strategies relate to students' beliefs about their cognition, behavior, and goals (Teng et al., 2022). Metacognitive judgment strategies enable students to utilize their understanding to continue the task, adjust the strategies used as necessary (Riwayatiningsih et al., 2022), reflect on their mistakes (Zimmerman, 2002), and systematically compare their performance with the set goals (Zimmerman, 1989). Table 2 describes the participants' metacognitive judgement strategies profile.

In this research context, participants were selected who had high motivation while doing the writing task, had their learning goals, or at least be aware of them, whether they were set by the teacher or self-determined. Participants completed their writing assignments in groups or pairs. Therefore, as described in the results, the aspects of metacognitive judgement strategies were the highest because the participants had a strong belief in learning. However, metacognitively, they still need to strengthen their belief in completing the writing exercise by themselves. They need to enhance their self-efficacy in writing individually, as peer learning does not predict students' writing proficiency (Teng & Huang, 2019).

TABLE 2 | Metacognitive Judgement Strategies

Items and Statements	Mean	SD
30. I believe that studying writing strategies will lead to better writing performance.	5.71	1.23
29. I believe that understanding the meaning of individual words in texts is important for writing.	5.60	1.36
28. I believe that understanding my strengths and weaknesses in English writing can lead to better writing performance.	5.55	1.26
27. I believe that it is important to complete the writing exercises by myself.	5.48	1.20

Students with high metacognitive judgement strategies tend to make judgments about the quality of their performance while writing in English. Riwayatiningsih et al. (2022) found that metacognitive judgment strategies indicate students' efforts in the writing process, specifically in terms of vocabulary use, grammar, sentence structure, and organization.

The second domain with the highest mean score is goal-oriented monitoring strategies. In the Goal-oriented Monitoring (GOM) domain, there are six items. In writing activity, these strategies may include (1) setting clear objectives which is specific, measurable, achievable, relevant, and time-bound, (2) using data tracking and reference manager, such as Mendeley, and regularly analyzing progress and setting adjustment if necessary Table 3 describes the goal-oriented monitoring strategies in order from highest to lowest.

TABLE 3 | Goal-oriented Monitoring Strategies

Items and Statements	Mean	SD
9. I monitor my learning process to find out solutions for my writing goals.	5.35	1.28
11. I check what I have learned from the English courses and what is helpful for writing.	5.34	1.29
10. I monitor my writing progress to achieve my writing goals.	5.25	1.12
7. I set up goals to check my writing activities or exercises	5.18	1.22
12. I find myself pausing regularly to think about the best expression for my writing.	5.12	1.40
8. I adjust the writing strategies if they are not effective for my writing goals.	5.12	1.32

As Teng et. al (2022) argue, goal-oriented monitoring strategies focus more on how students can monitor their writing progress after deciding on their writing goals and strategies. These strategies include: course learning monitoring strategies when students can recall material from English learning that can help them in writing, lexical level processing strategies when the students can think and choose the best expression for the writing product, monitoring learning progress, when students monitor and check their writing and learning progress so they can find a solution to achieve their writing goal, and adjusting strategies when students can set up their goals and adjust their writing strategies to achieve those goals.

Zimmerman & Risemberg (1997) argue that self-monitoring relates to how writers can track their performance and maintain their progress. Self-monitoring is one of the primary keys to effective self-regulation strategies in writing, enabling the creation of personal feedback. Students must monitor their writing process to improve their writing performance. Goal-oriented monitoring strategies align with students' habit of monitoring the changes they make in certain aspects of their writing, enabling them to analyze and react to writing results at a metacognitive level.

These strategies emphasize secondary students' self-evaluation and self-reflection during the writing process, which is crucial for their metacognitive awareness (Teng et al., 2022). Self-evaluation during writing activities involves language use and content, as well as language knowledge and skills, and previous learning, and whether they have achieved their previous goals. Teng & Huang (2019) emphasized that goal-oriented monitoring is essential for enhancing students' writing performance. These strategies help students improve almost all aspects of their writing, including writing ability, time management, motivation, and linguistic production. Sari et al. (2023) also found that using goal-setting monitoring strategies can help students improve their writing achievement.

The third-highest mean score is in the domain of memorization strategies. Teng et al (2022) include these strategies to measure students' working memory capacity in retaining sentences, their ability to memorize the learning material, and their knowledge of vocabulary. These memorization strategies refer to how students can learn and organize ideas and information they have learned before. Table 4 describes the participants' memorization strategies profile.

Memorization strategies refer to the methods students use to memorize and organize information. Participants in this study, at the stage of modelling sentences, were taught the text structure and language features of the assigned text type they were to write. In the classroom learning process, the first author also presented the new language features with visual text. This practice was found to align with the memorization strategies that students employ when completing their writing tasks.

The fourth domain with the highest mean score is emotional control strategies. Emotional control strategies involve students' strategies to manage their emotions and negative feelings while writing. Emotion control is important for learners while writing because it can help them avoid distractions while they write. Sun & Wang (2020) added that learner writing success is also dependent on their psychological state, which includes emotions. Table 5 describes the participants' profiles in terms of emotional control strategies.

TABLE 4 | Memorization Strategies

Items and Statements	Mean	SD
24. I read the course material over and over again to help me remember it.	5.49	1.25
23. I memorize key sentences for my writing.	5.15	1.18
26. I memorize words by combining them with pictures.	5.00	1.25
25. I read aloud words and expressions taught in English courses to help me remember them.	4.91	1.40

TABLE 5 | Emotional Control Strategies

Items and Statements	Mean	SD
21. I regulate my mood when I do not know how to write.	5.28	1.17
20. I tell myself not to worry when taking a writing test.	5.23	1.32
22. I continue doing my English writing when I encounter difficulties or challenges.	5.02	1.32
19. I calm down and finish the writing exercise, even though I do not want to.	5.00	1.35

The writer's ability to regulate emotions and the environment is essential and can be highly beneficial in maintaining effective writing performance. Therefore, the implementation of emotional control strategies by students will also help them achieve good writing performance.

Emotional Control, as indicated by previous research (Teng et al., 2022), yields similar results to the current study, suggesting that students can effectively manage their emotions and negative feelings during the writing process. The study's results found that, in terms of emotional control, students can regulate their mood and manage their feelings when encountering difficulties and anxiety while writing.

However, this finding is not the same as (Sari et al., 2023), which indicates that students are unable to regulate and control the anxiety they face when writing. Students' inability to control their emotions and anxiety affects their writing performance (Sari et al., 2023). Low-emotional-control strategies suggest that students need to be encouraged to manage their affective factors. Based on (Zimmerman & Risemberg, 1997), emotional control is related to one of the concepts in triadic influences, namely environmental self-regulation, where it is explained that in environmental self-regulation writer can adaptively use strategies related to context, such as writers being able to avoid distractions and creating a comfortable environment when writing.

Writing planning strategies were indicated by the learners' awareness of their autonomy in organizing their thoughts and ideas before writing something (Teng et al., 2022).

The writing planning strategies consist of several subcategories, such as global discourse planning, where students can list main ideas or details before writing. Second, local lexical planning explained that students can search for an appropriate word and sentence before writing. Third, time management allows students to estimate the amount of time they will spend to complete an essay. Fourth, material preparation, from which learners can collect relevant information and conduct reading before writing. Other subcategories include planning based on feedback, where students can plan after receiving feedback from teachers or peers.

Thus, writing planning is essential for EFL writers to prepare for writing a piece of work. (Zhang, 2018) Well-prepared learners would generally be those who have a clear goal to complete their writing assessment. Table 6 describes the participants' profiles on writing planning strategies.

TABLE 6 | Writing Planning Strategies

Items and Statements	Mean	SD
2. I search for some good words and sentences in my mind before writing	5.65	1.22
6. I plan for my writing based on teacher feedback.	5.18	1.21
4. I collect relevant materials and do some reading preparation for the writing topic.	5.08	1.34
3. I list the central ideas or details before writing.	4.98	1.39
1. I think about how much time I should spend on each part of	4.91	1.32
5. I plan for my writing based on peer feedback.	4.83	1.45

Kuyyogsuy (2019) explains that students tend to be afraid and unsure about giving or receiving feedback from peers, and as a result, they tend to avoid peers' feedback to prevent arguments and conflicts with them. In other research, it was explained that students consider feedback from teachers to be more important than feedback from peers, and they also believe that peer feedback tends to be ineffective and lacks responsibility (Putra et al., 2021). It means that students do not fully trust the feedback given by their peers because they assume that feedback from peers is not objective and does not provide enough input for developing students' writing results.

Recognizing this issue, it would be beneficial for the teacher to help students develop practical peer feedback activities by providing clear instructions and examples first (Putra et al., 2021). The teacher must provide a variety of feedback examples for students, considering three parts: positive feedback, constructive feedback, and concluding with positive feedback again. Teachers can also create anonymous peer feedback activities, allowing the feedback given to be more objective and unbiased. Peer feedback and other types of feedback are crucial for achieving good student writing outcomes through continuous improvement.

Finally, the lowest mean score is the domain of goal-oriented evaluation strategies. Table 8 describes the profile of the participants' goal-oriented evaluation strategies.

TABLE 7 | Goal-oriented Evaluation Strategies

Items and Statements	Mean	SD
17. I put all the words that I have written wrong together for further review	5.26	1.31
15. I evaluate my mastery of the knowledge and skills learned in the English course	5.22	1.15
16. I check and revise sentences to ensure content and grammar accuracy after writing	5.18	1.17
13. I evaluate what I have learned from the writing activities or exercises	5.18	1.22
14. I evaluate whether I have achieved my previously set goals for writing	4.98	1.08
18. After writing, I ask someone else to read it and give me feedback	4.78	1.35

This study found that Indonesian secondary students were still unable to evaluate their writing goals. The results in Table 2 confirm that the Goal-oriented Evaluation domain holds the position of the domain with the lowest value (M = 5.1, SD = 1.22), indicating that the majority of students gave low scores for items in this domain. However, as shown in Table 5, learners appear quite capable of self-evaluating their writing, including evaluating sentences, grammar, and the words used in written work. It was also demonstrated that students were capable of measuring and evaluating their writing abilities and knowledge independently.

Although the results indicate a relatively high ability for students to carry out self-evaluation, item 18 (M = 4.78, SD = 1.35) suggests that students are less likely to seek or receive feedback from friends and others on their written work. This shows that learners tend to evaluate their work independently rather than seek feedback from others regarding the content of their writing.

In contrast, goal-oriented evaluation has a high mean score on students' writing self-regulation strategies (Teng et al., 2022; Umamah & Cahyono, 2020; Teng & Huang, 2019). Teng & Huang (2019) report that goal-oriented evaluation strategies appear to be the most important strategies in writing learning. It is also stated that in dealing with writing difficulties, students mainly consider the social-environmental dimension through self-evaluation (Umamah & Cahyono, 2020).

Students with high regulatory skills, especially in monitoring and evaluation, better understand how effective these strategies are for the development of their writing skills and will continue to use these strategies to achieve writing goals (Teng & Huang, 2019). Moreover, a study conducted by Teng et al. (2022) highlighted the importance of self-evaluation for secondary school students to continue developing and progressing in their writing skills. Whenever students can evaluate their writing performance, it will also have a positive impact on their metacognitive abilities.

A study by Zimmerman (1989) identified that self-evaluation is a self-process involving self-efficacy, setting goals and standards, and the ability to observe. Where this refers to how students or writers can evaluate the results of

their writing at a predetermined quality (Zimmerman, 1989) The results show that students can carry out independent evaluations of their writing results even though they are still hesitant to receive feedback from friends or other people which would be very helpful for them. On the other hand, students still lack a sufficient understanding of implementing evaluation based on predetermined writing goals. Therefore, it will be necessary to increase students' awareness and ability to find the purpose or goal of their writing so that the evaluation carried out will be more effective.

The second aim of the research is to identify the emergence of gender differences in students' self-regulated writing strategies. As a next step, after a descriptive statistical analysis was conducted, a t-test was used to compare the male and female students self-regulatory writing strategies based on the six dimensions of self- regulated writing which are Writing Planning (WP), Goal-oriented Monitoring (GOM), Goal-oriented Evaluation (GOE), Emotional Control (EC), Memorization Strategies (MS), and Metacognitive Judgement (MJ).

After conducting a descriptive statistical analysis to gather detailed information about the self-regulation writing strategies used by participants, a t-test analysis was performed to compare the self-regulation writing strategies employed by female and male students. Table 8 below presents the results of the t-test, which indicate that the values of female and male students did not differ significantly across all domains.

TABLE 8 | Descriptive Statistics and T-*test* Results

Domains Strategies	Group Statistics			t-test	
	Gender	N	Mean	t	p
Writing Planning (WP)	Male	35	29.34	-1.856	0.068
	Female	30	32.13		
Goal-oriented Monitoring (GOM)	Male	35	30.51	-1.224	-0.226
	Female	30	32.37		
Goal-oriented Evaluation (GOE)	Male	35	28.8	-2.935	0.005
	Female	30	32.73		
Emotional Control (EC)	Male	35	19.8	-1.619	0.110
	Female	30	21.37		
Memorization (M)	Male	35	19.77	-1.705	0.093
	Female	30	21.47		
Metacognitive Judgement (MJ)	Male	35	21.66	-1.293	0.201
	Female	30	23.13		

There are no significant differences found between female and male students in the five domains of SRWSQ (WP p= 0.068 > 0.05; GOM p= 0.226 > 0.05; EC p= 0.110 > 0.05; MS p= 0.093 > 0.05; MJ p= 0.201 > 0.05). However, statistically significant differences were found between females and males in one of the domains of SRWSQ, specifically the Goal-oriented Evaluation domain ($p = 0.005 < 0.05$). Moreover, the results indicate that female students scored higher than male students in the goal-oriented evaluation.

The result in Table 8 indicates that the mean scores for male students tend to be lower than those for female students. Although male students tend to have lower scores when compared to female students, the results of the analysis prove that there are no significant differences between male and female students in five self-regulated writing domains (WP p= 0.068 > 0.05; GOM p= 0.226 > 0.05; EC p= 0.110 > 0.05; MS p= 0.093 > 0.05; MJ p= 0.201 > 0.05).

This means that although there are differences in the self-regulation used by male and female students, the differences in the five domains of self-regulation writing strategies are considered not to be significant. However, a significant difference was found in one of the domains of self-regulatory writing, specifically the Goal-oriented Evaluation domain ($p = 0.005 < 0.05$). This means that this difference can be interpreted as significant.

The findings of this research reveal differences while also sharing some similarities with previous research on gender differences. Previous research conducted by Teng et al. (2022) found significant differences between male and female students in all aspects of self-regulated writing strategies, with female students reporting the use of more self-regulated writing strategies compared to male students.

However, in the current research, significant differences were found only in one domain, namely the Goal-Oriented Evaluation domain, between male and female students. These results align with research by Teng & Huang (2019), which found significant differences in the goal-oriented monitoring evaluation domain.

The results were attributed to the condition of the participants, where female students indeed have higher motivation and awareness of their learning goals compared to male students. Female participants tend to have the habit of asking for advice and seeking feedback, which they then use to evaluate and improve their writing results. In contrast, male students tend to show an indifferent attitude towards their writing results. Therefore, it is essential to consider individual differences as a component to enhance the effectiveness and development of students' self-regulated writing strategies. Hence, it is proven that in the other five domains of self-regulated writing strategies, female students employ more writing self-regulation strategies than male students. However, the difference shown is not significant.

CONCLUSION

The purpose of this study was to describe the self-regulated writing strategies of Indonesian secondary school students. A total of 65 students in grade 12 from a secondary school in

Yogyakarta, Indonesia, have completed and filled out the questionnaire. The findings reveal that the profile of the participants' writing self-regulated learning strategies, from the most frequently employed to the least frequently employed are: metacognitive judgment (M = 5.59, SD = 1.26), goal-oriented monitoring (M=5.23, SD=1.27), memorization (M=5.14, SD=1.27), emotional control (M=5.13, SD=1.29), writing planning (M=5.11, SD=1.32), and goal-oriented evaluation (M = 5.10, SD = 1.22). It also revealed that female students tended to employ more self-regulated writing strategies than their male counterparts. However, a significant difference between male and female students was found only in the domain of goal-oriented evaluation strategies.

This study suggests that teachers should optimize students' use of self-regulated learning strategies by raising students' awareness of these strategies during classroom instruction. Students can be more independent by managing their learning patterns and developing effective learning strategies to achieve their planned learning objectives, thereby supporting their learning success.

For pedagogical implications, improving task strategies, especially in writing planning and goal-based strategies, can help students develop their English writing skills. For future study, a correlation study between writing self-regulated learning strategies and students' writing performance will enrich the discussion on how writing strategies may give benefits to students' writing performance.

ACKNOWLEDGEMENTS

The authors would like to thank the participants, proofreaders, and reviewers of the article who have contributed to the publication process of this research manuscript.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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RESEARCH ARTICLE
published: 30th April 2026
doi: 10.21070/jees.v11i1.1973

Students' opinion on the transition from EFL to ELF: Revisiting English pedagogy in vocational higher education

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As workforce diversity increases in the globalization era, vocational education plays a crucial role in preparing students to be competent and industry-ready, with English serving as a key medium for professional integration. English as a Lingua Franca (ELF) has emerged as a flexible mode of communication, facilitating interaction not only between native and non-native speakers but also among non-native speakers from varied linguistic backgrounds. This study examines the perceptions of Indonesian Vocational Higher Education (VHE) students regarding the role and relevance of ELF in meeting global workplace communication demands. Participants consisted of sixty-nine sixth-semester English majors who had completed two- to three-month internships in various industries. Data were collected through a five-point Likert-scale questionnaire and semi-structured interviews, enabling both quantitative and qualitative insights. Statistical analysis using a t-test, following the Shapiro-Wilk normality test, revealed mean differences ranging from $M = 2.95$ (Q10) to $M = 4.28$ (Q14). These findings were supported by interview data, indicating that most participants viewed ELF as more suitable for workplace communication than traditional English as a Foreign Language (EFL) norm. The study highlights the need to align English Language Teaching (ELT) in vocational education with ELF-oriented principles to enhance communicative effectiveness in global professional settings.

Keywords: ELF, intercultural competence, language pedagogy, students' perceptions, VHE

OPEN ACCESS
ISSN 2503 3492 (online)
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Received: 13th September 2025
Accepted: 11th March 2026
Published: 30th April 2026

Citation:
Sariani, S., Khairat, M.E., Marzuki, D., Fitria, N., Damaiyanti, M., Astuti, I., Yusof, T.U.H.B. (2026). Students' opinion on the transition from EFL to ELF: Revisiting English pedagogy in vocational higher education. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.1973

INTRODUCTION

With the rapidly changing work environment in Asia including Indonesia's industries amid globalization, the demand for highly skilled work forces has significantly increased. There has been an increasing tendency now in the labour market to hire graduates who have skills and competencies that meet the needs of the employer (Alanazi & Benlaria, 2023; Booth, 2019; Suharno et al., 2020; Tsou & Chen, 2014). Consequently, it is crucial for Vocational Higher Education (henceforth VHE) institutions to prioritize developing their educational quality as the response to industry needs. Especially if these institutions want their graduates to have better chances of securing career opportunities in an increasingly competitive job market. The circumstance has led these institutions to shift their education structure and system from traditional competency-based models toward a capability-oriented framework that promotes workplace readiness (Alanazi & Benlaria, 2023; Chiwen & Qin, 2018; Nuraeni & Henigusnia, 2021; Tsou & Chen, 2014).

Likewise with language learning, in recent years, many industries in Indonesia due to the rapid expansion of multinational and national companies use English as the medium for communication. Empirical research underscores this circumstance highlighting that most of the companies require their employees to be reliable and fluent in English, as a critical threshold for communication in the workplace (Dewi, 2022; Haryati et al., 2019; Musthafa et al., 2018; Widiastuti et al., 2021; Zein, 2018, 2019). High level of proficiency in English often results in strategic job opportunities within various industries being offered to overseas graduates, who typically receive significantly higher salaries than their domestic counterparts (Musthafa et al., 2018; Zein, 2018). Haryati et al. (2019) found the significance of English fluency in Occupational Safety and Health (OSH), whereas Widiastuti et al. (2021) note that English has become the key to global marketing success in tourism through effective communication with international visitors. However, even though Dewi (2022) identifies English as the supporting skill rather than the substantial skill, she indicates that Indonesian IT specialists should be fluent in the language in terms of promotion and their future career.

In Indonesia, English has long been taught as a Foreign Language (henceforth EFL), using most of their teaching resources and evaluation materials orienting to and subtly strongly focused on native-speaker norms, typically American or British English. For the past few decades, there has been long-standing debate among English language educators and authoritative bodies regarding how to define students' English proficiency, often using British and American instructional models as benchmarks for Standard English (Harsanti & Manara, 2021; Irham et al., 2022; Jayanti & Norahmi, 2014; Jon et al., 2021; Zacharias & Manara, 2013). These models are frequently regarded as the "correct" and "original" forms of English, serving as a basis for determining teacher professionalism and shaping students' language adoption (Zacharias & Manara, 2013). This orientation has created challenges for learners, who frequently depend on rote memorization and grammar-centered instruction. In the area of speaking, especially in pronunciation instruction, teachers commonly have the prevalence on native-speakerism ideology and engage the students in drill-based activities that align with either British or American English norms (Harsanti & Manara, 2021; Sariani et al., 2022, 2024; Satiti, 2022; Yulia & Saukah, 2021).

This phenomenon contrasts with the findings of empirical studies by Zein (2018, 2019), which highlight those English learners in Indonesia demonstrate distinct linguistic characteristics, as they bring their indigenous language identities into their English language use. Although native-speaker normativity has been widely affirmed and continues to assert its dominance (Canagarajah, 2013; Kimura & Canagarajah, 2018; Wang & Hill, 2011), English is primarily used to meet communicative needs across diverse domains such as education, government, and business (Canagarajah, 2013; Irham et al., 2022; Kimura & Canagarajah, 2018; Wang & Hill, 2011). The development of English in Indonesia is beyond the educational domain; it serves as a driving force for globalization, and a means of fostering global competitiveness, enabling learners to communicate effectively not only with native speakers but also with interlocutors both within the country and internationally (Curran & Chern, 2017; Dewi, 2022; Irham et al., 2022; Jon et al., 2021; Musthafa et al., 2018; Zein, 2019).

Given the diverse linguistic backgrounds of Indonesian learners and the continually evolving landscape of English usage, it is essential to adopt a pedagogical paradigm shift from native-speaker norms toward more inclusive and contextually relevant language teaching strategies (Irham et al., 2022; Musthafa et al., 2018; Rahimi & Ruzrokh, 2016; Sariani et al., 2024; Zein, 2019). The English as a Lingua Franca (henceforth ELF) paradigm, as proposed by Jenkins (2006, 2015, 2018; Leung & Jenkins, 2020) and Seidlhofer (2011), challenges the legitimacy of native-speaker norms as universal standards in teaching, which should be used identically in all respects. Alternately, ELF underpins the teaching on functional intelligibility and mutual accommodation for intercultural communication by speakers who are from various cultural and linguistic backgrounds using English during the interaction (Leung & Jenkins, 2020). Thus, the English as a Lingua Franca (ELF) framework is particularly relevant in the context of a globalized workplace, as it embraces linguistic diversity and prioritizes practical communication needs (Jenkins, 2012, 2015).

Canagarajah (2012) and Kimura and Canagarajah (2018) further the discussion by promoting translingual practices to the ELF context in terms of multilingual communication. The practices are dynamic and fluid, encouraging the language learners to actively negotiate meaning utilizing linguistic flexibility and pragmatic strategies of multiple linguistic resources. Notably in vocational settings, where English is used by non-native speakers from diverse backgrounds and contexts, being proficient in translingual becomes a critical skill. In today's interconnected world, English educators can develop various alternatives to address diverse linguistic backgrounds and challenge rigid language boundaries through translingual practices, aligning with the realities faced by students in vocational settings qualifying for globalized workplaces (Anderson, 2018; Matsumoto & Kimura, 2024). These points of view offer a strong theoretical foundation for re-evaluating the purposes of English language learning in Indonesia's VHE system.

Throughout the years, several studies have been revisiting the traditional tenets of English Language Teaching (ELT) paradigms in Indonesia (Irham et al., 2022; Jon et al., 2021; Musthafa et al., 2018; Sariani et al., 2024; Zacharias & Manara, 2013; Zein, 2019), improving teacher proficiency (Jon et al., 2021; Musthafa et al., 2018; Yulia & Saukah, 2021), and assisting students with their EFL learning challenges (Satiti, 2022; Wirza, 2018), whereas others exploring English for Specific Purposes (ESP), such as Occupational Safety and Health (OSH) (Haryati et al., 2019), and tourism (Widiastuti et al., 2021). However, the ELF paradigm in vocational education is still not widely implemented.

Thus, the ELF theoretical framework serves as the foundation for this study to determine the language learning priorities of VHE students correspond with the demands present-day global communication. It explores whether

instruction practices should continue to be rooted in EFL paradigms or shift toward ELF principles to enhance employability and intercultural competence. In specific, the study addresses the following research questions: (1) What are the perceptions of VHE students on the English language they need to learn as preparation for their working life?, (2) Does cultural background or current stage in their language learning affect their perceptions toward the working environment's demands?.

METHODS

Participant

The study involved 69 sixth-semester Vocational Higher Education (VHE) students majoring in English. The sixth semester comprised three intact classes: Class A (22 students), Class B (23 students), and Class C (24 students), with a total of 48 female and 21 male students. These participants were purposively selected because they had completed a mandatory internship program during their fifth semester, which lasted between two to three months. The internship program is a compulsory component of the vocational curriculum, aimed at preparing students for the workforce by equipping them with practical skills and familiarizing them with the demands of professional environments. The majority of students completed their internship programs at multinational or national companies where English served as a secondary workplace language. These placements enabled them to apply their English skills in authentic, professional contexts. This because during this period, they were required to communicate in English with colleagues in professional, often multilingual, workplace settings.

At the time of data collection, the participants were between 20 and 22 years old. Although they shared the same first language (L1), they demonstrated a range of English accents due to their diverse cultural and regional backgrounds. As sixth-semester students, their English proficiency was classified at the B1 level, or "Independent User," according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2003). This classification is in accordance to Level 2 of the Practical Rating Rubric of Speaking Test (P2RST), a locally designed rubric to assess the speaking proficiency of university students. The rubric was developed and validated by Latifa et al. (2015) for use at Universitas Parepare, Indonesia, to address limitations in existing rubrics, which were considered impractical and unreliable due to overlapping evaluative components.

Instruments and Data Collection

This study drew upon a mix-methods approach, with the quantitative data collected through a five-point Likert-scale questionnaire, where 1 represented "Strongly disagree" and 5 represented "Strongly agree." The Likert scale was chosen to capture detailed insights into participants' thoughts and perceptions without being overwhelmed. Likewise, this scale is particularly suitable for larger questionnaires with multiple items, as it enhances respondents' understanding of the statements and provides more consistent and reliable data (Babakus & Mangold, 1992).

The questionnaire was distributed electronically to facilitate easy access and convenience for the students. To maintain a consistent environment during data collection, all participants were instructed to complete the questionnaire simultaneously during a designated break period within class hours. The questionnaire was adapted from the validated instrument developed by Curran and Chern (2017), and modified to align with the context of the current study, which focused on VHE students' perceptions of ELF and the value of exposing learners to diverse English accents into classroom instruction. Whilst, Curran and Chen' (2017) empirical study examined the attitudes of pre-service teachers, this study specifically targeted VHE students. Prior to distribution, the questionnaire underwent a careful revision process to ensure the suitability and relevance of its content in relation to the objectives of this study.

There were 20 statements in the questionnaire, and were grouped into four clusters. The first cluster, comprising 10 statements, emphasized principles related to various English models and accents. The second cluster included two statements addressing the use of English in real-life communication, particularly in interactions with other non-native speakers (NNS). The third cluster consisted of four statements highlighting the importance of understanding the culture of Native Speakers (NS), while also recognizing the different kinds of cultural origins associated with English usage. The fourth cluster consisted of four statements exploring language use in classroom instruction, specifically the preference for English-only instruction versus a combination with students' first language (L1) and/or second language (L2)— in this case, Indonesian, the national and official language used in formal contexts— and the appropriate contexts for employing code-switching strategies.

Moreover, a semi-structured interview was performed as part of the qualitative analysis to explore the complexity of students' perspectives in greater depth. Ten students—six females and four males, volunteered to participate in one-on-one interviews, with each participant interviewed individually on a single occasion. The purpose and procedures of the study were clearly explained to the participants in advance of the interviews. Each interview lasted approximately 10 to 20 minutes and was conducted via the Zoom platform, in accordance with participants' preferences. To reduce language barriers and promote a comfortable interview environment, the interviews were conducted in the participants' first language, Indonesian. This approach was intended to encourage participants to express themselves more authentically and generate richer data grounded in their lived experiences (Dornyei, 2007; Temple & Young, 2004). The interview questions were adapted from Zhang's (2021) study and consisted of five core questions, focusing on the use of different English varieties in classroom settings and the appropriate models of English in learning resources to prepare students for future workplace interactions.

Ethics Statement

The protocol for this study was approved by the Ethics Committee of Politeknik Negeri Padang Centre for Research and Community Service. In accordance with the committee's

established policies regarding the recruitment of humans as subjects in research, informed consent was obtained from all participants prior to data collection for both the questionnaire and the interviews. Specifically, participants were informed that their responses would be anonymized through the use of pseudonyms. Furthermore, they were assured of their right to participate voluntarily and at their own convenience without any consequence. Additionally, participants were notified that any recordings would be accessible only to the researcher and used solely for the purposes of the study.

Data Analysis

Prior to analysis, a data screening process was conducted to ensure response validity and reliability. Of the 69 initial participants, only 40 responses met the inclusion criteria and were retained for analysis purposes. Responses were excluded if they (1) contained more than 10% missing data, (2) showed patterned or inconsistent answers (e.g., identical responses across items), (3) were completed in an unrealistically short time (less than one-third of the average completion time), or (4) did not include both pre-test and post-test measures required for paired analysis. In total, 29 responses were excluded, ensuring that only high-quality data were analyzed.

The questionnaire data were analyzed using the Statistical Package for the Social Sciences (SPSS), utilizing a t-test to determine the statistical significance level at the $p < 0.05$ level. Meanwhile, the qualitative analysis was performed based on participants' interview responses. As part of the analysis procedure, the interviews were recorded and subsequently transcribed verbatim by the researchers. To ensure the reliability and trustworthiness of the qualitative data, the transcriptions were returned to the respective participants for content validation and approval. Following this, the qualitative findings were compared with the quantitative results by examining the interview responses for recurring themes and patterns, enabling a comprehensive understanding of the students' perspectives.

RESULTS AND DISCUSSION

Descriptive Statistic Related to Research Question 1

Perceptions of VTE students on the English language they need to learn as preparation for their working life

Descriptive analysis was conducted to identify trends in the questionnaire responses. The data obtained from the questionnaires were screened and assessed to ensure their eligibility for further synthesis, with only 40 responses meeting the inclusion criteria. In response to the first research question regarding students' perceptions of English needed for future employment, the results showed an obvious preference for exposure to varied English models instead of to a single standardized variety. As shown in Table 1, participants expressed strong support for the use of various English accents from both L1 and L2 speakers in learning materials (Question 11/ Q11), which received the highest mean score ($M = 4.10$, $SD = 0.87$). Conversely, participants showed the least agreement with the statement supporting the use of single-native speaker model (either American or British) (Q10) —as pictured in the lowest mean score (M=2.95). This low means score exhibits participants' reluctance to adopt a single native-speaker norm as the default pedagogical model in the classroom. Instead, the findings suggest a preference for broader exposure to the plurality of English, including varied accents and discourse conventions that can enrich learners' linguistic repertoire in terms of achieving mutual intelligibility in today's globalized world communication. The implicit rejection of the participants on the most dominant used of a singular native-speaker standard is quantitatively demonstrated by the lowest score on Q10, which then indicated an emerging acceptance for diverse language use for successful communication among L2 speakers of different lingua-cultural backgrounds, aligning with the values of English as a Lingua Franca (ELF).

TABLE 1 | Descriptive Statistics for Cluster 1: English Models and Accents

	Q1	Q2	Q3	Q4	Q5	Q6	Q10	Q11	Q18	Q19
Mean	3.42	3.6	3.54	3.23	3.77	3.39	2.95	4.1	3.67	3.2
Median	3.5	4	4	3	4	3	3	4	4	3
Std. Deviation	0.84	0.93	0.76	0.83	0.97	0.79	1.01	0.87	0.76	0.88
Minimum	2	1	2	1	1	1	1	1	2	1
Maximum	5	5	5	5	5	5	5	5	5	5

Note. Q1 for Question1; Q2 for Question 2, and so forth

Cluster 2 focused on students' perceptions of English use in everyday communication between non-native speakers in professional contexts. Notably, this cluster generated the two highest mean scores across all questionnaire items. The findings showed strong agreement among participants concerning the importance of English lessons in vocational education preparing them for practical, day-to-day engagement, —as demonstrated in the high responses to Q14 ($M = 4.28$) and Q15 ($M = 3.95$). These findings pointed to a practical approach to language acquisition and were in line with the principles of ELF, reflecting students' recognition of the significance of communicative competence in increasingly globalized workplaces.

Furthermore, Cluster 3 explored students' perspectives regarding intercultural awareness and language use for workplace readiness. Among the four items within this cluster, Q20 obtained the highest mean score ($M = 3.98$), as shown in Table 2, demonstrating participants' strong agreement on the emphasis of recognizing intercultural differences and fostering a deeper understanding of cultural diversity. The participants recognized that being culturally sensitive played a prominent role in enhancing language learning and promoting effective engagement in work-related settings. These findings were consistent with the ELF

framework, emphasizing the value of real-life exposure and intercultural engagement in preparing students to become competent, adaptable communicators in global communication.

TABLE 2 | Descriptive Statistics for Cluster 3: Intercultural Awareness and Language Use

	Q7	Q8	Q9	Q20
Mean	3.6	3.4	3.77	3.98
Median	4	3	4	4
Standard Deviation	1.01	0.84	0.94	0.66
Minimum	1	1	1	3
Maximum	5	5	5	5

Cluster 4 focused on students' perceptions of language use in classroom instruction, particularly in preparation to communicate in a professional environment. From the results, it is clear that the participants preferred English-medium or bilingual instruction over frequent code-switching. The highest mean score in the cluster, Q16 (M = 4.13) illustrated the belief of the participants to balance the use of Indonesian language in the classroom in order to enhance the learning process. They considered the excessive use of Indonesian language in the classroom could interfere with the development of effective English communication strategies. Likewise, the mean score of Q13 (M = 3.92) pinpointed students' affirmation of the advantage of using bilingual instruction in improving their understanding while maintaining sufficient exposure to English. This means that students supported teaching strategies that incorporated Indonesian language when necessary to strengthen their English proficiency, particularly through a functional approach suited to vocational learners preparing for workplace communication.

Descriptive Statistic Related to Research Question 2

Participants' cultural background or current stage in their language learning affect their perceptions toward the working environment's demands.

Whilst Research Question 1 described vocational students' perception of the English needed for the workplace, Research Question 2 examined the extent to which their present situation of language learning and cultural context influenced these perceptions.

The data obtained from Cluster 1 to 4 was in agreement that both the students' cultural background and their current language learning circumstances affected their perception on the English needed for professional life. As an example, in accordance with the concepts of ELF, Q11 (M = 4.10) demonstrated participants' strong enthusiasm for engaging with a variety of English accents, indicating their willingness to adapt to global English usage. However, some contradictions emerged, as reflected in the relatively high mean scores for Q5 (M = 3.77) and Q18 (M = 3.67), indicating a degree of ambivalence in participants' perceptions. While they valued linguistic diversity, they also viewed varied English accents as challenging and showed some inclination toward native-speaker norms. This mixed perception reflects a transitional stage in vocational students' language learning, attempting to accommodate their established prior educational experiences and cultural expectations with the practical application of English in an international environment.

This dynamic is also reflected in the data from other clusters. The findings revealed high levels of agreement with Q14 (M = 4.28) and Q15 (M = 3.95), which address real-world communication needs, as well as Q13 (M = 3.92) concerning bilingual classroom instruction, indicating a pragmatic perspective influenced by industry demands and the participants' current language proficiency. Participants with lower proficiency expressed a continued need for bilingual assistance in the classroom, underscoring the necessity of a transitional approach, despite their reinforcement on English-medium instruction. Their relatively low agreement with Q8 (M = 3.00) to the function of English lessons in preparing them for multi-lingual communication, might signal limited exposure or insufficient preparedness. Hence, these results implied that how vocational students noticed English as a means for global job preparation was affected across their cultural backgrounds along with stages of language development.

Interview Data Related to Research Question 1

The majority of participants interviewed strongly agreed that ELF was the most appropriate form of English needed for their future employment, as they recognized that workplaces often include employees from diverse cultural and linguistic backgrounds, making them inherently multilingual. The findings revealed that nine out of ten participants expressed strong support for the significant role of ELF in preparing them to communicate effectively in a global, international work environment. Regarding participants' perceptions of ELF in the context of vocational education, one participant stated:

> *"Since we are in vocational education and will directly enter the workforce, what we need is English as a lingua franca. Because, in my opinion, in the workplace, how can we communicate with the people from – for example – Spain, Italy, and other countries, so they understand what we're saying. We don't have to adopt the native accent. The important thing is that we can communicate with our work partners and both understand each other."*

In regards to vocational education, when participants were asked regarding their expectation for English learning to support their professional career and future goals, they attributed a clear preference for ELF due to its practical orientation. Many shared that, based on their previous experiences being exposed to the EFL principles, they often experienced anxiety when attempting to communicate in English. This was largely due to the fear of being not understood and making grammatical or pronunciation errors as structured in native-speaker norms. By contrast, the participants considered ELF-oriented learning as a more effective and inclusive approach. It reduced the pressure to the native-speaker standards and promoted more on intelligibility and comprehensibility. They considered the shift of learning to ELF developed their self-confidence and increased willingness to interact in authentic, real-world communication.

This sentiment was reinforced by other interviewees emphasizing that ELF provides greater opportunities for authentic communication in a globalized work atmosphere. They acknowledged that, unlike EFL, ELF regards highly linguistic diversity, as long as mutual understanding is achieved between speakers and interlocutors, without enforcing precise compliance to native-speaker norms or specific accents. One student reflected on practical communication in the professional environment, stating:

"Probably 1-2 companies might require proficiency in English and the use of native speakers, but in my opinion, ELF is still the most suitable for workplace. In multinational companies, for example, there are people from many different countries with different accent"

The interview quotes indicate the students' realization regarding how most companies prioritize communicative capability, specifically in order to negotiate meaning across linguistic boundaries. There is a transition from the EFL mindset, which is pedagogically ideal for native-like proficiency, to the ELF perspective, which refers to a context-aware point of view. This shift suggests that in a multinational workplace, the conventional view of English is replaced by how diversity of accent is not a barrier, but has been a standard in professional and mutual understanding.

Additionally, the interview data revealed that the participants perceived ELF-oriented instruction as more beneficial in enhancing their employability compared to traditional EFL approaches. Based on their previous English language learning experiences, they believed that a learning approach emphasized on ELF would enrich their portfolios and strengthen their confidence in expressing themselves and communicating effectively within workplace settings. For instance, several participants stated that:

"I consider ELF can help me to prepare for industry. I personally also suited to ELF, especially for industrial purpose"

"If the institution concern on EFL, there will be limitation for us to express our English well due to boundaries of specific accent. In fact, the working world isn't that rigid anymore"

"I like English as a Lingua Franca (ELF) over English as a Foreign Language (EFL) because, in my view, communicating through ELF principles makes interaction becomes more natural without the need to pause frequently to think about correct grammar or pronunciation. This reduces the awkward silences during conversations and helps maintain the flow of communication, as speakers are less afraid of making mistakes and more focused on mutual understanding."

These participants' perceptions demonstrate that the flexibility inherent in the ELF-oriented approach resonates with the linguistic demands of global workplaces. Indeed, achieving communicative competence through this approach can indirectly enhance their engagement and promote career development within professional environments.

Interview Data Related to Research Question 2

Interview responses also revealed that the majority of participants argued the value of ELF-oriented instruction through their classroom and internship experiences in various industries. As students of VHE, they became more knowledgeable that effective communication in the workplace did not rely on conformity to Standard English norms. Instead, they reported being able to interact successfully with colleagues from varied cultural and linguistic backgrounds using English as a lingua franca, despite not conforming to native-speakers' perspectives. Several participants noted, although not all instructors incorporated ELF principles into their teaching, their exposure to ELF within the VHE curriculum had significantly changed their point of view from Standard English accuracy to communicative effectiveness, particularly in terms of intelligibility and mutual understanding:

"Since we are in vocational education and will directly enter the workforce, what we need is English as lingua franca."

"We don't have to adopt the native accent. The important thing is that we can communicate with our work partners and both understand each other."

"Actually, the primary goal of communication is to achieve mutual understanding between interlocutors. Therefore, in my opinion, even if a speaker communicates with an Indonesian accent or an accent from another non-native English-speaking country, it should not be an issue—as long as the intended message is conveyed clearly."

Moreover, the participants also highlighted their non-conformity to the native-speaker accents. Their experiences showed that, even when their English was influenced by their first language, they were still able to communicate adequately. This circumstance led them to believe that adopting a native-speaker accent was not a prerequisite for being accepted in the workplace environments. Rather, they felt empowered to use English reflected their own linguistic identity while still having effective interactions with co-workers in work settings:

"Nowadays, I think, we all have our own accents and don't stick to British accent, for example. If the institution concern on EFL, there will be limitation for us to express our English well due to boundaries of specific accent."

"I believe that not all individuals are capable of acquiring a native-like accent. However, I think native speakers are generally able to understand non-native speakers, even when they speak with various accents. As long as the message is conveyed clearly and the communication flows effectively, mutual understanding can still be achieved."

"I am neither a native speaker nor of mixed native heritage, so I realize that my English may not be as fluent as that of a native speaker. Inevitably, there will be traces of an Indonesian accent in my English."

As evidenced in the data, the participants suggested the institution and the lecturers to fully integrate ELF pedagogies and provided greater exposures as possible to ELF principles. They believed that doing so would encourage students to express themselves more freely and reduce their hesitation to

speak English. This would allow them to use the language based on their own needs and real-life contexts, rather than being constrained by rigid notions of English standard.

The purpose of the present study was to examine the VHE students' perceptions of the English language they need to learn in preparation for their future career (RQ1). Furthermore, it also investigated whether the evolving students' evolving views on the English language demands in the workplace were influenced by their cultural background and current stage of language learning (RQ2). The results indicate an increasing awareness among students of a shift in language learning orientation from EFL approaches to principles associated with ELF. The results also demonstrated students' increasingly positive viewpoint, as they become conscious of the importance of communicative effectiveness and linguistic realities required for successful engagement in multicultural and multilingual real-world international communication.

Redefining Language Needs: From Native-Speaker Fluency to Communicative Effectiveness

As shown in the presented findings, there is a greater preference among students for being exposed to a range of English accents within their learning, rather than focusing solely on native-speaker accuracy. This preference may derive from their previous learning experiences, and internship experiences in the modern companies consisted of multicultural and multilingual environments. They acknowledged that communicative effectiveness is achieved through mutual understanding and meaningful interaction rather than concentrating on native-speaker pronunciation or linguistic precision (Jenkins, 2000, 2007, 2015; Seidlhofer, 2011), in respect of appropriateness, accuracy, and naturalness (Canagarajah, 2013; Zacharias & Manara, 2013).

In this regard, vocational learners are becoming increasingly aware that authentic real-life communication, requires a pedagogical shift from 'Standard Norms' to promoting greater exposures on ELF core tenets. This evolving perspective encourages both teachers and students to adopt practical strategies suited to multilingual contexts (Zhang, 2021), and to value accommodation skills as essential components in the process of meaning-making (Irham et al., 2022). In other words, by demonstrating the ability to converge accordingly and show tolerance to variations in pronunciation and accent depending on the interlocutor and communicative context, students are already actively employing the principles of ELF (Jenkins, 2000). This pragmatic perspective on English usage is in accordance with the existing research highlighting how ELF facilitates communicative efficiency among speakers who share different first-language backgrounds, particularly in response to the globalized demands of many multinational companies where varied instances of English are commonly accepted (Ren et al., 2016; Tsou & Chen, 2014). As the use of English continues to grow in workplace interactions across Indonesia, embracing diverse English accents can empower learners to express their linguistic identity more confidently (Jenkins, 2000, 2007; Sung, 2016a). It is therefore conceivable that traditional English approach (EFL) in the Indonesia context may no longer be relevant (Musthafa et al., 2018).

An Instrument for Professional Empowerment: ELF-Oriented Instruction

The findings show that ELF-informed pedagogy is more adequate for vocational learners compared to traditional EFL instruction. They highlighted that their reluctance to engage in English communication often resulted from fears of being not understood or making grammatical errors or inaccurate pronunciation as structured in native-speaker norms (Irham et al., 2022; Jenkins, 2000, 2006). Such an approach disregarded the value of the speakers' linguistics repertoire (Sung, 2016a; Zhang, 2021), placing emphasis on forms rather than meaning (Irham et al., 2022). Thus, VHE lecturers can integrate ELF awareness into their teaching by adopting practices that expose students to real-world communication (Kordia, 2020; Musa et al., 2025; Sifakis, 2017). Taken as an example, listening materials can include a variety of English accents commonly used in regional and international workplaces such as Asian English, or non-native varieties. In addition, task-based activities can emphasize communication strategies by connecting students with authentic and meaningful context for workplace communication (Kordia, 2020; Musa et al., 2025). These may include practicing paraphrasing technical instructions, requesting clarification, and ensuring mutual understanding in the conversations during the role-play interaction. Such simulations allow students to focus on achieving clarity and appropriateness for successful communication (Sifakis, 2017). By doing so, these classroom activities can engage the students more into ELF-oriented practices and encourage them to develop critical reflection of effective communication in the workplace. Hence, ELF-oriented instructions are perceived to provide greater opportunities to develop accommodation skills, enhance students' self-esteem, and empower them to express themselves more freely and effectively in distinctive communicative contexts.

Furthermore, students acknowledged that incorporating their first language proportionately during the learning process, while still receiving adequate exposure to English, enhanced their comprehension and encouraged them to improve. There is a definite preference in their responses that the students have greater preference for English-medium instruction that integrates the use of their first language. They considered that bilingual instructional strategies as appropriate for vocational learners, many of whom are still developing their English proficiency while seeking immediate employment applicability. In other words, the strategic use of their L1 in English learning is seen as an adaptive communication strategy that supports and reinforces English language acquisition. This perspective aligns with empirical research by Jenkins (2015), Zein (2019), Zein (2018), Seidlhofer (2011), which suggest that integrating learners' first language within English-medium instruction can serve as an effective form of scaffolding to support and promote language learning development.

The Impact of Learning Background and Cultural Values

Despite the majority of students demonstrating openness to ELF principles, some contradictions were evident. A few students expressed that they remained attached to native-speaker norms in certain aspects of their language learning and considered particular non-native accents demanding.

These contradictory responses indicate that the students are in a transitional phase in their language beliefs. The phase where these students acknowledge the practicality of ELF, yet they are still being attached to native-speaker norms shaped by their prior EFL oriented pedagogy learning experiences. Long-term knowledge acquisition to either American or British standards during their previous learning has shaped their views to take these norms as the reference points of correctness and prominence of English language. This circumstance is further reinforced by language curricula that continue to follow the EFL paradigm, aiming to prepare students with what is perceived as the appropriate model for their future professional needs (Jenkins, 2007; Rahimi & Ruzrokh, 2016; Ren et al., 2016; Sung, 2016a). In addition, students' attachment to native-speaker norms is often due to the prestige, as they aspire to be seen as competent speakers of English. Consequently, sustained exposure to EFL principles, as well as dominant cultural expectations concerning the perceived standard or desirable form of English (Jenkins, 2007; Ren et al., 2016; Sung, 2016b, 2016a; Tsou & Chen, 2014), likely contributes to these mixed perceptions, where students continue to view native-speaker models as ideal references while also appreciating ELF for communication across diverse linguistic background.

This contradiction of the students' belief between the increasing recognition of ELF principles and their persistent conformity to native-speaker norms is manifested in existing research. Chiwen and Qin (2018) and Rahimi and Ruzrokh (2016) reported that multilingual speakers often adjust their language use based on the communicative context, employing strategies like code-switching and pragmatic adaptations when interacting with various interlocutors. Rather than striving for structural accuracy or native-like fluency, these speakers ensure mutual intelligibility. To achieve the mutual understanding, these speakers adopt various accommodation strategies (Seidlhofer, 2011; Zhang, 2021) including customizing their speech patterns in their pronunciation to accommodate particular interlocutors or contexts (Jenkins, 2000, 2007; Sung, 2016a). Hence, these practices demonstrate the constantly changing and adaptable character of ELF communication, prioritizing the need to reform the pedagogical approach that equips learners with language skills in accordance with the expectations of global industries.

Nevertheless, there are several limitations to this study. First, the research draws findings based on a sample of single English-major VHE institutional students with minor participants. It may not adequately reflect the broader vocational student population. Further research may involve a wider and varied sample from various vocational institutions across different regions or disciplines to enhance the generalizability of the results. Second, the data collected through questionnaires and interviews may be subject to bias, since they illustrate participants' subjective self-perception. To address this, therefore, future studies could examine class observation to comprehend how ELF-based teaching practices are implemented and obtain a real-time classroom interaction. These insights point to the need of examining for students' communicative development within classroom contexts. Longitudinal studies may also be beneficial in evaluating the long-term impact of ELF-oriented pedagogy as it can measure broadly to the ELF perceptions and learners' communicative competence in the multilingual and multicultural workforce.

CONCLUSION

Communicative effectiveness, intelligibility and mutual understanding are increasingly recognized as essential in today's globalized and culturally diverse workplaces, where interactions often occur among individuals from varied linguistic and cultural backgrounds. Consequently, Vocational Higher Education (VHE) students must be adequately prepared must be adequately prepared to face such environments, particularly with their English. In line with this, the findings of the current study reveal a growing awareness among students of the linguistic demands in global professional setting. Based on the students' real-world experiences, such as internships and cross-cultural interactions in multilingual workplace environments, they appreciate greatly on practical communication, mutual intelligibility, and tolerance for linguistic diversity, rather than grammatical accuracy and native-like pronunciation. These views are closely aligned with English as a Lingua Franca (ELF) principles.

Despite a few students expressed a continued attachment to native-speaker norms, the majority demonstrated their preference to re-evaluating current pedagogical approaches. They suggested a shift on language learning from the conventional EFL-based teaching paradigm toward ELF-informed pedagogical approaches, which more represent their communicative needs. This includes integrating the use of Indonesian alongside English, determining the importance of a comprehensive and context-sensitive curriculum.

Therefore, it is an urge for VTE institution to reconsider their instructional approaches and incorporate ELF principles for practical classroom strategies, so accordingly enhancing students' confidence, communicative adaptability, and relevance in the global workforce.

ACKNOWLEDGEMENTS

The authors would like to thank the Center for Research and Community Service (Pusat Penelitian dan Pengabdian kepada Masyarakat/P3M), Politeknik Negeri Padang in funding this research, under the Study Program Research Scheme, with contract number 241/PL9.15/AL/2024 for the year 2024.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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RESEARCH ARTICLE
published: 30th April 2026
doi: 10.21070/jees.v11i1.2038

Digital shift in ELT: Impact of technology on Indonesian high school students' language proficiency

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The use of technology in English Language Teaching (ELT) has revolutionized the field of education by providing previously unheard-of chances for language acquisition. High school students in Indonesia who are learning English as a foreign language (EFL) stand to gain a great deal from technology-enhanced training. The purpose of this research is to examine how technology-enhanced instruction affects the language competency and learning outcomes of high school students in Indonesia. A quantitative method was used. Thirty-one Indonesian high school students were selected for the study using stratified random sampling. Speaking, reading, and writing language competency tests were among the ways used to obtain the data. Statistical Packages for Social Sciences (SPSS) version 25 was used for data analysis, which included descriptive statistics and inferential statistics (t-tests). This study shows how technology-enhanced instruction can transform ELT in Indonesian high schools and offers stakeholders, educators, and policy-makers useful information for creating successful language learning initiatives. The results highlight the significance of using technology to improve language learning outcomes and have ramifications for language instruction around the world.

Keywords: Technology-enhanced instruction, English Language Teaching, language proficiency, Indonesian high school students, language learning outcomes

INTRODUCTION

With the emergence of mobile-assisted language learning (MALL), the integration of technology into the teaching of English as a foreign language (EFL) has fundamentally changed teaching approaches (Nariyati et al., 2020; Zou et al., 2018; Metruk, 2020; Krasulia & Saks, 2020; Latypova et al., 2018; Hwang et al., 2024; Barjesteh et al., 2022; De Vega et al., 2023; Al-Abri et al., 2025). Both students and teachers are increasingly using mobile applications and platforms to improve language acquisition as digital devices become more widely available (Chen et al., 2020; Wang et al., 2020; Gao & Shen, 2021; Chang & Lan, 2021; Haerazi, 2024). A trend toward student-centered and technology-enhanced environments is evident in the ways that various mobile applications have been used to address the traditional difficulties of vocabulary acquisition, motivation, and learner autonomy in EL countries (Diari eta al., 2023; Liu, 2022; Muslimin et al., 2023; Tella, 2020). Even though mobile learning is becoming more popular, more research is necessary to completely comprehend how technology affects language abilities.

OPEN ACCESS
ISSN 2503 3492 (online)
*Correspondence:
Choiril Anwar
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Received: 25th September 2025
Accepted: 17th March 2026
Published: 30th April 2026

Citation:
Anwar, C., Hartono, H., Pek, L.S., Yavuz, F., Nugroho, K.Y., Ilmi, I.N. (2026). Digital shift in ELT: Impact of technology on Indonesian high school students' language proficiency. JEES (Journal of English Educators Society), 11(1). https://doi.org/10.21070/jees.v11i1.2038

Technology integration into English language teaching (ELT) has drawn a lot of interest from people all around the world, especially in Indonesia. Information and communication technology (ICT) has been used in the Indonesian educational system more and more to improve language acquisition, especially in circumstances where English is being taught as a foreign language (EFL). This change attempts to raise students' language skills and get them ready for a world that is becoming more interconnected and where knowing English is essential. Notwithstanding the possible advantages, there are obstacles to the adoption of technology-enhanced instruction in Indonesian high schools, including poor infrastructure, a lack of training for teachers, and disparities in students' and teachers' ICT literacy (Chen et al., 2020; Dewi et al., 2020; Wang et al., 2020; Wijayatiningsih et al., 2023; Gao & Shen, 2021; Chang & Lan, 2021; Haerazi, 2024).

There are various reasons why this study is important. It can guide future investments in educational technology by providing legislators with information about how well technology-enhanced instruction improves language competence (Hafifah & Sulıstyo, 2020; Kristiawan et al., 2022; Yaqin et al., 2023). According to the findings, specific professional development programs are required to give teachers the tools they need to successfully incorporate technology into their lessons (Silviyanti & Yusuf, 2015). Additionally, the study can help enhance high school students' English language learning results by identifying effective tactics and potential obstacles, thereby preparing them for postsecondary education and worldwide prospects (Chang & Hung, 2019; Hao et al., 2021; Sailer et al., 2024). Additionally, it can help with the digital divide and guarantee that all children have access to high-quality language instruction, irrespective of their socioeconomic status (Saddhono et al., 2019). By tackling these issues, the study hopes to contribute to the larger conversation about technology-enhanced language learning and how it may influence Indonesian education going forward.

Previous research has demonstrated the positive impact of technology on language learning. A meta-analysis revealed that technology interventions significantly improve students' second language acquisition, particularly when using mobile applications and immersive technologies (Yi et al., 2025; Sailer et al., 2024). Studies in various contexts, including China and Oman, have shown that technology-enhanced Task-Based Language Teaching (TBLT) and community of practice models can lead to substantial gains in language proficiency (Al-Habsi et al., 2022; Zainuddin, 2023). In Indonesia, higher education settings have seen successful integration of ICT in ELT, with teachers reporting high levels of ICT literacy and frequent use of digital tools in their teaching practices (Hafifah & Sulıstyo, 2020; Kristiawan et al., 2022; Muthmainnah et al., 2022). However, challenges such as lack of training and support, and issues with internet connectivity, persist (Hafifah & Sulıstyo, 2020; Silviyanti & Yusuf, 2015; Yaqin et al., 2023).

While there is substantial evidence supporting the benefits of technology in language learning, there is a paucity of research specifically focusing on the impact of technology-enhanced instruction on Indonesian high school students' English proficiency. Most studies have concentrated on higher education or other countries, leaving a gap in understanding the unique challenges and outcomes in Indonesian high schools (Saddhono et al., 2019; Kristiawan et al., 2022; Silviyanti & Yusuf, 2015; Yaqin et al., 2023). Additionally, the voices of teachers and students in these settings are often underrepresented, particularly in rural and low-resource areas (Eve, 2022; Marwan & Sweeney, 2010). In summary, the state of the art in this study highlights the promising potential of technology-enhanced instruction in language learning, the existing research gaps specific to Indonesian high school students, the challenges faced in implementation, and the emerging technologies that could further transform language education. This study aims to contribute to this evolving field by providing insights into the specific context of Indonesian high schools and the impact of technology on students' language proficiency.

The novelty of this study lies in its focus on Indonesian high school students, a demographic that has been underexplored in existing research. By examining the specific context of Indonesian high schools, this study aims to provide insights into how technology can be effectively integrated into ELT to enhance language proficiency. It also seeks to highlight the unique challenges and opportunities within this context, contributing to a more nuanced understanding of technology-enhanced language learning in diverse educational settings. Thus, this study aims to address the following research question: "What is the impact of technology-enhanced instruction on the English language proficiency of Indonesian high school students?" This question seeks to explore both the effectiveness of such interventions and the contextual factors that influence their success.

METHODS

This study adopted a quantitative research design to investigate the impact of technology-enhanced instruction on Indonesian high school students' English language proficiency. A pre-experimental approach using a one-group pretest-posttest design was utilized to measure changes in students' speaking, reading, and writing abilities following exposure to technology-integrated English instruction. The quantitative approach facilitates objective measurement and statistical analysis of data collected from standardized proficiency tests (Sciberras & Dingli, 2023; Buchholz, 2021).

The study involved 31 Indonesian high school students, drawn from multiple public and private schools across urban and suburban areas. A stratified random sampling technique was employed to ensure balanced representation across different grade (11th and 12th grades) and educational backgrounds. Inclusion criteria included regular attendance, prior exposure to basic digital learning tools, and consent to participate in the research. All participants were enrolled in English classes during the data collection period.

To assess students' language proficiency, the study employed standardized English proficiency tests covering speaking, reading, and writing skills. Speaking proficiency was assessed through an oral performance test rated on fluency, pronunciation, and coherence by trained evaluators.

Reading proficiency was measured using a multiple-choice comprehension test aligned with CEFR Level B1 standards. Writing proficiency was evaluated through a structured writing task focusing on content, organization, grammar, and vocabulary. The pretest was administered before the introduction of technology-enhanced instruction, while the posttest followed a 10-week period of intervention involving digital tools such as mobile apps, online platforms, and interactive media used during English lessons.

During the 10-week intervention, students engaged with a variety of technology-enhanced learning activities designed to promote active language use and learner autonomy. These activities included the use of mobile learning applications for vocabulary building, online collaborative platforms for writing practice, and multimedia resources such as videos and interactive quizzes to support reading comprehension and speaking fluency. Teachers facilitated the integration of these tools into regular classroom instruction, ensuring alignment with the existing curriculum objectives. Additionally, students were encouraged to practice independently out of classroom hours, fostering continuous exposure to English in authentic and engaging contexts.

Data analysis was conducted to determine the significance of differences between pretest and posttest scores across the three language skill areas (speaking, reading, and writing). Prior to selecting the appropriate inferential statistical test, the distribution of the data was examined for normality using the Shapiro–Wilk test, given the relatively small sample size ($n = 31$).

The results of the normality tests indicated that the data for some variables did not meet the assumption of normal distribution and homogeneity ($p < 0.05$). Therefore, non-parametric alternatives of Kruskal-Wallis were then employed to ensure the robustness of the analysis. Furthermore, the Wilcoxon signed-rank test was then used to compare pretest and posttest scores of the paired samples.

Descriptive statistics, including medians, means, and standard deviations, were calculated to summarize students' performance. Effect sizes were also computed to assess the magnitude of the observed changes. To ensure the reliability and validity of the findings, scoring rubrics were standardized, and inter-rater reliability was established for the speaking and writing assessments. These procedures strengthened the consistency and interpretability of the results regarding the effectiveness of technology-enhanced instruction in improving students' English language proficiency.

RESULTS AND DISCUSSION

To collect the actual data on the contribution of the technology integration into Teaching English as a Foreign Language to EFL Indonesian High School Students' English Language Skills, statistical measures using SPSS (Statistical Package for the Social Sciences) were conducted. SPSS is a software program used by researchers in various disciplines for quantitative analysis of complex data.

In this study, there were 31 students with 3 tests to be analyzed in the pretest and posttest, namely 1) Speaking, 2) Reading, and 3) Writing. After the pretest data were collected, it was necessary to check whether the pretest data were normal and homogeneous because it influences what analysis can be chosen to test the hypothesis. The following are the results of the pretest normality and homogeneity test:

Pretest

In this study, there were three tests, including speaking, reading, and writing in a class of 31 students. There were actually 36 students in the class, but there were five students who were not active in doing the pretest and posttest. Therefore, they were excluded to ensure that the data were valid and reliable. The first test conducted was called as a pretest. The pretest consisted of speaking, reading, and writing. In a pretest of speaking, the students were asked to describe a picture of a Korean boyband named BTS showed to them. This picture was selected based on what was the trend during the time of study.

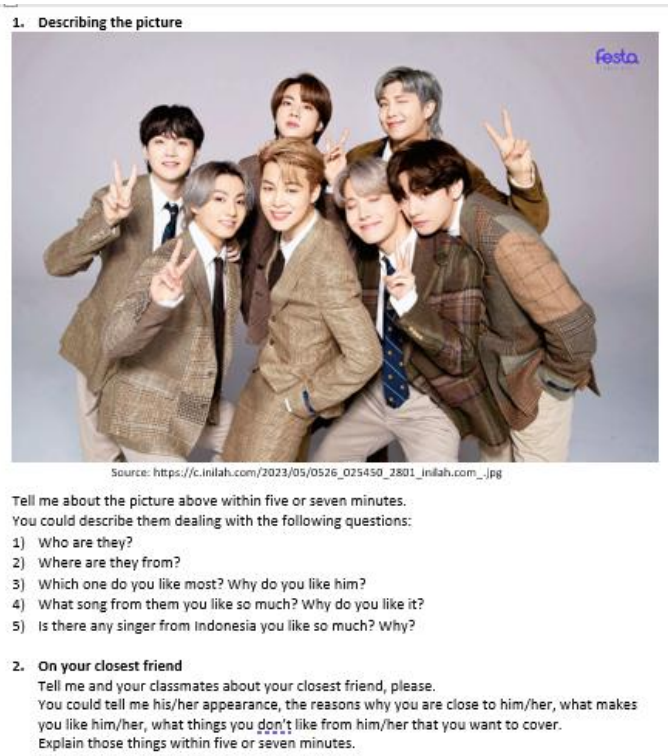


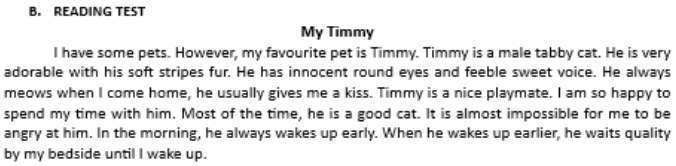
FIGURE 1 | The Pretest of Speaking

The students were asked, as seen in FIGURE 1, to tell the examiner to describe the picture within five or seven minutes. They could describe the picture on 1) who they are, 2) where they are from, 3) which one from the picture they like very much as their idol, 4) why do they like him, 5) what song from them the students like so much, 6) why they like that song, and 7) whether there is a singer from Indonesia that the students like so much and why.

Moreover, in the pretest of speaking, students were also asked to tell the examiner about their closest friend. They could explain about his/her friend's appearance, the reasons why they are close to him/her, what makes them like him/her, and what things they do not like about him/her that they want to cover. They were asked to explain those things within five or seven minutes. To do this speaking test, each student was asked to come forward one by one in order to be interviewed

using the speaking test material. The speaking test material was explained to the students beforehand so that they could prepare for the concepts they had to deliver in front of the examiner.

In the pretest of reading, there were two reading comprehension passages to read by the students, and they were asked to answer the questions following them based on the passages. The reading passages (FIGURE 2) were entitled "My Timmy" and "My Very Best Friend." The first reading passage contained four multiple-choice questions, while the second one has 10 (questions). To do the reading test, the students were given paper sheets containing the reading passages. They just needed to choose the possible options there.



B. READING TEST

My Timmy

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually gives me a kiss. Timmy is a nice playmate. I am so happy to spend my time with him. Most of the time, he is a good cat. It is almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

FIGURE 2 | The Reading Passage 1 of Reading Pretest

In the pretest of writing, the students were asked to complete the text about Mike Mohede with the words in the box. The artist was selected to be the model because the students were quite familiar with this singer from Indonesian Idol. Additionally, the students were asked to describe the picture of Borobudur Temple in the written form of some sentences, as seen in FIGURE 3.

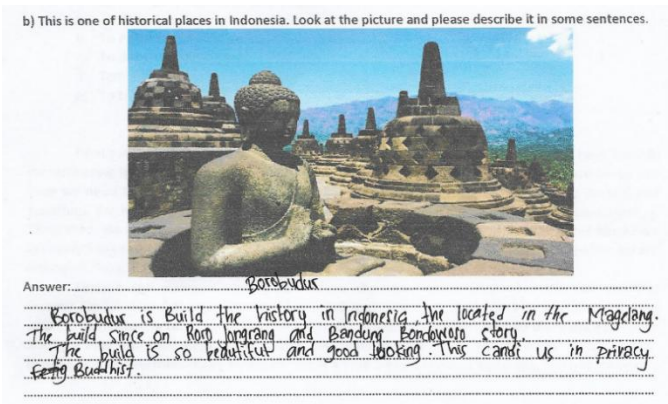


FIGURE 3 | The Sample of Students' Writing in Pretest

FIGURE 3 shows one of the students' works on the writing pretest. It was easily found that most of the students could not write longer than five sentences. Some of them only wrote one or two sentences. Even some students did not write a word. There were still many grammatical errors in almost all the sentences found here and there. After being distributed to the students, the all-language skill tests were then done by the students within an hour. The results of the three language skill tests can be seen in TABLE 1.

Dealing with the statistical measure of the pretest, something to also consider in the pretest was that there were 2 criteria in the normality test to make sure that the data collected were normal. If the data were normal, the t-test could then be done. The followings are the formulas of the normality test measured by SPSS version 25 to be considered.

If sig. > 0.05, the data were normal.

If sig. < 0.05, the data were not normal.

TABLE 1 | Pretest Scores of Students' English Language Skills

No	Student's name (pseudonym)	English Language Scores		
		Speaking	Reading	Writing
1	Student 1	60	90	50
2	Student 2	80	70	70
3	Student 3	50	100	70
4	Student 4	75	30	70
5	Student 5	50	70	50
6	Student 6	50	70	70
7	Student 7	50	50	30
8	Student 8	50	80	20
9	Student 9	50	60	20
10	Student 10	50	90	40
11	Student 11	50	70	70
12	Student 12	50	80	70
13	Student 13	70	90	70
14	Student 14	60	90	70
15	Student 15	75	60	60
16	Student 16	50	70	30
17	Student 17	60	70	70
18	Student 18	85	70	70
19	Student 19	60	70	70
20	Student 20	65	60	70
21	Student 21	60	80	70
22	Student 22	80	80	40
23	Student 23	50	90	20
24	Student 24	65	90	70
25	Student 25	50	70	20
26	Student 26	60	80	70
27	Student 27	50	90	60
28	Student 28	65	90	50
29	Student 29	50	90	20
30	Student 30	55	70	30
31	Student 31	60	90	70

Before examining the data normality, I show the statistical descriptive results of the pretest containing the scores of Mean, 95% Confidence Interval for Mean, 5% Trimmed Mean, Median, Variance, Standard Deviation, Minimum, Maximum, Range, Interquartile Range, score of at each test. The results of the speaking, reading, and writing pretest can be seen in TABLE 2.

TABLE 2 shows that the mean scores of the speaking, reading, and writing tests are 59.19, 76.13, and 53.55 respectively. The Mean score was data that showed the average student score and could later be used to differentiate pretest and posttest scores. The Mean was calculated based on the average per test, so there were three Mean scores because there were three tests of language skills done.

TABLE 2 | Statistics Descriptives of Pretest

	Tests			Statistic	Std. Error
Score	Speaking	Mean		59.19	1.927
		95% Confidence Interval for Mean	Lower Bound	55.26	
			Upper Bound	63.13	
		5% Trimmed Mean		58.37	
		Median		60.00	
		Variance		115.161	
		Std. Deviation		10.731	
		Minimum		50	
		Maximum		85	
		Range		35	
		Interquartile Range		15	
		Skewness		.980	.421
		Kurtosis		-.069	.821
	Reading	Mean		76.13	2.651
		95% Confidence Interval for Mean	Lower Bound	70.72	
			Upper Bound	81.54	
		5% Trimmed Mean		77.17	
		Median		80.00	
		Variance		217.849	
		Std. Deviation		14.760	
		Minimum		30	
		Maximum		100	
		Range		70	
		Interquartile Range		20	
		Skewness		-1.001	.421
		Kurtosis		1.744	.821
	Writing	Mean		53.55	3.608
		95% Confidence Interval for Mean	Lower Bound	46.18	
			Upper Bound	60.92	
		5% Trimmed Mean		54.50	
		Median		70.00	
		Variance		403.656	
		Std. Deviation		20.091	
		Minimum		20	
		Maximum		70	
		Range		50	
		Interquartile Range		40	
		Skewness		-.709	.421
		Kurtosis		-1.201	.821

Normality

TABLE 3 shows the normality test result of the pretest data.

TABLE 3 | Normality Data of Pretest

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Tests	**Statistic**	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Score	Speaking	.256	31	< .001	.814	31	<.001
	Reading	.181	31	.011	.886	31	.003
	Writing	.310	31	< .001	.756	31	<.001

a. Lilliefors Significance Correction

To find out whether the data gathered is normal or not, it can be seen from the significance value based on 2 criteria, namely as mentioned at the beginning, as follows:

If sig. > 0.05, then the data is normal

If sig. < 0.05, then the data is not normal

From the SPSS version 25 output, the significance value can be seen. From TABLE 3, it can be seen that all tests, namely speaking, reading, and writing, show a significance value below 0.05, so that the data is not normally distributed. Therefore, non-parametric alternatives were employed to ensure the robustness of the analysis. Specifically, the Wilcoxon signed-rank test was used to compare pretest and posttest scores for each language skill. The next test is homogeneity.

Homogeneity

Like the normality test, the homogeneity test also has 2 criteria, namely:

If sig. > 0.05, the data are homogeneous.

If sig. If < 0.05, the data are not homogeneous.

The following table (TABLE 4) is the result of the homogeneity test.

TABLE 4 | The Results of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	10.773	2	90	<.001
	Based on Median	2.745	2	90	.070
	Based on Median and with adjuzted df	2.745	2	50.070	.074
	Based on the trimmed mean	9.904	2	90	<.001

From the SPSS version 25 output, as shown in TABLE 4, the significance value can be seen. TABLE 4 shows that all English language tests, namely speaking, reading, and writing, show significance values that were lower than 0.05, so that the data were neither homogeneous nor normal. Because the requirements for normality and homogeneity were not met, parametric statistics could not be used. Another alternative is to use non-parametric statistics of Kruskal-Wallis.

Posttest

The same as the test material in the pretest, in this study, there were three posttests, namely, speaking, reading, and writing, in a class of 31 students. In the posttest of speaking, the students were asked to describe a picture of a footballer named Cristiano Ronaldo (CR7). This picture was selected based on what was the trend during the time of the study. This player was well-known among senior high school students, even those students from high school as the participants of this test. The students were asked to describe the picture within five or seven minutes. They could describe the picture in the following questions:

You could describe them as dealing with the following questions:

1) *Who is this?*
2) *Where is he from?*
3) *Do you like football?*
4) *What football club do you like very much?*
5) *Is there any football player from Indonesia you like so much? Why do you like him/her?*
6) *Any other sports do you like? Tell me.*

To do this speaking test, each student was asked to come forward one by one in order to be interviewed using the speaking test material. The speaking test material was explained to the students beforehand so that they could prepare for the concepts they had to deliver in front of the examiner.

A. SPEAKING TEST

1. Describing the picture below.



Source: https://www.worldfootball.net/player_summary/cristiano-ronaldo/

Tell me about the picture above within five or seven minutes.
You could describe them dealing with the following questions:
1) Who is this?
2) Where is he from?
3) Do you like football?
4) What football club do you like very much?
5) Is there any football player from Indonesia you like so much? Why do you like him/her?
6) Any other sports do you like? Tell me.

FIGURE 4 | The Posttest of Speaking

Kecak Dance

Kecak is a form of Balinese music drama, originated in the 1930s and is performed primarily by men. Also known as the Ramayana Monkey Chant, the piece, performed by a circle of 100 or more performers wearing checked cloth around their waists, percussively chanting "cak" and throwing up their arms, depicts a battle from the Ramayana where the monkey-like Vanara helped Prince Rama fight the evil King Ravana. However, Kecak has roots in sanghyang, a trance-inducing exorcism dance.

Kecak was originally a trance ritual accompanied by male chorus. German painter and musician Walter Spies became deeply interested in the ritual while living in Bali in the 1930s and worked to recreate it into a drama, based on the Hindu Ramayana and including dance, intended to be presented to Western tourist audiences. This transformation is an example of what James Clifford describes as part of the "modern art-culture system" in which, "the West or the central power adopts, transforms, and consumes non-Western or peripheral cultural elements, while making 'art' which was once embedded in the culture as a whole, into a separate entity." Walter Spies worked with Wayan Limbak and Limbak popularized the dance by traveling throughout the world with Balinese performance groups. These travels have helped make the Kecak famous throughout the world.

FIGURE 5 | The Reading Passage of Posttest

In the posttest of reading (figure 5), there was a three-paragraph reading comprehension passage to read by the students, and they were asked to answer the following questions based on these passages. The reading passages were entitled "Kecak Dance." The test comprised five multiple-choice questions. To do the reading test, the students were given paper sheets containing the reading passages. They just needed to choose the possible options there.

In the posttest of writing (figure 6), the students were asked to complete the text about a very cute baby lying on a bed with the written form of at least ten sentences.

FIGURE 6 shows one of the students' works on the writing posttest. It can be said that most of the students' writings were longer than the pretest ones. There were only a few grammatical errors found. Here are the results of the English Language Skills Posttest in numbers (TABLE 5).

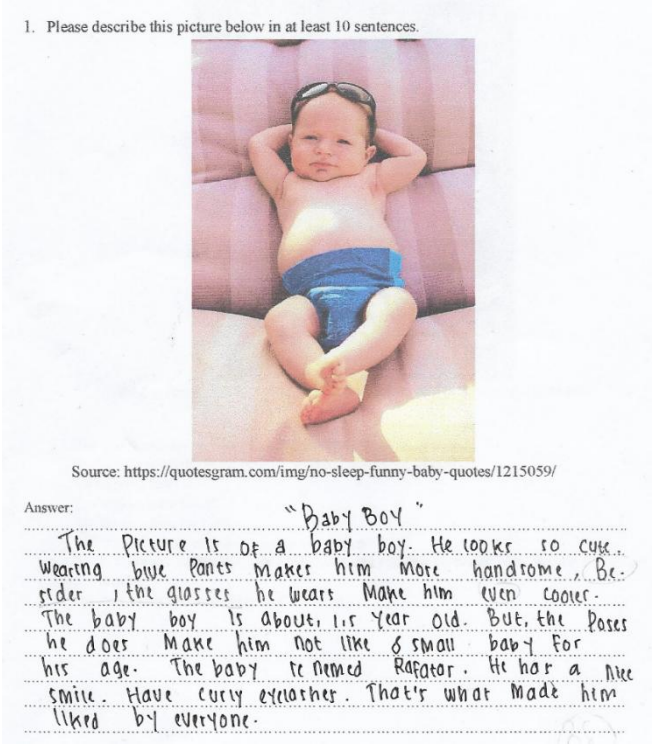


FIGURE 6 | The Sample of Students' Writing in Posttest

TABLE 5 | Posttest Scores of Students' Language Skills

No	Student's name (pseudonym)	English Language Scores		
		Speaking	Reading	Writing
1	Student 1	80	90	50
2	Student 2	80	100	50
3	Student 3	75	100	70
4	Student 4	75	30	70
5	Student 5	75	70	50
6	Student 6	80	70	70
7	Student 7	75	50	30
8	Student 8	80	60	50
9	Student 9	80	60	20
10	Student 10	70	90	40
11	Student 11	75	70	70
12	Student 12	75	80	70
13	Student 13	90	100	50
14	Student 14	75	100	70
15	Student 15	85	60	60
16	Student 16	80	70	30
17	Student 17	85	70	70
18	Student 18	80	70	70
19	Student 19	75	70	70
20	Student 20	80	60	70
21	Student 21	70	100	50
22	Student 22	85	100	50
23	Student 23	75	100	50
24	Student 24	85	90	70
25	Student 25	75	60	50
26	Student 26	70	100	50
27	Student 27	75	90	60
28	Student 28	85	90	50
29	Student 29	75	90	20
30	Student 30	80	70	30
31	Student 31	80	90	70

The following table (TABLE 6) is the Mean score from each test for the posttest of language skills.

TABLE 6 | The Result of Language Skills Posttest

	Test			Statistic	Std. Error
Score	Speaking	Mean		78.23	.884
		95% Confidence Interval for Mean	Lower Bound	76.42	
			Upper Bound	80.03	
		5% Trimmed Mean		78.13	5% Trimmed Mean
		Median		80.00	Median
		Variance		24.247	Variance
		Std. Deviation		4.924	Std. Deviation
		Minimum		70	Minimum
		Maximum		90	Maximum
		Range		20	Range
		Interquartile Range		5	Interquartile Range
		Skewness		.349	.421 Skewness
		Kurtosis		-.216	.821 Kurtosis
	Reading	Mean		79.03	3.291
		95% Confidence Interval for Mean	Lower Bound	72.31	
			Upper Bound	85.75	
		5% Trimmed Mean		80.20	5% Trimmed Mean
		Median		80.00	Median
		Variance		335.699	Variance
		Std. Deviation		18.322	Std. Deviation

	Minimum	30		Minimum
	Maximum	100		Maximum
	Range	70		Range
	Interquartile Range	30		Interquartile Range
	Skewness	-.578	.421	Skewness
	Kurtosis	-.128	.821	Kurtosis
Writing	Mean		54.19	2.850
	95% Confidence Interval for Mean	Lower Bound	48.37	
		Upper Bound	60.01	
	5% Trimmed Mean	55.22		5% Trimmed Mean
	Median	50.00		Median
	Variance	251.828		Variance
	Std. Deviation	15.869		Std. Deviation
	Minimum	20		Minimum
	Maximum	70		Maximum
	Range	50		Range
	Interquartile Range	20		Interquartile Range
	Skewness	-.698	.421	Skewness
	Kurtosis	-.399	.821	Kurtosis

The Mean score for speaking was 78.23, reading was 79.03, while writing was 54.19. The pretest and posttest scores are used for the "discussion" analysis section of a research article. Because the data were not normally distributed and not homogeneous, the next analysis was using a non-parametric test, namely the Kruskal-Wallis test. The following is the Kruskal-Wallis test table.

TABLE 7 | The Result of the Kruskal-Wallis Test

	Score
Kruskal-Wallis H	41.981
Df	2
Asymp. Sig.	<.001
a. Kruskal-Wallis Test	
b. Grouping Variables: Test	

Further examination of the pretest and posttest data using Kruskal-Wallis found that the significance value less than 0.05. Therefore, it can be concluded that the null hypothesis (H0) was rejected, and Ha was then accepted. This result means that there was a significant difference in the achievement of English language skills of EFL Indonesian high school students, especially speaking, reading, and writing skills, between students before receiving treatment with the integration of technology into English language learning and the achievement of students' English language skills after receiving treatment in the form of teaching English with a technology integration framework.

The findings of this study can be more clearly interpreted when situated within established ELT frameworks such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and constructivist learning theory. The statistically significant improvement in students' English proficiency suggests that technology-enhanced instruction functions not only as a supplementary tool but also as a facilitator of pedagogical practices aligned with these approaches, thereby supporting second language acquisition as highlighted in prior research (e.g., Chang & Hung, 2019; Yi et al., 2025).

First, the substantial improvement in speaking skills—from a mean of 59.19 to 78.23—strongly reflects the principles of CLT, which emphasize authentic communication and meaningful interaction. Studies by Hwang et al. (2024) and Zou et al. (2018) demonstrate that mobile-assisted language learning (MALL) environments provide learners with authentic input and increased opportunities for oral practice. In this study, technology is proven to support CLT-oriented classroom practices such as digital storytelling, video-based discussions, and voice recording tasks, allowing students to practice speaking in low-anxiety, repeatable contexts. The use of familiar visual prompts (e.g., popular figures) further aligns with Liu (2022) and Tella (2020), who argue that technology enhances learner engagement and motivation, key components of communicative competence.

From a TBLT perspective, these improvements can be attributed to the use of structured, technology-mediated task cycles. For example, students may have engaged in pre-task activities (watching or analyzing digital content), task performance (recording spoken responses), and post-task reflection or feedback using digital platforms. Such practices reflect TBLT's emphasis on meaning-focused tasks and explain why speaking—an interaction-driven skill—showed the greatest improvement.

Second, the improvement in reading skills—from 76.13 to 79.03—can be attributed to constructivist and strategy-based reading approaches, where learners actively construct meaning through interaction with texts. Research by Chen et al. (2020) and Chang and Lan (2021) shows that digital reading platforms enhance comprehension through features such as interactive glossaries, annotations, and embedded comprehension tasks. In classroom practice, this may include guided online reading, collaborative annotation, or discussion forums, which promote deeper engagement with texts. From a constructivist perspective, these tools provide scaffolding that supports learners in developing vocabulary and comprehension strategies. However, as noted in the literature, reading gains tend to be more gradual due to factors such as

prior knowledge and cognitive processing demands, which may explain the relatively modest improvement observed.

Third, the limited quantitative improvement in writing—from 53.55 to 54.19—can be better understood through the lens of the process-based writing approach. Writing is a complex skill that develops over time through iterative stages of drafting, feedback, and revision. Studies by Hao et al. (2021) and Sailer et al. (2024) suggest that technology supports writing development through tools such as grammar checkers, collaborative writing platforms, and multimedia prompts. In practice, these tools enable activities such as peer editing in shared documents, automated grammar feedback, and multimodal composition tasks. However, the small numerical gain in this study indicates that such tools may not have been fully embedded within a sustained process-writing framework. This aligns with the broader understanding that writing development requires long-term, structured intervention, and that short-term gains may be more qualitative (e.g., increased text length, improved accuracy) than quantitative.

Furthermore, the overall findings support student-centered and autonomous learning frameworks, as highlighted by Diari et al. (2023) and Wang et al. (2020). Technology enables classroom practices such as self-paced learning, independent practice, mobile apps, and asynchronous interaction, allowing students to take greater control of their learning. These practices are consistent with constructivist principles, where learners actively engage with content and regulate their own progress. The observed improvements in student performance may therefore result not only from the technology itself but also from the shift toward learner-centered pedagogy.

At a broader level, these results align with meta-analytical findings by Chang and Hung (2019) and Yi et al. (2025), which confirm the positive impact of technology-enhanced language learning across contexts. This study extends those findings to the Indonesian high school setting, demonstrating that technology can effectively support ELT frameworks such as CLT and TBLT even in underexplored educational contexts.

However, consistent with Hafifah and Sulistyo (2020) and Yaqin et al. (2023), the effectiveness of technology integration depends on contextual factors such as ICT access, digital literacy, and teacher preparedness. From a pedagogical perspective, this highlights the importance of Technological Pedagogical Content Knowledge (TPACK), ensuring that teachers can align digital tools with appropriate instructional strategies. Without this alignment, technology risks being underutilized or disconnected from learning objectives.

In summary, this study demonstrates that technology-enhanced instruction is most effective when integrated with established ELT frameworks. Technology supports CLT through interactive speaking activities, TBLT through task-based digital learning cycles, and constructivist approaches through scaffolded and student-centered practices. At the same time, the varying levels of improvement across language skills underscore the need for skill-specific and pedagogically grounded implementation, particularly for complex skills such as writing.

CONCLUSION

This study aimed to examine the impact of technology-enhanced instruction on Indonesian high school students' English language proficiency. The findings indicate a statistically significant improvement in students' performance across speaking, reading, and writing skills after the implementation of technology-integrated learning. Among these, speaking showed the most notable progress, followed by reading, while writing demonstrated only slight improvement. These results confirm that technology-enhanced instruction can effectively support language learning and promote more student-centered and engaging learning environments, particularly in the context of EFL classrooms in Indonesia.

However, several limitations should be acknowledged. The use of a one-group pretest–posttest design without a control group restricts the ability to establish strong causal relationships. The relatively small sample size and short duration of the intervention may also limit the generalizability of the findings, especially for more complex skills such as writing. In addition, the reliance on quantitative data alone may not fully capture students' experiences and challenges in using technology for language learning.

Therefore, future research is recommended to adopt more rigorous experimental designs, involve larger and more diverse samples, and extend the duration of intervention to better capture long-term effects. Incorporating qualitative methods could also provide deeper insights into learners' perspectives. From a practical standpoint, teachers should receive continuous training in integrating technology effectively, while schools and policymakers must address issues of infrastructure and digital literacy to ensure equitable access. With proper support, technology-enhanced instruction has strong potential to improve English language learning outcomes.

ACKNOWLEDGEMENTS

We thank Universitas Islam Sultan Agung for supporting us in conducting numerous varied research projects that are beneficial to be applied to societies.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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