



UTM
UNIVERSITI TEKNOLOGI MALAYSIA



ASCEND
2030

LSP2026

14th LANGUAGE FOR SPECIFIC PURPOSES INTERNATIONAL CONFERENCE

23-25
SEPTEMBER 2026

FRASER PLACE, PUTERI HARBOUR
JOHOR BAHRU

**The New LSP Professional:
Integrating Digital Humanities,
Global Networks and Community Knowledge**

<https://humanities.utm.my/lsp>

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WELCOMING REMARKS



Assoc. Prof. Dr Abdul Rahim bin Haji Salam

Chair of Language Academy
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

On behalf of the Language Academy, Universiti Teknologi Malaysia (UTM), I extend a warm welcome to all distinguished guests, speakers, and participants to the 14th Language for Specific Purposes (LSP) International Conference. Centred on the theme “The New LSP Professional: Integrating Digital Humanities, Global Networks and Community Knowledge,” this year’s conference addresses the evolving landscape of global communication, artificial intelligence, and interdisciplinary collaboration.

Across the event, you will engage in practical workshops, insightful paper presentations, and valuable publication avenues designed to nurture scholarly growth. More than just an academic gathering, LSP offers a powerful platform to share your latest research with an international audience, exchange transformative ideas on emerging trends in language and technology, and forge lasting connections with educators and industry professionals worldwide.

I hope the discussions sparked here inspire fresh perspectives and meaningful collaborations for the future. May your experience at UTM be both intellectually enriching and truly memorable.

WELCOMING REMARKS

Assoc. Prof. Dr Kang Myoung Sook

Chair of LSP International Conference 2026



A very warm welcome to all distinguished guests, speakers, presenters, and participants of the 14th Language for Specific Purposes (LSP) International Conference 2026!

On behalf of the organising committee, it is my privilege to welcome you to Universiti Teknologi Malaysia (UTM). Our theme, “The New LSP Professional: Integrating Digital Humanities, Global Networks and Community Knowledge”, reflects the dynamic shifts reshaping language professions in an era defined by artificial intelligence, digital transformation, and expanding global connectivity.

Through a rich variety of tracks—ranging from AI in Education and Translation to Digital Humanities, Discourse Analysis, Corpus Linguistics, and Professional Communication—LSP 2026 offers a dedicated space to showcase innovative research, exchange cross-disciplinary perspectives, and tackle contemporary challenges.

Beyond academic sessions, I hope this conference acts as a catalyst for future innovation—a space where bold ideas are generated, meaningful international connections are established, and long-term research alliances are forged. May the insights gained and relationships built here continue to inspire your work long after the conference concludes.

Thank you for your active participation. I wish you a highly productive, inspiring, and memorable conference!

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KEYNOTE SPEAKER



Prof. Christoph Hafner focuses his research on English for specific purposes, especially in science and law, along with digital literacies and technology-enhanced language learning. He is the President of the Asia-Pacific LSP and Professional Communication Association and previously served as President of the Hong Kong Association for Applied Linguistics.

Over the course of his career, he has written and edited several influential books in the field. These include the second edition of *The Handbook of English for Specific Purposes* (Wiley, 2025, co-edited with Sue Starfield), the second edition of *Understanding Digital Literacies: A Practical Introduction* (Routledge, 2021, co-authored with Rodney Jones), and *English in the Disciplines: A Multidimensional Model for ESP Course Design* (Routledge, 2019, co-authored with Lindsay Miller). Alongside Sue Starfield, he also co-edits two major Routledge book series focusing on research and introductory guides in English for specific purposes.

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KEYNOTE SPEAKER



Prof. Dr Surinderpal Kaur a/p Chanan Singh is a Professor and Dean of the Faculty of Languages and Linguistics at Universiti Malaya, Malaysia. She holds a PhD from Lancaster University, UK, and brings over thirty years of experience to her work in linguistics, critical discourse studies, and multimodality, focusing on discrimination, migration, Islamophobia, extremism, terrorism, gender, and sexuality.

Currently, her work centres on climate change communication and education. At UM, she serves as SDG Champion for Climate Change, directs climate research, and co-chairs the Committee for Climate Change under the Ministry of Natural Resources and Environmental Sustainability advisory panel. Internationally, she represented Malaysia at COP29 in Baku on Humanising Sustainability, curated programme for COP30 in Belém, and is preparing programming for COP31 in Türkiye with MGTC. In addition to her deanship, she chairs the Malaysian Language Deans Council and is developing a Digital Humanities Centre at her faculty as a TELL hub for Malaysia and ASEAN. Beyond academia, she runs youth capacity-building programs, using linguistics to tackle urgent social and environmental issues.

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PLENARY SPEAKER



Dr Nguyen Dang Nguyen is the Dean of the Faculty of English Linguistics and Literature at the University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City.

He completed his BA in English at HCMC University, his MA in TESOL at Vietnam National University, and his PhD in Educational Leadership and Management at De La Salle University. With over three decades of teaching experience at the faculty, his primary academic interests centre on applied linguistics, professional development in TESOL, and educational leadership.

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PLENARY SPEAKER



Prof. Dr Hadina Habil is a Professor at the Language Academy within the Faculty of Social Sciences and Humanities at Universiti Teknologi Malaysia. As an applied linguist, her research and teaching focus on English for specific purposes, workplace discourse, business communication, discourse analysis, and academic writing.

She holds a master's degree in teaching ESP from Aston University in the UK and a PhD in English Language from Universiti Putra Malaysia. Throughout her time at UTM, she has taken on several leadership roles, including Chair of the Language Academy and Deputy Director of Research and Postgraduate Studies.

LANGUAGE FOR SPECIFIC PURPOSES INTERNATIONAL CONFERENCE 2026

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14th LANGUAGE FOR SPECIFIC PURPOSES INTERNATIONAL CONFERENCE

Online Workshops



DR. WAN MOHD AZAM WAN MOHD YUNUS

23 SEPT | 9:00AM - 11:00AM
Strategies for Successful
Journal Submission:
Crafting an Effective Cover
Letter & Responding to
Reviewers' Comments



ASSOC. PROF. DR. RABIAH TUL ADAWIYAH MOHAMED SALLEH

23 SEPT | 11:00AM - 1:00PM
Designing a Developmentally
Moderated Module for
Children's Language
Development: Lessons from a
Spencer Grant Project



DR. MUHAMMAD TALHAH AJMAIN @ JIMA'AIN

23 SEPT | 2:00PM - 4:00PM
Learning Islamic History
through Interactive
Methods



DR. UNGKU KHAIRUNNISA
UNGKU MOHD NORODIN

DR. LEE HUAN YIK

24 SEPT | 2:00PM - 4:00PM
Chapters of Success:
Navigating In-House and
International Book
Publisher



DR. WAN NUR ASYURA WAN ADNAN

25 SEPT | 9:00AM - 11:00AM
Working with Sensitive and
Distressing Data in Digital
Contexts: Practical Strategies
for Data Collection and
Researcher Care



ASSOC. PROF.
DR. MOHD ADHAM ISA

PROF. HADINA
HABIL

ASSOC. PROF.
DR. NOOR AILEEN IBRAHIM

25 SEPT | 11:00AM - 1:00PM
Translate Smarter,
Not Harder:
Exploring MyTranslate for
Specialized Texts



ASSOC. PROF. DR. SITI FATIMAH ZAHARAH MOHAMAD FUZI

25 SEPT | 2:30PM - 4:30PM
Beyond the Classroom:
Bridging Education,
Research, and Social
Innovation for Impact



DR. FARHANA ABU BAKAR

25 SEPT | 2:30PM - 4:30PM
Effective Online Supervision
or Research Collaboration:
All-in-One using Microsoft
Teams

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14th LANGUAGE FOR SPECIFIC PURPOSES INTERNATIONAL CONFERENCE

*Physical
Workshops*

24 SEPTEMBER 2026

2:00PM - 4:00PM
FRASER PLACE, PUTERI HARBOUR

MS. NOOR SAFURA SUIB



MAJOR HASRUL TAUFEEK
BIN ROSLAN



**Negotiation Under
Pressure:
Lessons from the
Aviation Industry**

**Developing High
Quality E-books for
Academic and
Business Purposes**

PROGRAMME SCHEDULE

24TH SEPTEMBER 2026

TIME	ACTIVITY
8.00 AM	Registration
9.00 AM	Opening Ceremony
10.00 AM	Refreshments
10.30 AM	Keynote Session 1 (Kingfisher Hall) Prof. Christoph Hafner (City University of Hong Kong) <i>Digital Multimodal Composing in the Age of AI: Rethinking LSP Again</i>
1.00 PM	Lunch Break
2.00 PM	Workshop Session 4 (Physical Session – Kingfisher Hall) <i>Developing High-Quality E-books for Academic and Business Purposes</i> Workshop Session 5 (Physical Session – Magpie Hall) <i>Negotiation Under Pressure: Lessons from the Aviation Industry</i> Workshop Session 6 (Online Session) <i>Chapters of Success: Navigating In-House and International Book Publisher</i> Parallel Session 1 (Physical Session – Heron Hall) Parallel Session A (Online Session) Parallel Session B (Online Session)
4.15 PM	Parallel Session 2 (Physical Session – Kingfisher Hall) Parallel Session 3 (Physical Session – Heron Hall) Parallel Session 4 (Physical Session – Magpie Hall)
5.30 PM	Refreshments
6.00 PM	End of Day 1

PROGRAMME SCHEDULE

25TH SEPTEMBER 2026

TIME	ACTIVITY
8.30 AM	Keynote Session 2 (Kingfisher Hall) Prof. Dr Surinderpal Kaur (Universiti Malaya) <i>Digital Humanities and the Participatory Future of LSP</i>
9.00 AM	Workshop 7 (Online Session) <i>Working with Sensitive and Distressing Data in Digital Contexts: Practical Strategies for Data Collection and Researcher Care</i>
9.45 AM	Refreshment
10.00 AM	Plenary Session 1 (Kingfisher Hall) Dr Nguyen Dang Nguyen (USSH, Vietnam National University Ho Chi Minh) <i>Towards Establishing English as a Second Language at USSH, VNU-HCM</i>
11.00 AM	Workshop 8 (Online Session) <i>Translate Smarter, Not Harder: Exploring MyTranslate for Specialised Texts</i> Parallel Session C (Online Session) Parallel Session D (Online Session) Parallel Session E (Online Session)
11.15 AM	Parallel Session 5 (Physical Session – Kingfisher Hall) Parallel Session 6 (Physical Session – Heron Hall) Parallel Session 7 (Physical Session – Magpie Hall)
12.30 PM	Lunch Break

PROGRAMME SCHEDULE

25TH SEPTEMBER 2026

TIME	ACTIVITY
2.30 PM	Workshop 9 (Online Session) <i>Beyond the Classroom: Bridging Education, Research, and Social Innovation for Impact</i> Workshop 10 (Online Session) <i>Effective Online Supervision/Research Collaboration Using Microsoft Teams</i> Parallel Session 8 (Physical Session – Kingfisher Hall) Parallel Session 9 (Physical Session – Heron Hall) Parallel Session 10 (Physical Session – Magpie Hall)
4.00 PM	Plenary Session 2 (Kingfisher Hall) Prof. Dr Hadina Habil (Universiti Teknologi Malaysia) <i>Building an LSP Community: Moving Forward Together</i>
5.00 PM	Closing Ceremony
5.30 PM	Refreshments
6.00 PM	End of Day 2

ORGANISING COMMITTEE

COMMITTEE	NAME(S)
Patron	Prof. Dr Mohd Shafry bin Mohd Rahim
Advisor (Faculty)	Prof. Dr Arieff Salleh bin Rosman
Advisor (Language Academy)	Assoc. Prof. Dr Abdul Rahim bin Hj Salam Dr Nur'ain Balqis binti Haladin Mr Ghazali bin Bunari
Chair of LSP2026	Assoc. Prof. Dr Kang Myoung Sook
Deputy Chair of LSP2026	Dr Lee Huan Yik
Secretary	Dr Nurul Na'immah binti Hamdan Mdm Rika Diana binti Busri
Treasurer	Dr Noor Khairin Nawwarah binti Khalid Dr Nur Salwa binti Abd Wahid
Logistics Committee	Miss Nor Aqilah binti Abdullah (Leader) Mr Muhammad Amir Hussein bin Ramzan Mdm Nur Syamimi Alwani binti Yushalani Mr Muhammad Zaid bin Muhammad Shafie
Technical Committee	Mr Abid Zulfadhli bin Razali (Leader) Mr S. Syed Alwi bin Suleiman Mr Mohd Dzulkifli bin Abdollah Mr Abd Rahim bin Ahmad Mr Mohd Khalid bin Mohamed Habeer Dr Harmi Izzuan bin Baharum
Abstract and Certificate Committee	Dr Marsha Lavania a/p Manivannan (Leader) Dr Zaliza binti Mohd Nasir Mdm Azura binti Sirri Mdm Nur Shamsinar binti Ramli
Scientific Committee	Prof. Dr Hadina binti Habil (Leader) Assoc. Prof. Dr Abdul Rahim bin Hj Salam Assoc. Prof. Dr Noor Aireen binti Ibrahim Assoc. Prof. Dr Seriaznita binti Mat Said Dr Aida binti A. Rahman
Programme Book Committee	Dr Nuraqilah Nadjwa binti Miskam (Leader) Dr Ungku Khairunnisa binti Ungku Mohd Nordin Miss Nur Syazwani binti Mohd Zolkifli

ORGANISING COMMITTEE

COMMITTEE	NAME(S)
Workshop Committee	Dr Andy Lim Teik Hong (Leader) Dr Nur'ain Balqis binti Haladin Dr Nurhidayah binti Mohd Sharif Miss 'Atiqah binti Shaharuddin Miss Nur 'ain binti Mohd Shahroom
Protocol Committee	Dr Wan Farah Wani binti Wan Fakhrudin (Leader) Mdm Mawaddah binti Salleh Mdm Linda a/p V. Prapagara Mdm Ruzaini binti Ibrahim Miss Nur Hazwani binti Mohd Muhridza
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Sponsorship Committee	Dr Hema Rosheny binti Mustafa (Leader) Dr Norhanim binti Abdul Samat Dr Farhana binti Abu Bakar Mr Lokman Hafiz bin Asary
Registration and Conference Kit Committee	Dr Faraha binti Hamidi (Leader) Dr Ermi Ruziyana binti Md Nordin Mdm Awis Rumaisya binti Azizan Mdm Shazwani binti Abd Rahman
Special Tasks and Documentation Committee	Mr Loh Khai Xian (Leader) Miss Siti Khadijah binti Abdul Wahab Mr Muhammad Azim Aiman bin Abd Aziz
Volunteer Coordination Committee	Miss Fatin Amirah binti Che Hasim

PARALLEL SESSION SCHEDULE

(PHYSICAL SESSION)

Parallel Session 1

Date: 24th September 2026

Time: 2.00PM – 3.45PM

Venue: Heron Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14029	Muhammad Azriel Ar Syahlaf Zalvi (Universitas Singaperbangsa Karawang)	The Rearticulation of Cultural Identity In The Modernization of Keroncong Music: A Roland Barthes Semiotic Analysis of Keroncong Sahadja's Cover of "Kelliling" on TikTok
2	LSP14027	Reza Priandani (Universitas Singaperbangsa Karawang)	From Paper to Paperless: Digital Transformation of Public Services through The "SIIMAH" Application in Karawang Regency
3	LSP14028	Aep Syaepuloh (Universitas Singaperbangsa Karawang)	Discourse on "Sincere Completion" on the Personal Instagram of the Regent of Karawang: Reflective-Collaborative Autoethnography on Regional Leadership, Public Service, and Social Movement of the Apparatus
4	LSP14034	Wartika Siti Rokhmah (Universitas Singaperbangsa Karawang)	Multimodal Communication in Corporate Websites: Constructing Atomy's Organisational Identity through Digital Platform
5	LSP14037	Nadira Hajarani (Universitas Singaperbangsa Karawang)	Fitcheck Frenzy: Hijab, Fashion and Hype as Identity for Gen-Z
6	LSP14038	Sri Oktaviani (Universitas Singaperbangsa Karawang)	The Commodification of Voice and Digital Identity: AI Songs on Social Media via The Vokaliz Netizen Account (A Netnographic Study)

Parallel Session 2

Date: 24th September 2026

Time: 4.15PM – 5.30PM

Venue: Kingfisher Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14039	Azka Anom Pranamanik (Universitas Singaperbangsa Karawang)	Cyberbullying in Digital Football Fandom: Netnographic Analysis and Multimodal Discourse on Indonesian National Team Players on Social Media
2	LSP14041	Ade Cahya Kurniawan (Universitas Singaperbangsa Karawang)	AI among Farmers: Enhancing Agricultural Literacy by Utilising Plantastic AI Chatbot
3	LSP14024	Putra Muhammad Wifdi Kamal (Universitas Singaperbangsa Karawang)	From Educational Credentials To Political Legitimacy: A Faircloughian Critical Discourse Analysis of Media Coverage on The Minimum Bachelor's Degree Requirement for Members of Parliament following The Constitutional Court's Decision
4	LSP14025	Ahmad Taufiq Hidayat (Universitas Singaperbangsa Karawang)	Surviving in the Platform Era: Editorial Space Precariousness, Editorial Independence, and Journalists' Work in the Digital Journalism Ecosystem in Indonesia

Parallel Session 3

Date: 24th September 2026

Time: 4.15PM – 5.30PM

Venue: Heron Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14030	Suci Oktavia (Universitas Singaperbangsa Karawang)	Fairclough's Critical Discourse Analysis of President Prabowo's Statement and Minister Purbaya's Clarification
2	LSP14031	Gilang Utama Ramadhan (Universitas Singaperbangsa Karawang)	Critical Discourse Analysis of The Documentary Film Pesta Babi: Audiovisual Language, Intertextuality, and Emotional Geographies In The Narrative of Papua Development
3	LSP14033	Irfan Ahmad Fadilah (Universitas Singaperbangsa Karawang)	A Norman Fairclough Critical Discourse Analysis of The Construction of Indonesia's National Image in President Prabowo Subianto's Speech at The World Economic Forum 2026
4	LSP14035	Dara Sastra Kemala (Universitas Singaperbangsa Karawang)	Governing through Eschatological Discourse: Eschatological Environmental Governmentality in Community Responses to Illegal Dumping in Indonesia

Parallel Session 4

Date: 24th September 2026

Time: 4.15PM – 5.30PM

Venue: Magpie Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14016	Loh Khai Xian (Universiti Teknologi Malaysia)	Unfolding Intercultural Growth: A Pilot Sub-Coding Taxonomy for Tracking Longitudinal Student Development in a Trilateral COIL Exchange
2	LSP14026	Arfan Rizka Fauzi (Universitas Singaperbangsa Karawang)	Reimagining Death Space: Religious Tourism in Modern Karawang Cemeteries
3	LSP14040	Irwan Hermawan (Universitas Singaperbangsa Karawang)	Health Communication in Collaborative Governance for Stunting Reduction: A Multi-Stakeholder Analysis in Karawang Regency, Indonesia
4	LSP14049	Wan Nur Asyura Wan Adnan (Universiti Teknologi Malaysia)	Constructing Empathy through Pragmatic Strategies in Malaysian Online Mental Health Campaigns

Parallel Session 5

Date: 25th September 2026

Time: 11.15AM – 12.30PM

Venue: Kingfisher Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14058	Nur Atiqa Ismail (Universiti Teknologi Malaysia)	Legitimising English in A Malay-Centred Bilingual Policy Ecology: Corpus Evidence from Malaysian Education Reform Cycles
2	LSP14019	Ahmad Fadzli bin Abu Sahmah (Universiti Teknologi Malaysia)	Improving Language Production of EFL Learners through Summer School Programme
3	LSP14020	Farhana binti Abu Bakar (Universiti Teknologi Malaysia)	Learning to Publish: From Struggle to Strategies in L2 Doctoral Students' Academic Publishing Journeys

Parallel Session 6

Date: 25th September 2026
Time: 11.15AM – 12.30PM
Venue: Heron Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14055	Cristy Vannessa Anak Elbes (Universiti Teknologi Malaysia)	English Language Teachers’ Beliefs and Curriculum-Related Hesitancy in Teaching Literature for Character Development among ESL Learners
2	LSP14088	Bai Yanling (Universiti Teknologi Malaysia)	Teachers as “Talaytayan”: Emotional Agency, Language Hierarchies, and Identity Politics in Multilingual Education in the Philippines
3	LSP14059	Nguyễn Long Thanh (University of Social Sciences and Humanities, Vietnam National University)	Whose Ears Matter? Vietnamese-Accented English Intelligibility and Listener-Aware Pronunciation for the New LSP Professional

Parallel Session 7

Date: 25th September 2026
Time: 11.15AM – 12.30PM
Venue: Magpie Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14011	Nur Anis binti Fadzil (Universiti Teknologi Malaysia)	Assessing Google Translate and DeepL Translation Errors in Legal Acts: A Machine Translation Quality Assessment (MTQA)
2	LSP14042	Wang Biqing (Universiti Teknologi Malaysia)	From Linguistic Foundations to Human-Machine Collaboration: A Bibliometric Analysis of Translation Competence Research (2006–2025)
3	LSP14062	Shirley Ling Jen (Universiti Teknologi Malaysia)	The Effects of Generative AI for Malaysian Secondary School Students' Essay Writing
4	LSP14006	Neo Chin Chea (Universiti Teknologi Malaysia)	Generative AI in JFL Education: A Mixed-methods Study on Learner Acceptance and Tool Reliability

Parallel Session 8

Date: 25th September 2026

Time: 2.30PM – 4.00PM

Venue: Kingfisher Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14083	Nuraqilah Nadjwa Miskam (Universiti Teknologi Malaysia)	AI-Generated Feedback for English Speaking Development among Secondary School ESL Learners
2	LSP14067	Ungku Khairunnisa bt Ungku Mohd Nordin (Universiti Teknologi Malaysia)	Multimodal Perspective of Women Representation in Feature Stories of A Fashion Magazine
3	LSP14013	Ihda 'Ainaya Zulaikha (Universitas Padjadjaran)	Community Gatherings as Cultural Spaces of Digital Transformation in Rural Society: An Interpretive Study from Clifford Geertz's Perspective

Parallel Session 9

Date: 25th September 2026
Time: 2.30PM – 4.00PM
Venue: Heron Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14050	Muhammad Zaid bin Muhammad Shafie (Universiti Teknologi Malaysia)	Developing a Thematic Needs-Based Model for Future Foreign Language Course Offerings: Evidence from Universiti Teknologi Malaysia
2	LSP14017	Nur Zafirah Razali (Universiti Malaysia Sabah)	Beyond Phraseology: The Importance of Plain English in Non-routine Air Traffic Control Communication
3	LSP14065	Nur Azwin Zulkarnain (Universiti Malaya)	Two Sides of Clinical Empathy: Bridging Observed Physician Empathic Communication and Patients' Perceptions in Teleconsultations

Parallel Session 10

Date: 25th September 2026

Time: 2.30PM – 4.00PM

Venue: Magpie Hall

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14032	Shirley Kueh Siew Sieng (Universiti Teknologi Malaysia)	From Interview to Interpretation: Double Hermeneutics in Cross-Linguistic Interpretative Phenomenological Analysis
2	LSP14068	Andy Lim Teik Hong (Universiti Teknologi Malaysia)	Exploring the Interplay of TPACK, Technology Acceptance, and Behavioural Intention in Blended Learning among Malaysian Primary ESL Teachers
3	LSP14072	Syadiyah Huda binti Suhaimi (Universiti Teknologi Malaysia)	Exercising Self-Agency in Individual Language Planning: An Autoethnography of Korean Language Learning
4	LSP14084	Zhang Heng (Universiti Teknologi Malaysia)	From Crisis to Construction: A Process Model of Identity Negotiation among Private Language Teachers under China's Double Reduction Policy

PARALLEL SESSION SCHEDULE

(ONLINE SESSION)

Parallel Session A

Date: 24th September 2026

Time: 2.00PM – 5.00PM

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14002	Made Panji Teguh Santoso (Universitas Singaperbangsa Karawang)	Mapping TOEFL ITP Difficulties among International Relations Students Under Limited Instructional Exposure: An SLA Perspective
2	LSP14003	Tay Yee Meh (Universiti Malaya)	Collaborative Scrapbooking: Secondary School Students' Perceptions of Project-Based Learning in Enhancing English and 21st-Century Skills
3	LSP14046	Ahmad Abdulhameed Othman (Universiti Teknologi Malaysia)	Variables in Lexicogenetic Recognition of Loanwords in Arabic
4	LSP14057	Yeong Mei Yit (Universiti Kuala Lumpur)	Teaching and Learning Mandarin in Aviation Engineering Programmes
5	LSP14061	Tran Minh Nhat (University of Social Sciences and Humanities, Vietnam National University)	Non-English Majors' Perceptions of Engagement in EFL Speaking Classes via Game-Based Learning: A Vietnamese University Study
6	LSP14074	Nguyen Hoang Dung (University of Social Sciences and Humanities, Vietnam National University)	Changes in Learner Engagement across Two Cycles of Collaborative Process-Based Writing: Action Research in a Pre-Intermediate IELTS Class

Parallel Session A

Date: 24th September 2026

Time: 2.00PM – 5.00PM

NO.	PAPER ID	NAME	PAPER TITLE
7	LSP14077	Lê Thị Thuý Quỳnh (University of Social Sciences and Humanities, Vietnam National University)	Beyond Test Practice: Vietnamese IELTS Teachers' Beliefs and Reported Practices in IELTS Preparation
8	LSP14078	Nguyen Hoang Dung (University of Social Sciences and Humanities, Vietnam National University)	Refining Collaborative Process-Based Writing through Two Cycles of Action Research in a Pre-Intermediate IELTS Class: Challenges, Adaptations, and Remaining Tensions
9	LSP14081	Nguyen Quynh Nhu (University of Social Sciences and Humanities, Vietnam National University)	IELTS Teachers' Perspectives and Practices Regarding Connected Speech in Listening Instruction for Pre-intermediate Learners
10	LSP14051	Ku Ezriq Raif Ku Besry (Universiti Teknologi Malaysia)	Face-to-face and Digital Dialogic Feedback in Assisting Malaysian Secondary English as a Second Language Writing

Parallel Session B

Date: 24th September 2026

Time: 2.00PM – 5.00PM

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14086	Jia Jiannan (Universiti Teknologi Malaysia)	The Use of Cooperative Learning in Promoting Speaking Skills among Business English Undergraduates in China
2	LSP14043	Wang Xiujun (Universiti Teknologi Malaysia)	Aligning Undergraduate Translation Education with Market Demands in the Era of Generative AI: An Empirical Study in a Chinese Municipal University
3	LSP14047	He Xiaoyan (Universiti Teknologi Malaysia)	Professional Translators' Perceptions of the Core Sub-Competences of Translator Competence and Their Implications for MTI Programmes in China
4	LSP14064	Nguyễn Thị Yến Nhi (University of Social Sciences and Humanities, Vietnam National University)	A Case Study of English Major Students' Perceptions of AI-Generated and Teacher-Provided Written Corrective Feedback
5	LSP14066	Kim Thi My Duyen (University of Social Sciences and Humanities, Vietnam National University)	Professional Well-Being in the Age of Generative AI: Insights from Vietnamese EFL Teachers
6	LSP14069	Tran Phu Quy (University of Social Sciences and Humanities, Vietnam National University)	Beyond Literal Accuracy: Pragmatic and Cultural Fidelity in AI Translation of High-Context ASEAN Languages

Parallel Session B

Date: 24th September 2026

Time: 2.00PM – 5.00PM

NO.	PAPER ID	NAME	PAPER TITLE
7	LSP14079	Faith Yeo Jia Yee (Universiti Sains Malaysia)	The Influence of AI-Assisted Speaking Tools on ESL Learners' Affective Experiences across English Proficiency Levels in Selected Malaysian Universities
8	LSP14087	Himawan Pradipta (Deriv)	Becoming an AI-Mediated Language Professional: Competencies for Generative AI-Assisted Writing
9	LSP14005	Fatin Dalila binti Aznor Suandi (Universiti Teknologi Malaysia)	Translanguaging and the Influence of Native Japanese on English Use: A Discourse on Their Identity
10	LSP14007	Reshminder Kaur Satvinder Singh (Universiti Kuala Lumpur)	Flying with Fluency: ESP Curriculum for Aspiring Aviation Management Professionals

Parallel Session C

Date: 25th September 2026

Time: 11.00AM – 12.30PM

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14075	Ziwei Cheng (Universiti Teknologi Malaysia)	A Corpus-Based Analysis of English Research Article Titles in Alloy Materials: Structural, Lexical and Domain-Specific Semantic Patterns
2	LSP14076	Kim Thi My Duyen (University of Social Sciences and Humanities, Vietnam National University)	Global Englishes in ELT Textbooks: A Comparative Analysis across Kachru's Three Circles
3	LSP14080	Nguyen Quynh Nhu (University of Social Sciences and Humanities, Vietnam National University)	Linking, Reduction, and Assimilation in IELTS Listening Materials: A Descriptive Analysis
4	LSP14056	Ahmad Mursyid bin Shahrin (Universiti Teknologi Malaysia)	Enculturation through Social Media: Teachers' Perceptions on Students' Internet Slang Use and English Language Practice
5	LSP14045	Najah binti Ramlan (Universiti Tun Hussein Onn Malaysia)	Oral Assessments in English for Occupational Purposes (EOP) Course: Examining Job Interview and Meeting Performance among University Students

Parallel Session D

Date: 25th September 2026

Time: 11.00AM – 12.30PM

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14070	Tran Phu Quy University of Social Sciences and Humanities, Vietnam National University)	Bridging Sinographic Heritage and Pedagogy: A Text-Based Framework for Intercultural Language Teaching Utilising The Tale of Kiêu.
2	LSP14004	Adzkia Kirana Dipa (Universitas Singaperbangsa Karawang)	Mapping the Knowledge Structure of Digital Reputation and AI-Driven Higher Education Communication Research: A Bibliometric Analysis
3	LSP14073	Shalini Srika Bala (Universiti Teknologi Malaysia)	Digital Exclusion among Older Adults: A Systematic Literature Review on Experiences and Barriers

Parallel Session E

Date: 25th September 2026

Time: 11:00AM – 12.30PM

NO.	PAPER ID	NAME	PAPER TITLE
1	LSP14052	Linobarathi A/P Gopala Krishnan (Universiti Teknologi Malaysia)	Digital Language Identity and Spoken Register Awareness among Prospective English Language Educators in Malaysian Public Universities
2	LSP14008	Maulana Rifai (Universitas Singaperbangsa Karawang)	Islamic Humanitarian Narratives in Indonesia's Foreign Policy: A Critical Discourse Analysis
3	LSP14044	Ema (Universitas Singaperbangsa Karawang)	The Construction of the Triple Planetary Crisis Discourse: Between Policy Legitimacy and the Reality of Environmental Governance
4	LSP14071	Tran Phu Quy (University of Social Sciences and Humanities, Vietnam National University)	Human Alienation through the Lens of Literature: A Comparative Analysis of British and Vietnamese Literary Works
5	LSP14063	Wang Ruxue (Universiti Teknologi Malaysia)	Human-AI Collaboration in Enhancing Foreign Language Oral Skills: A Narrative Review of Roles, Affordances, and Pedagogical Pathways

ABSTRACTS

Paper ID: LSP14002

Title: Mapping TOEFL ITP Difficulties Among International Relations Students Under Limited Instructional Exposure: An SLA Perspective

Author(s): Made Panji Teguh Santoso

Affiliation(s): Universitas Singaperbangsa Karawang

Email: made.santoso@staff.unsika.ac.id

Abstract

This study addresses the persistent gap between the required TOEFL ITP-equivalent score of 475 and the average entry-level proficiency of 385 among undergraduate students in the International Relations Study Program at Universitas Singaperbangsa Karawang. With only four credits allocated to English instruction, the program faces structural limitations in adequately preparing students for standardized English proficiency assessments. Grounded in Second Language Acquisition (SLA) and Language for Specific Purposes (LSP) perspectives, this study aims to systematically identify and map the key linguistic and cognitive difficulties encountered by students in achieving the required TOEFL benchmark. The research adopts a descriptive quantitative design supported by qualitative insights, involving a TOEFL-like diagnostic test to assess students' performance across listening, structure, and reading sections, complemented by a structured questionnaire capturing students' perceived difficulties. The findings indicate that listening comprehension is hindered by input processing constraints and speech rate, structure poses challenges due to persistent interlanguage gaps, and reading performance is largely affected by limited academic vocabulary and slow processing speed. These results suggest that the observed difficulties are not merely individual learner deficiencies but are closely linked to insufficient instructional exposure and misalignment between ESP-oriented teaching and standardized testing demands. The study concludes that targeted pedagogical adjustments, including TOEFL-oriented strategy integration and structured autonomous learning support, are necessary to bridge the proficiency gap. The findings provide practical implications for curriculum design and contribute to ongoing discussions on aligning language instruction with assessment demands in LSP contexts.

Keywords: TOEFL ITP; second language acquisition; language for specific purposes; learning difficulties; Indonesian higher education

Paper ID: LSP14003

Title: Collaborative Scrapbooking: Secondary School Students' Perceptions of Project-based Learning In Enhancing English and 21st-century Skills

Author(s): Tay Yee Meh

Affiliation(s): Universiti Malaya

Email: 22091569@siswa.um.edu.my

Abstract

Project-based learning (PBL) is increasingly regarded as an effective approach to enhancing students' English language proficiency and equipping them with the skills needed in the 21st century. Although traditional PBL frameworks have been well documented, there is a significant lack of knowledge about how hands-on, multimodal projects, such as collaborative scrapbooking, affect secondary school students' perceptions of their language learning and 21st-century skills development. This study explores secondary school students' perceptions of using collaborative scrapbooking as a PBL strategy to improve their English and 21st-century skills. A mixed-methods survey was administered to a population of non-native English-speaking students at a local secondary school, with a sample of 43 Form One students selected via convenience sampling. The students were first assigned to work in groups of three or four to produce a scrapbook that described their favourite movie, book, and song for a month. Feedback from all the students on the effects of PBL on their language learning and 21st-century skills was obtained using a questionnaire that included Likert-scale and open-ended questions. Jeffrey's Amazing Statistics Program (JASP) was used to compute descriptive statistics. Answers to open-ended questions were analysed using thematic analysis. The findings revealed positive feedback from the participants on collaborative scrapbooking as a PBL strategy to boost their English vocabulary and reading skills. The majority of participants also noted that completing a scrapbook collaboratively helped them develop skills in communication, teamwork, flexibility, problem-solving, and information literacy. Overall, this study concludes that collaborative scrapbooking is a viable PBL strategy that secondary school students perceive as positively enhancing their English and 21st-century skills.

Keywords: collaborative scrapbooking; secondary school students; project-based learning; English skills; 21st century skills

Paper ID: LSP14004

Title: Mapping the Knowledge Structure of Digital Reputation and AI-Driven Higher Education Communication Research: A Bibliometric Analysis

Author(s): Adzkia Kirana Dipa

Affiliation(s): Universitas Singaperbangsa Karawang, Karawang, Indonesia

Email: adzkia.kirana@fisip.unsika.ac.id

Abstract

The rapid integration of artificial intelligence (AI) into higher education has transformed institutional communication practices, particularly in digital reputation management, strategic communication, online visibility, and AI-mediated engagement. Following the post-pandemic acceleration of digital transformation and the emergence of generative AI technologies such as OpenAI ChatGPT, scholarly discussions on AI-driven communication within universities have expanded across communication studies, educational technology, media studies, and information science. However, existing studies remain fragmented, resulting in limited understanding of the intellectual structure and thematic evolution of AI-driven higher education communication research. Situated within the broader field of digital humanities, this study examines how AI-mediated communication discourse is reshaping scholarly and institutional communication ecosystems in higher education. This study aims to map the knowledge structure, thematic development, and conceptual trajectories of research on digital reputation and AI-driven higher education communication. The study positions AI not merely as a technological instrument, but as a transformative communication phenomenon influencing institutional visibility, reputation, and digital engagement within contemporary higher education ecosystems. Methodologically, this study employs a bibliometric and science mapping approach using data retrieved from the Scopus database. Publications indexed between 2020 and 2026 were selected to capture the rapid expansion of AI-related communication research following the COVID-19 pandemic and the rise of generative AI technologies. Data analysis will be conducted using Bibliometrix/Biblioshiny and VOSviewer through publication trend analysis, citation analysis, keyword co-occurrence mapping, thematic evolution analysis, and collaboration network visualization. As a work-in-progress study, the research is expected to identify dominant research clusters, emerging themes, and interdisciplinary linkages shaping AI-driven higher education communication scholarship. The findings are expected to contribute to digital humanities and computational communication research by providing a systematic overview of how AI discourse is reshaping digital reputation studies and institutional communication scholarship in higher education.

Keywords: artificial intelligence; digital humanities; digital reputation; higher education communication; bibliometric analysis

Paper ID: LSP14005

Title: Translanguaging and the Influence of Native Japanese on English Use: A Discourse on Their Identity

Author(s): Nurfarah Athirah Binti Abdullah Sidek, Fatin Dalila Binti Aznor Suandi

Affiliation(s): National Research Tomsk State University Russia, Universiti Teknologi Malaysia

Email: tya.abdullah@gmail.com, nurfarah@utm.my, fatindalila@utm.my

Abstract

In this study, the use of translanguaging in English by native Japanese speakers in a summer school programme in Malaysia is examined, particularly in relation to politeness, meaning transfer and identity expression. It investigates how Japanese linguistic and cultural norms influence the use of English among Japanese students aged 19–25 from two universities with English proficiency CEFR levels between A1 and B2. The study employs discourse analysis of journal entries with a focus on hedging, conditional forms, passive voice, pronoun use, and sentence structure as indicators of translanguaging practices. Results indicate that participants frequently preserved Japanese politeness strategies in English via the use of hedging, passive voice, and conditional forms. They also tried to keep the meaning by using explicit pronouns and adjectives, and by following the Subject-Verb-Object structure of English. The analysis also indicates that identity is negotiated through language choice, with participants expressing nervousness, caution, and a desire to do well, while also projecting positive self-image. This is consistent with the idea that their English production is a mixture of 'honne' and 'tatemae', with personal identity being somewhat masked in favour of socially acceptable and academically acceptable expression. The study implies that these linguistic and cultural dynamics should be known by the summer school lecturers, administrators and programme buddies to encourage more self-expression from the Japanese learners. The findings also have implications for future summer school programme design, especially in the development of more targeted English teaching approaches for native Japanese speakers.

Keywords: translanguaging, native Japanese speakers; English use; politeness strategies; identity

Paper ID: LSP14006

Title: Generative AI in JFL Education: A Mixed-Methods Study on Learner Acceptance and Tool Reliability

Author(s): Neo Chin Chea, Mohd Fadzli bin Ali, Loh Khai Xian

Affiliation(s): Universiti Teknologi Malaysia

Email: neochin.chea@utm.my, p-fadzli@utm.my, lkxian@utm.my

Abstract

The integration of Generative AI (GenAI) in language education offers significant convenience, yet its unstructured deployment presents unique pedagogical challenges. To address this gap, the present study investigates the discrepancy between high learner technology acceptance and the practical reliability of ChatGPT among beginner-level Japanese as a Foreign Language (JFL) learners. A mixed-methods study was conducted with 30 undergraduate JFL students from a Malaysian university. Data collection was carried out with an Extended Technology Acceptance Model (TAM) questionnaire that consisting of 30 items and 7 constructs alongside six open-ended reflection questions. Participants completed the questionnaire after a 2-hour AI-assisted vocabulary task session, where they employed ChatGPT for translation, sentence generation, and contextual examples. Descriptive analysis of the TAM questionnaire results indicated highly positive technology acceptance, with all seven constructs yielding mean composite scores above 4.0. Notably, Perceived AI Usefulness (4.49) and Perceived AI Enjoyment (4.44) scored highest, while Social Influence scored lowest (4.16). The low Social influence score indicates that the adoption of GenAI in language learning is driven by internal motivation rather than peers' perception. Conversely, thematic analysis of the open-ended reflections revealed significant pedagogical conflict. While learners praised the immediate response of the tool, they reported critical challenges categorised under "Reliability Concerns" and "Difficulty with Proficiency Level". Specifically, ChatGPT frequently generated responses featuring complex grammar and advanced kanji that misaligned with the participants' proficiency level, causing confusion. Furthermore, students expressed anxiety over AI hallucinations that provided inaccurate information contradicting their lecture contents. These findings demonstrate that though Generation Z learners readily embrace GenAI, high acceptance does not automatically equate to effective pedagogical outcomes without intervention. Hence, language educators must facilitate AI integration with targeted prompt-

Keywords: generative AI (GenAI); technology acceptance model (TAM); Japanese as a foreign language (JFL); digital literacy; prompt engineering

Paper ID: LSP14007

Title: Flying with Fluency: ESP Curriculum for Aspiring Aviation Management Professionals

Author(s): Reshminder Kaur Satvinder Singh, Cecilia Yin Mei Cheong

Affiliation(s): Universiti Kuala Lumpur Malaysian, Universiti Malaya

Email: reshminder@unikl.edu.my, ceciliac@um.edu.my

Abstract

In an increasingly globalised aviation industry, effective English communication is a critical component for ensuring operational safety and risk mitigation. While English serves as the global lingua franca, there remains a significant lack of consensus regarding the specific proficiency required for aviation management (AVM) professionals, often leading to an over-reliance on insufficient General English (GE) training. This study aims to conduct a comprehensive needs analysis to identify the specific communicative requirements of AVM personnel and the gaps in current language provision. Furthermore, it proposes a tailored English for Aviation Management (EAVM) curriculum designed to equip trainees with the linguistic precision necessary for professional success. The research employed a multi-phased, mixed-method exploratory sequential design (QUAL+QUAN) guided by the ADDIE model. Phase 1 involved semi-structured interviews (N=40) followed by a validated questionnaire survey (N=100) targeting AVM personnel and alumni. Phase 2 utilised deficiency analysis and textbook evaluations to map curricular gaps, alongside a content analysis of authentic workplace documents. Finally, Phase 3 involved Focus Group Discussions with Subject Matter Experts to develop the curriculum, which was validated through industry-rated mock assessments. The analysis revealed a significant mismatch between the centralised GE syllabus and workplace demands, with 71% of respondents finding current textbooks irrelevant to aviation management. The existing curriculum fails to address critical receptive skills and professional genres such as technical manuals, business proposals, and legal contracts. Consequently, the study proposes a narrow-angled EAVM curriculum that integrates task-based learning with artificial intelligence (AI) and blended approaches. By leveraging generative AI and adaptive platforms to create creative learning spaces, the curriculum fosters professional agility and autonomy, effectively bridging the gap between linguistic theory and the high-stakes demands of the aviation industry.

Keywords: English for specific purposes; aviation management; curriculum development; needs analysis; task-based learning; aviation English

Paper ID: LSP14008

Title: Islamic Humanitarian Narratives in Indonesia's Foreign Policy: A Critical Discourse Analysis

Author(s): Maulana Rifai

Affiliation(s): Department of International Relations, Universitas Singaperbangsa Karawang, Indonesia

Email: maulana.rifai@staff.unsika.ac.id

Abstract

This article examines the role of Islamic humanitarian narratives in shaping Indonesia's foreign policy through the lens of Critical Discourse Analysis (CDA). As the world's largest Muslim-majority country, Indonesia frequently frames its humanitarian diplomacy using values such as solidarity (*ukhuwah*), justice, peace, and *rahmatan lil alamin* (Islam as a blessing for all creation). These narratives have become increasingly visible in Indonesia's responses to humanitarian crises, particularly in relation to Palestine, the Rohingya refugee issue, and international disaster relief initiatives. While previous studies mainly focus on the effectiveness of Indonesia's humanitarian diplomacy and soft power projection, limited attention has been given to the discursive construction of Islamic humanitarianism within foreign policy practices. Using qualitative methods and Norman Fairclough's three-dimensional model of CDA, this study analyzes official government speeches, foreign ministry statements, humanitarian campaign materials, and policy documents published between 2019 and 2024. This study argues that Indonesia's humanitarian diplomacy operates not merely as a humanitarian practice, but also as a discursive arena where religion, morality, and geopolitical interests intersect. The article contributes to the growing scholarship on humanitarian diplomacy and foreign policy by demonstrating how Islamic narratives are strategically mobilized in the construction of national identity and international influence in contemporary global politics. The findings reveal three major patterns. First, Islamic humanitarian discourse is used to construct Indonesia's identity as a moderate and morally responsible Muslim-majority state. Second, humanitarian narratives function as instruments of soft power and reputational politics aimed at strengthening Indonesia's international legitimacy, particularly within the Global South and ASEAN. Third, the discourse simultaneously reflects tensions between humanitarian commitments and political considerations, especially regarding the ASEAN principle of non-interference and Indonesia's strategic foreign policy interests.

Keywords: Islamic humanitarian narratives; humanitarian diplomacy; Indonesia's foreign policy; critical discourse analysis

Paper ID: LSP14011

Title: Assessing Google Translate and DeepL Translation Errors in Legal Acts: A Machine Translation Quality Assessment (MTQA)

Author(s): Nur Anis Fadzil, Faraha Hamidi, Hadina Habil, Nurul Na'imamah Hamdan, Fatin Amirah Che Hasim, Nurhidayah Mohd Sharif, Mawaddah Salleh

Affiliation(s): Universiti Teknologi Malaysia

Email: anis92@graduate.utm.my, faraha.hamidi@utm.my, hadina@utm.my, naimmah@utm.my, fatinamirah.ch@utm.my, nurhidayah.ms@utm.my, mawaddah@utm.my

Abstract

This study examines the quality of legal act translations from English to Malay produced by Google Translate and DeepL, two widely used machine translation (MT) tools. While MT and artificial intelligence have improved translation efficiency and accessibility, concerns remain regarding their ability to accurately handle the complexity and precision of legal language, particularly for low-resource language pairs such as English–Malay. AI and MT have mostly rendered literal meaning which cannot always be accepted in the target language (Giampieri, P, 2025). A qualitative–descriptive research design was employed in this study. Using the Machine Translation Quality Assessment (MQTA) framework, the study evaluates translation errors from 100 verbs in five selected Malaysian legal acts documents based on criteria including accuracy, terminology, fluency, semantic equivalence, and legal meaning preservation. The machine-translated outputs are compared with official human-translated versions validated by the Institut Terjemahan dan Buku Malaysia (ITBM). The findings reveal that both MT systems are capable of producing understandable legal translations. However, both MTs generate errors related to legal terminology, semantic equivalence, and legal meaning preservation. DeepL demonstrates greater fluency and naturalness in translation output, whereas Google Translate shows comparatively more literal renderings. Despite these strengths, neither system consistently achieves the level of accuracy required for legal texts. The study concludes that post-editing machine translation remains essential to ensure legal precision, terminological consistency, and preservation of legal meaning, contributing to a better understanding of AI-assisted legal translation and informing the appropriate use of machine translation in legal contexts. Future research should extend the scope of analysis to a larger collection of legal documents and include additional machine translation platforms to provide a more comprehensive assessment of AI-assisted legal translation quality.

Keywords: machine legal translation; Google Translate, DeepL; English–Malay translation; Machine Translation Quality Assessment

Paper ID: LSP14013

Title: Community Gatherings as Cultural Spaces of Digital Transformation in Rural Society: An Interpretive Study from Clifford Geertz's Perspective

Author(s): Ihda 'Ainaya Zulaikha

Affiliation(s): Universitas Padjadjaran

Email: ihdaainaya@gmail.com

Abstract

The development of digital technology has changed the communication and social interaction pattern that occurs within rural societies such as Kebumen Regency in Central Java, Indonesia. Social media does not only serve as an interaction channel and entertainment means but also as a medium for conducting economic activity through digital content monetization. One recent trend is the emergence of Facebook Pro among rural societies along with the rising number of community gathering or kopdar of the content creators. Kopdar acts as social and cultural places where members share technical skills, monetization techniques, experiences, and motivations. The purpose of this research is to find out how rural Facebook Pro creator communities construct their culture, social solidarity, and empowerment during the digital transformation era. A qualitative phenomenological method in constructivist paradigm was used in this research to explore the experience of Facebook Pro content creator communities in rural Kebumen. The data was collected through participant observation, in-depth interview, and documentation of Facebook Pro creator community members. Interpretive phenomenology along with the concept of thick description by Clifford Geertz was used to analyze the data. The findings reveal that not only the community meeting places are the places where learning takes place and gain technical knowledge, but they also serve as cultural places which help in creating social intimacy, social empowerment, and persuasive motivation among the community members. The language of Ngapak can create a feeling of bonding and belongingness of community, in the participation through digital economy. It is clear that digital transformation in the rural community does

Keywords: digital transformation, rural communities, Facebook pro, phenomenology, cultural interpretivism

Paper ID: LSP14016

Title: Unfolding Intercultural Growth: A Pilot Sub-Coding Taxonomy for Tracking Longitudinal Student Development in a Trilateral COIL Exchange

Author(s): Loh Khai Xian, Wakabayashi Shigenori, Wimonnit Chaokongjakra, Samanan Sudsa-ard, Neo Chin Chea, Lio Jun

Affiliation(s): Universiti Teknologi Malaysia, Chuo University, Thammasat University, Chuo University

Email: lkxian@utm.my, swkbys37@tamacc.chuo-u.ac.jp, wimonnit.c@litu.tu.ac.th, samanan.s@litu.tu.ac.th, neochin.chea@utm.my, iiojun@tamacc.chuo-u.ac.jp

Abstract

Virtual Exchange (VE) is an important approach for developing intercultural communicative competence (ICC) in higher education by allowing international students to connect online and share experiences. In the ASEAN region, Collaborative Online International Learning (COIL)-based Virtual Exchange increasingly supports cross-border learning. However, conventional pre- and post-test methods struggle to capture the gradual intercultural changes that unfold during ongoing interactions, leaving a gap in our understanding of sequential student development. To address this, this exploratory pilot study examines the practicality of a refined ICC sub-coding taxonomy for tracing students' growth across three online sessions. The study involved a rare trilateral COIL-based Virtual Exchange between university students from Japan, Thailand, and Malaysia. Written reflections collected after each session were analysed using a combined framework integrating Byram and Deardorff's models. The findings reveal a clear developmental pattern. The first session was mainly shaped by communication anxiety and emotional adjustment, accounting for 41.0% of first-session data, while cultural knowledge acquisition began at a baseline of 17.9%. In the second session, emotional adjustment remained present at 33.3%, cultural knowledge acquisition increased significantly to reach 30.8%, focusing on surface-level elements like food and daily life. In the third session, deep intercultural outcomes surged to represent 58.1% of the final data, including higher communication confidence, greater cognitive flexibility, and broader perspectives on cultural differences. However, skills related to intentional inquiry and interaction strategies remained limited across all sessions. Overall, the study suggests that the refined taxonomy effectively captures gradual intercultural development. It also highlights the need for targeted pedagogical intervention, emphasizing that educators should provide explicit training in inquiry and interaction strategies before Virtual Exchange activities rather than assuming these skills develop naturally.

Keywords: intercultural communicative competence (ICC); trilateral COIL; English as a lingua franca (ELF); virtual exchange; intercultural reflection analysis

Paper ID: LSP14017

Title: Beyond Phraseology: The Importance of Plain English in Non-Routine Air Traffic Control Communication

Author(s): Nur Zafirah Razali

Affiliation(s): Universiti Malaysia Sabah

Email: nzafirah@ums.edu.my

Abstract

Aviation communication is widely associated with standard phraseology, which is designed to promote clarity, efficiency, and safety in the skies. However, operational realities often extend beyond scripted exchanges. This study examines the role of plain English in Malaysian air traffic control operations, focusing on situations where standard phraseology alone is insufficient. Drawing on semi-structured interviews with eight Air Traffic Controllers (ATCs) from Civil Aviation Authority of Malaysia (CAAM), the study explores how ATCs use English in routine and non-routine operational contexts and how they perceive the relationship between phraseology and broader communicative competence. The findings show that routine communication is highly structured and governed by prescribed phraseology. Nevertheless, participants consistently emphasised that unexpected situations, such as unusual operational disruptions, system failures, and complex coordination scenarios, require spontaneous language production beyond memorised scripts. In such circumstances, ATCs must explain, negotiate, clarify, and coordinate information using plain English in real time. Participants further distinguished phraseology competence from English language proficiency, asserting that while phraseology can be learned procedurally, effective management of abnormal situations depends on broader communicative abilities such as comprehension, interaction, vocabulary, and linguistic flexibility. The study challenges the assumption that mastery of phraseology alone is sufficient for operational communication. Instead, it demonstrates that plain English functions as a critical safety resource when ATCs encounter situations that fall outside established templates. These findings carry important implications for Aviation English and Language for Specific Purposes (LSP) training, suggesting that instructional programmes should balance phraseology instruction with opportunities to develop spontaneous communicative competence for non-routine operational contexts. By highlighting the communicative realities faced by Malaysian ATCs, the paper contributes to ongoing discussions on workplace language needs, professional communication, and the design of effective Aviation English training programmes.

Keywords: aviation English; plain English; phraseology; air traffic control; language for specific purposes

Paper ID: LSP14019

Title: Improving Language Production of EFL Learners Through Summer School Programme

Author(s): Abid Zulfadhli Razali, Nurhidayah Mohd Sharif, Loh Khai Xian, Nur Syazwani Mohd Zolkifli, Atiqah Shaharuddin, Nur 'Ain Mohd Shahroom, Ahmad Fadzli Abu Sahmah

Affiliation(s): Universiti Teknologi Malaysia

Email: abidzulfadhli.razali@utm.my , nurhidayah.ms@utm.my , lkxian@utm.my , nursyazwani.mz@utm.my , atiqah@utm.my , nurainms@utm.my , ahmadfadzli@utm.my

Abstract

English summer school programmes aim to improve the language skills of English as a Foreign Language (EFL) learners in a short period of time through educational and social activities. However, many such programmes lack clear goals and utilise unstructured syllabi, which can negatively impact learning outcomes. In response to this, this study examines the effectiveness of the revised syllabus for the Language Academy Summer School Program (LASSP) at Universiti Teknologi Malaysia (UTM). The syllabus revision was conducted systematically using the ADDIE Instructional Design Model to strategically improve language proficiency among its participants who are EFL learners from universities outside Malaysia. The effectiveness of the revised syllabus was measured by looking at the extent to which learners' writing and speaking skills improved after participating in this two-week summer school programme. A quantitative research design was employed involving 55 Japanese EFL students across two 2-week cycles in 2025. Data were collected through pre-tests and post-tests for writing through journal writing and speaking through oral presentations, which were then assessed using self-developed and expert-reviewed CEFR-based rubrics. The findings reveal that the participants managed to improve their production skills after participating in the programme. For writing skills, 100% of learners improved their CEFR writing level, with most low-level learners advancing to at least one CEFR level in the post-test (for example, A1 students advanced to A2). Similarly, speaking skills also showed significant improvement, with 67% of learners in Cycle 1 and 41% in Cycle 2 progressing to B2 level from B1 level. The findings indicate that the revised syllabus is effective in improving learners' language proficiency as significant improvements in writing and speaking among participants were evident in the post-tests. This study is believed to provide insights into the systematic design of summer school programmes syllabi to ensure positive learning outcomes among its participants.

Keywords: Summer School Programme; ADDIE instructional design model; EFL learners; CEFR level; language production skills

Paper ID: LSP14020

Title: Learning to Publish: From Struggle to Strategies in L2 Doctoral Students' Academic Publishing Journeys

Author(s): Farhana Bakar, Vijay Kumar

Affiliation(s): Universiti Teknologi Malaysia, QUEST International University, Malaysia

Email: farhanaabubakar@utm.my, vijay.kumar@qiu.edu.my

Abstract

Publishing during doctoral candidature is increasingly central to academic success. Although a growing body of research has analysed L2 doctoral students' writing for publication, most studies have been conducted in Anglophone contexts or have concentrated primarily on linguistic difficulties. As a result, limited attention has been paid to how L2 doctoral students in non-English-dominant contexts navigate the complex linguistic, structural, and epistemological dimensions of academic publishing. In response to these concerns, this study investigates how two L2 doctoral students, a Malaysian ESL student and an Algerian EFL student, were socialised into publishing practices at a research-intensive university in Malaysia. Drawing on second language socialisation, academic discourse socialisation, and communities of practice frameworks, this qualitative case study employed semi-structured interviews conducted across two phases of the participants' doctoral journeys. The analysis explored the challenges encountered in writing for publication and the strategies developed to overcome them. Findings reveal a trajectory from struggles to strategies in L2 doctoral publishing socialisation. The participants initially experienced linguistic difficulties in academic expression, structural challenges in navigating reviewer feedback and publication processes, and epistemological challenges in positioning their research and developing scholarly authority. Over time, these challenges were addressed through supervisory guidance, sustained writing practices, engagement with model texts, self-directed learning, and support from broader academic and personal networks. The findings underscore the need for institutional, supervisory and peer-based support structures that enable L2 doctoral students to participate more confidently in global academic publishing. It also contributes to understanding how L2 doctoral students in Southeast Asia context gradually move from peripheral to fuller participation in academic publishing communities.

Keywords: publishing during candidature; second language socialisation; academic discourse socialisation; community of practice; L2 doctoral students; academic publishing

Paper ID: LSP14024

Title: From Educational Credentials to Political Legitimacy: A Faircloughian Critical Discourse Analysis of Media Coverage on the Minimum Bachelor's Degree Requirement for Members of Parliament Following the Constitutional Court's Decision

Author(s): Putra Muhammad Wifdi Kamal, Dr Mayasari, Dr Gili Argenti

Affiliation(s): Department of Communication Science, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 251063219001@student.unsika.ac.id, mayasari.kurniawan@fisip.unsika.ac.id, gili.argenti@fisip.unsika.ac.id

Abstract

This study is motivated by the reemergence of debates concerning the minimum educational requirement for members of the House of Representatives (DPR) following the Constitutional Court's rejection of a petition seeking to raise the qualification from senior high school to a bachelor's degree (SI). The present research aims to examine how the media constructs discourse surrounding educational qualifications for legislators and to identify the underlying ideologies embedded within such representations. This inquiry employs Norman Fairclough's Critical Discourse Analysis (CDA) framework. The primary data consist of a Kompas.com news article entitled "Gugatan Anggota DPR Minimal SI Kembali Muncul, Usai Tidak Diterima MK" (The Proposal for a Minimum Bachelor's Degree Requirement for Members of Parliament Reemerges After Being Rejected by the Constitutional Court), published on September 22, 2025, which is analyzed using Fairclough's three-dimensional analytical model: textual analysis, discursive practice, and social practice. Data were collected through documentation and analyzed by examining linguistic features, interpreting text production and consumption processes, and explaining the broader social context surrounding the news. The findings reveal that the media constructs higher education as a symbol of competence, professionalism, and legislative quality through lexical choices, actor representation, and argumentative structures. At the discursive practice level, Kompas frames the issue within a legal-constitutional perspective influenced by the institution's longstanding values of humanism and moderation. At the social practice level, the discourse reflects an ideological contestation between political meritocracy and representative democracy regarding the qualifications of elected representatives. This paper concludes that the media not only represents reality but also reproduces particular ideologies concerning political representation. Theoretically, the research reinforces the relevance of Fairclough's CDA framework in political communication studies, while practically contributing to a deeper understanding of how media shapes public perceptions of democracy and legislative quality in Indonesia.

Keywords: critical discourse analysis; Fairclough; legislative candidates; political representation; democracy; media

Paper ID: LSP14025

Title: Surviving in the Platform Era: Editorial Space Precariousness, Editorial Independence, and Journalists' Work in the Digital Journalism Ecosystem in Indonesia

Author(s): Ahmad Taufiq Hidayat, Eka Yusup, Lukmanul Hakim

Affiliation(s): Department of Communication Sciences, Universitas Singaperbangsa Karawang (UNSIKA), West Java, Indonesia

Email: 2510632190005@student.unsika.ac.id, eka.yusup@fisip.unsika.ac.id, lukmanul.hakim@staff.unsika.ac.id

Abstract

Digital disruption, economic pressure, and reliance on government advertising have pushed the media in Indonesia into a crisis of trust and independence. Since the reform, the production, distribution, and consumption of information have changed. The dominance of conventional media, print, television, and radio, has been displaced by social media that allows anyone to produce and disseminate information quickly without an editing process. Meanwhile, conventional media are still required to verify before news is broadcast. Changes in audience behaviour to instant information sources on the device make advertising revenue and revenue decrease. Advertisers prefer influencers to conventional media. In such a situation, government advertising is one of the remaining sources of revenue, but it risks affecting editorial independence. This study aims to analyse the relationship between media disruption, media economic structure, journalists' precarious conditions, and media independence in digital culture. The research uses a qualitative method with a case study approach through in-depth interviews. The results of the study show three main findings. First, about 75% of national advertising spending is controlled by global platforms, resulting in local media losing revenue and increasing layoffs. Second, many journalists are paid below the regional minimum wage, even without social security and health, so the practice of advertising under the guise of news is rampant. Third, the ad-based business model has not been able to sustain media independence, even though adaptive and credible media such as Tempo can still survive and generate profits. This study concludes that the ethics of journalism and independence cannot be separated from the economic structure of the media. Therefore, national media protection regulations, digital taxes for global platforms, and legal protection for journalists are needed so that the media continues to function as a guardian of democracy.

Keywords: journalism ethics; media independence; digital culture; media political economy; dominance of digital platforms

Paper ID: LSP14026

Title: Reimagining Death Space: Religious Tourism in Modern Karawang Cemeteries

Author(s): Arfan Rizka Fauzi, Zainal Abidin, Eka Yusup

Affiliation(s): Department of Communication Sciences, Faculty of Social and Political Sciences, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190003@student.unsika.ac.id, zainal.abidin@fisip.usika.ac.id, eka.yusup@fisip.unsika.ac.id

Abstract

Death and burial are traditionally understood as grieving events, sacred spaces, and territories that are often associated with fear. However, the emergence of modern cemeteries such as San Diego Hills Memorial Park and Al Azhar Memorial Garden in Karawang shows a change in the way urban people interpret the chamber of death. This research aims to analyse how modern cemeteries are reconstructed as religious, aesthetic, and symbolic tourism spaces through cultural communication strategies, marketing communication, and impression management. The research uses a qualitative method with a case study approach on two modern cemeteries that have different characters. The data were obtained through in-depth interviews with tomb managers as message drafters and pilgrims as message recipients, and strengthened through observation of the physical environment and analysis of digital promotional documents. The analysis uses the social construction theory of reality by Peter L. Berger and Thomas Luckmann. The results of the study showed that both cemeteries succeeded in shifting the stigma of funerals as a spooky, shabby, and sad space into a narrative of beauty, comfort, tranquillity, and spirituality. San Diego Hills builds an image of elite cemeteries that are close to the modern lifestyle, while Al Azhar emphasises religious tranquillity through Islamic values-based funeral governance. Thus, religious tourism in modern cemeteries is present as a communication practice that connects memory, identity, commodification of space, and the search for spiritual meaning of urban society. These findings confirm that modern cemeteries serve not only as a final resting place, but also as a space for cultural communication, religious tourism, and the symbolic economy. This research has implications for the importance of re-understanding the space of death as part of the transformation of the meaning of public space in contemporary modern Indonesian society.

Keywords: cultural communication; social construction; religious tourism; modern burials; symbolic economy.

Paper ID: LSP14027

Title: From Paper to Paperless: Digital Transformation of Public Services through the “Siimah” Application in Karawang Regency

Author(s): Reza Priandani, Zainal Abidin, Fajar Hariyanto

Affiliation(s): Department of Communication Sciences, Faculty of Social and Political Sciences, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190012@student.unsika.ac.id, zainal.abidin@fisip.unsika.ac.id, fajar.hariyanto@staff.unsika.ac.id

Abstract

Pertumbuhan penduduk dan industrialisasi di Kabupaten Karawang meningkatkan kebutuhan terhadap perumahan dan kawasan permukiman yang berkualitas. Kondisi ini membawa tantangan berupa meningkatnya kebutuhan hunian seperti penanganan Rumah Tidak Layak Huni (Rutilahu), penyediaan PSU (penyerahan prasarana, sarana dan utilitas) serta pengelolaan data perumahan yang berintegrasi. Sebagai solusi dan inovasi digital Pemerintah Kabupaten Karawang melalui Dinas Perumahan Rakyat dan Kawasan Pemukiman (DPRKP) membuat transformasi dengan membuat aplikasi “SIIMAH” dalam upaya menghadirkan efektivitas, transparansi serta mendukung perencanaan pembangunan tepat sasaran. Artikel ini bertujuan untuk mengkaji implementasi digitalisasi pelayanan perumahan dan kawasan permukiman melalui aplikasi “SIIMAH”, serta menganalisis fungsinya dalam meningkatkan transparansi, efektivitas pelayanan publik dan mendukung tata kelola pemerintahan berbasis digital di Kabupaten Karawang. Penelitian ini menggunakan Computer Mediated Communication (CMC) dengan metode studi kasus untuk menganalisis implementasi penggunaan aplikasi “SIIMAH” sebagai media komunikasi digital pelayanan publik. Aplikasi “SIIMAH” mampu meningkatkan kualitas pelayanan publik melalui digitisasi, kemudahan dalam pengajuan birokrasi lebih mudah karena hanya cukup mengunggah berkas, usulan masyarakat dapat lebih cepat ditangani dan diverifikasi oleh tim DPRKP secara transparan dan terintegrasi. Masih adanya gap dalam sosialisasi “SIIMAH” menyebabkan banyaknya masyarakat yang belum mengetahui aplikasi tersebut untuk mengajukan/mengecek progres ajuan beberapa program seperti program RUTILAHU. Oleh karena itu, harus ada sosialisasi lebih masif dengan strategi komunikasi yang melibatkan beberapa stakeholder seperti Dinas Pemberdayaan Desa dan Masyarakat (DPMD), operator kecamatan, operator desa untuk mengajak okoh masyarakat, tokoh agama dan tokoh budaya agar informasi layanan dapat menjangkau masyarakat lebih luas.

Keywords: digitalisasi; pelayanan publik; tata kelola digital; transformasi; computer-mediated communication (CMC)

Paper ID: LSP14028

Title: Discourse on "Sincere Completion" on the Personal Instagram of the Regent of Karawang: Reflective–Collaborative Autoethnography on Regional Leadership, Public Service, and Social Movement of the Apparatus

Author(s): Aep Syaepuloh, Maya Sari, Eka Yusup

Affiliation(s): Department of Communication Sciences, Faculty of Social and Political Sciences, Universitas Singaperbangsa Karawang (UNSIKA), West Java, Indonesia

Email: 2510632190002@student.unsika.ac.id, mayasari.kurniawan@fisip.unsika.ac.id, eka.yusup@fisip.unsika.ac.id

Abstract

Background: Social media is changing the communication patterns of local governments, where Instagram is not only a documentation space but also an arena for the production of leadership discourse. In this context, the slogan "Karawang Tulus Tuntas" on the Karawang Regent's personal Instagram account represents the construction of the meaning of public services, regional identity, and policy legitimacy in the digital space. **Objective:** This article analyzes the construction of the discourse "Tulus Tuntas" through the first author's leadership experience as a regional head, his representation in Instagram digital communication, and its meaning in public services, bureaucratic reform, and social movements of the apparatus. **Methodology:** This study used reflective–collaborative autoethnography combined with multimodal digital discourse analysis. The first author is a reflective actor of leadership experience, while the second and third authors act as academic companions to maintain the validity and reduce bias. The research data included reflections on experiences, interview notes, personal Instagram uploads by the Regent of Karawang, and regional policy documents. **Findings:** "Tulus Tuntas" functions as a leadership discourse in four aspects: regional affective branding, transformation of public service culture, utility-based leadership ethics, and social movements of the apparatus through ASN Berbagi, as well as social programs such as stunting, productive social assistance, and scholarships. Instagram is a space for the production of meaning that connects personal narratives, policy visuals and public communication. **Implications:** This study contributes to government communication and digital discourse analysis by showing that regional slogans on social media are not only branding, but also the construction of social meaning that shapes service ethics, regional identity, and public policy legitimacy.

Keywords: digital discourse analysis; autoethnography; Instagram; government communication; sincerely finished

Paper ID: LSP14029

Title: The Rearticulation of Cultural Identity in the Modernization of Keroncong Music: A Roland Barthes Semiotic Analysis of Keroncong Sahadja's Cover of "Keliling" on TikTok

Author(s): Muhammad Azriel Ar Syahlaif Zalvi, Ana Fitriana Poerana, Lukmanul Hakim

Affiliation(s): Prodi Ilmu Komunikasi, Universitas Singaperbangsa, Karawang, Jawa Barat, Indonesia

Email: azrielaaz1234@gmail.com, ana.fitriana@fisip.unsika.ac.id,
lukmanul.hakim@staff.unsika.ac.id

Abstract

The rapid growth of social media has created new spaces for the revitalization of local culture amid the forces of modernization and globalization. Keroncong music, traditionally perceived as a conventional genre with a limited audience, has undergone significant transformation through digital adaptation, particularly on TikTok. One notable example is Keroncong Sahadja's cover of the song "Keliling," which integrates traditional musical elements with contemporary visual aesthetics and digital content practices. This study aims to examine how cultural identity is represented and negotiated through the modernization of keroncong music in TikTok content. Employing a qualitative approach, this research applies Roland Barthes' semiotic analysis to interpret the denotative, connotative, and mythological meanings embedded in the audiovisual elements of the cover performance. The data were collected through observations of visual compositions, lyrics, musical arrangements, costumes, gestures, facial expressions, and other symbolic elements that contribute to the construction of cultural meaning. The findings reveal that the representation of cultural identity in Keroncong Sahadja's "Keliling" extends beyond preserving traditional music and functions as a strategy for negotiating cultural identity within contemporary digital culture. The modernization of keroncong is manifested through the integration of traditional instruments with modern musical arrangements, the adoption of visual aesthetics aligned with social media trends, and performance styles that resonate with younger audiences while maintaining the cultural values associated with the genre. These findings suggest that TikTok serves not merely as a platform for content dissemination but also as a site of meaning production where cultural identity is continuously reconstructed and reinterpreted. Consequently, tradition should be understood not as a static cultural heritage but as a dynamic cultural practice that evolves alongside technological developments and changing patterns of digital communication.

Keywords: cultural identity representation; keroncong music modernization; Roland Barthes; semiotics; TikTok; digital culture.

Paper ID: LSP14030

Title: Fairclough's Critical Discourse Analysis of President Prabowo's Statement and Minister Purbaya's Clarification

Author(s): Suci Oktavia, Dr Mayasari, Dr Tri Susanto

Affiliation(s): Department of Communication Science, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190014@student.unsika.ac.id, mayasari.kurniawan@fisip.unsika.ac.id, tri.susanto@fisip.unsika.ac.id

Abstract

Studies on exchange rates have been widely discussed in the literature, particularly regarding their impact on trade, inflation, and purchasing power; however, there remains a lack of research that specifically examines how the issue of exchange rates is framed in public discourse by government officials. This research stems from the phenomenon of the weakening of the rupiah against the U.S. dollar, which garnered widespread public attention, particularly when the exchange rate reached Rp17,800 in mid-May 2026. In this context, President Prabowo Subianto's statement that "people in the countryside don't use dollars" sparked various interpretations in the public sphere, which were later clarified by Minister Purbaya Yudhi Sadewa as a form of humor intended to entertain the public. Based on Norman Fairclough's Critical Discourse Analysis (CDA) and Michel Foucault's theory of power, this study analyzes news texts from the online media outlet detik.com that contained the statement. The findings indicate that the discourse constructed in the news coverage reflects a simplification of complex economic realities, while simultaneously representing power relations through language. More specifically, three main trends were identified: (1) textual constructions that represent the gap between global economic realities and the lives of rural communities; (2) media discursive practices that normalize officials' statements as a form of communication acceptable to the public; and (3) social practices that demonstrate how the discourse of public officials functions as a mechanism of power in shaping public perceptions of economic conditions. These findings confirm that language is not neutral, but rather serves as an instrument of power that actively shapes social "truth" and influences how the public understands economic dynamics in the public sphere.

Keywords: exchange rate; critical discourse analysis; public discourse of officials; online media instruction; power relations language

Paper ID: LSP14031

Title: Critical Discourse Analysis of the Documentary Film Pesta Babi: Audiovisual Language, Intertextuality, and Emotional Geographies in the Narrative of Papua Development

Author(s): Gilang Utama Ramadhan, Dr Tri Susanto, Dr Teza Yudha

Affiliation(s): Department of Communication Science, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190001@student.unsika.ac.id, tri.susanto@fisip.unsika.ac.id, teza.yuda@fisip.unsika.ac.id

Abstract

Development in Papua has often been co-constructed as a narrative of acceleration, equitable development, and improved welfare. However, ecological impacts as well as the experiences and perceptions of Indigenous Papuans regarding the discourse of accelerated development remain largely absent from the dominant narratives that have been documented. Using Norman Fairclough's Critical Discourse Analysis, this study examines the documentary film *Pesta Babi: Colonialism in Our Time*, which functions to represent the marginal voices of Indigenous Papuans and to generate a counter-discourse on development issues in Papua. Andy Hargreaves' *Geography of Emotions* is used to strengthen the analysis of the film's connection with various other discourses, as well as the dynamics of emotional relations that are formed and intertwined within existing unequal power relations. The discourse of development in Papua is examined by focusing on power relations that are intertextually documented through audiovisual texts, cultural inventories, and social artifacts in the film. The study identifies three main findings: the construction of development as an arena of contested meanings among the state, corporations, Indigenous communities, and the environment; the formation of counter-discourse through narratives, visuals, symbols, and testimonies; and the construction of public meaning about Papua through power relations, intertextual connections, and emotional proximity and distance. Epistemologically, this study contributes to expanding the understanding of how documentary film can be understood as a medium of representation as well as a discursive practice that produces ideology, represents power relations, and forms a social space in which the interests and experiences of Indigenous communities are contested.

Keywords: critical discourse analysis; emotional geographies framework; intertextuality; Norman Fairclough; *Pesta Babi* ("Pig Feast" Documentary Film).

Paper ID: LSP14032

Title: From Interview to Interpretation: Double Hermeneutics in Cross-linguistic Interpretative Phenomenological Analysis

Author(s): Shirley Kueh Siew Sieng, Azlina Mohd Kosnin, Abdulmumini Inda

Affiliation(s): University of Technology Malaysia

Email: shirleykuehsiew@graduate.utm.my , p-azlina@utm.my, inda.abdulmumini@utm.my

Abstract

Although double hermeneutics is central to Interpretative Phenomenological Analysis (IPA), it is often discussed mainly as an analytic principle rather than as an interpretative process unfolding across the full research lifecycle. This issue becomes more visible in cross-linguistic qualitative inquiry, where interviewing, transcription, translation, coding, theme development, and written representation each require new interpretative decisions. This work-in-progress paper examines how double hermeneutics is enacted across these stages through a Chinese-language interview with the founder-teacher of a Waldorf-inspired nature kindergarten in Malaysia. The interview is treated as a methodological case, not primarily as a substantive account of educational leadership or teacher identity. Particular attention is given to moments where meaning was negotiated through questioning, participant-led redirection, researcher probing, linguistic choice, translation into English, exploratory noting, and reflexive analytic judgement. Preliminary analysis suggests that interpretation began before formal coding. For example, when the participant reformulated the researcher's wording, the interview itself became an interpretative site rather than a neutral means of data collection. The study foregrounds the researcher's evolving role as an interpretative instrument, whose questioning, responsiveness, cultural positioning, emotional awareness, linguistic decisions, and analytic judgement shaped how lived experience gradually became qualitative knowledge. Rather than viewing interviewing, translation, coding, and writing as separate technical stages, this paper conceptualises them as successive interpretative moments through which participants' meanings are repeatedly reconstructed. It therefore positions cross-linguistic IPA as a layered interpretative process in which meaning is not simply collected, translated, and coded, but reworked across interaction, language, analysis, and representation. This framing strengthens transparency, reflexivity, and methodological rigour in multilingual qualitative research, while offering practical guidance for researchers conducting phenomenological inquiry across languages and cultures.

Keywords: interpretative phenomenological analysis; double hermeneutics; cross linguistic research; reflexivity; multilingual qualitative inquiry

Paper ID: LSP14033

Title: A Norman Fairclough Critical Discourse Analysis of the Construction of Indonesia's National Image in President Prabowo Subianto's Speech at the World Economic Forum 2026

Author(s): Irfan Ahmad Fadilah, Dr Tri Susanto, Dr Gili Argenti

Affiliation(s): Department of Communication Science, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190007@student.unsika.ac.id, tri.susanto.staff@unsika.ac.id, gili.argenti.staff@unsika.ac.id

Abstract

A head of state's speech delivered at an international forum serves not only as a medium for communicating government policies but also as a strategic instrument for constructing a nation's image before the global community. As one of the world's leading economic forums, the World Economic Forum (WEF) provides an important platform for political leaders to project their national identity, policy direction, and diplomatic stance through political discourse. President Prabowo Subianto's speech at the World Economic Forum 2026 has attracted attention because it presents narratives concerning national development, economic transformation, investment, governance, and international cooperation. This study aims to examine how Indonesia's national image is discursively constructed through President Prabowo Subianto's speech by applying Norman Fairclough's Critical Discourse Analysis (CDA). Employing a qualitative research approach, this study uses the official speech transcript as the primary source of data and analyzes it through Fairclough's three-dimensional framework, consisting of text analysis, discursive practice, and social practice. The study focuses on identifying the linguistic strategies, discursive practices, and socio-political contexts that contribute to the construction of Indonesia's national image in an international setting. Rather than evaluating the effectiveness of government policies, this research investigates how language functions as a strategic tool for representing Indonesia to global audiences. The findings are expected to provide insights into the relationship between political discourse, public diplomacy, and national image construction while contributing to the development of Critical Discourse Analysis and political communication studies. The study also offers practical implications for understanding how presidential speeches in international forums can influence perceptions of a country's identity and position in the global arena.

Keywords: critical discourse analysis; Norman Fairclough; Indonesia's national image; political speech; World Economic Forum.

Paper ID: LSP14034

Title: Multimodal Communication in Corporate Websites: Constructing Atomy's Organizational Identity through Digital Platform

Author(s): Wartika Siti Rokhmah, Dr Reddy Anggara, Dr Tri Susanto

Affiliation(s): Department of Communication Science, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190015@student.unsika.ac.id, reddy.anggara@unsika.ac.id, tri.susanto.staf@unsika.ac.id

Abstract

Digital technology has changed the way companies communicate and conduct transactions through their websites, which have become strategic communication platforms for conveying their identity to consumers and facilitating direct purchases. A corporate website integrates various verbal and visual resources, including text, images, colors, typography, layout, product displays, and navigation structures, to convey a company's meaning. This study examines how Atomy build brand identity through multimodal resources on its corporate website and digital shopping platform. The constructivist paradigm and an interpretive qualitative approach, using Digital Corporate Communication Analysis and Corporate Identity Analysis, focus on the interaction between verbal and visual resources and how these elements synergize to convey the organization's values and identity. Data were collected through screenshots of four sections of the Atomy website: the homepage, the corporate philosophy page, and the pages for the best-selling products HemoHIM and Absolute CellActive. The data were analyzed through three dimensions of meaning: representational, interactive, and compositional. The research findings indicate that Atomy has established its organizational identity as a global, professional, modern, quality-oriented, and customer-focused company. Its representational meaning is conveyed through the visual design of the company's headquarters, premium product packaging, imagery of natural ingredients, and narratives of customer success. Interactive meaning is constructed through slogans, product descriptions, navigation menus, shopping features, and member service facilities. Compositional meaning is formed through the consistent use of the company's signature blue color, neutral backgrounds, visual hierarchy, product placement, typography, and structured page layouts. The conclusion of this study is that the Atomy website serves not only as a platform for information and transactions but also as a strategic digital communication platform that builds a coherent organizational identity by integrating corporate messaging, platform that builds a coherent organizational identity by integrating corporate messaging, visual design, product presentation, and digital interaction and transaction features.

Keywords: multimodal communication; corporate website; company identity; digital communication; Atomy.

Paper ID: LSP14035

Title: Governing through Eschatological Discourse: Eschatological Environmental Governmentality in Community Responses to Illegal Dumping in Indonesia

Author(s): Teza Yudha, Mayasari, Shinta Pramesti Burhan, Dara Sastra Kemala, Dr Teza Yudha, Dr Yanti Tayo

Affiliation(s): Department of Government Science, Universitas Singaperbangsa Karawang, West Java, Indonesia , Department of Communication Science, Universitas Singaperbangsa Karawang, West Java, Indonesia , Department of Linguistics, Universitas Padjadjaran, West Java, Indonesia , Department of Television and Film, Universitas Padjadjaran, West Java, Indonesia

Email: teza.yudha@fisip.unsika.ac.id, mayasari.kurniawan@fisip.unsika.ac.id, shinta24002@mail.unpad.ac.id, dara24005@mail.unpad.ac.id, teza.yudha@fisip.unsika.ac.id, yanti.tayo@ubpkarawang.ac.id

Abstract

Environmental governance is conventionally associated with state regulation, legal sanctions, and institutional surveillance. In many Indonesian communities, however, the governance of illegal dumping begins with a banner promising hell to those who dispose of waste improperly. Such messages do more than prohibit littering; they transform environmental responsibility into a moral and eschatological obligation. While environmental governmentality has been widely examined through state-led interventions, little is known about how ordinary communities govern environmental conduct through vernacular religious discourse. This article addresses this gap by proposing Eschatological Environmental Governmentality (EEG), a conceptual framework explaining how eschatological discourse operates as a decentralized technology of environmental governance. The study draws on ethnographic observations of community-produced anti-littering banners and public signs documented across three cities in Java Island, Indonesia, complemented by intertextual interpretive interviews with local residents to explore how these messages are read, negotiated, and reproduced within everyday environmental practices. Guided by Foucauldian governmentality, pastoral power, and critical discourse analysis, the study identifies an eschatological environmental register characterized by prohibitions, moral evaluations, prayers, curses, divine surveillance, and references to eternal punishment. These linguistic resources function not merely as persuasive warnings but as discursive technologies that encourage individuals to govern themselves through imagined accountability before a transcendent authority rather than through fear of legal sanctions alone. The article argues that EEG extends existing theories of environmental governmentality by demonstrating how communities themselves generate governing practices through culturally embedded religious discourse. Beyond the Indonesian case, the study offers a novel conceptual framework for understanding how vernacular language becomes a technology of environmental governance, contributing to scholarship on governmentality, environmental discourse, linguistic landscape, and community-based governance.

Keywords: critical discourse analysis; eschatological environmental governmentality; ethnography; Indonesia

Paper ID: LSP14037

Title: Fitchek Frenzy: Hijab, Fashion and Hype as Identity for Gen-Z

Author(s): Nadira Hajarani, Zainal Abidin, Reddy Anggara

Affiliation(s): Department of Communication, Faculty of Social and Political Sciences
Universitas Singaperbangsa Karawang, West Java, Indonesia.

Email: 2510632190010@student.unsika.ac.id, zainal.abidin@fisip.unsika.ac.id,
reddy.anggara@fisip.unsika.ac.id

Abstract

The rapid growth of short-video platforms has transformed how Muslim women negotiate religious identity and fashion expression in digital spaces. In Indonesia, home to the world's largest Muslim population, Gen Z hijab wearing women have widely adopted the practice of fitchek, a short-video format in which creators display their complete outfits to digital audiences, often accompanied by trending audio, hashtags, and interactive comment sections. Despite its apparent simplicity, fitchek constitutes a complex arena where religious values, global fashion aesthetics, and personal identity are actively co-constructed. This study aims to examine how the fitchek phenomenon on TikTok functions as a participatory identity communication practice among Gen Z hijab-wearing women in Indonesia, and how digital hype mechanisms shape the ongoing negotiation between religious modesty and contemporary fashion expression. Employing a constructivist paradigm, this study adopts Kozinets' netnographic method through five analytical stages (coding, noting, abstracting, checking and refinement, and theorizing) applied to video content and comment interactions across three Indonesian Gen Z hijab creator accounts (@milakrn, @chaesiumspear, @nadyaaisha). Findings reveal that fitchek operates simultaneously across four dimensions of Jenkins' participatory culture: affiliation through shared hashtags and trending audio; expressions through the fluid negotiation of Islamic contexts such as religious study attendance and syar'i dress standards alongside global pop aesthetics; collaborative problem-solving through the "spill" culture that merges fashion education with commerce; and circulation through style replication and algorithmic visibility strategies. These findings suggest that the hijab in Gen Z fitchek culture is no longer solely a religious symbol but a malleable modest fashion element continuously renegotiated under digital hype pressure, contributing to broader understandings of how religious identity is performed and mediated in platform-driven participatory culture.

Keywords: netnography; fitchek; hijab identity; participatory culture; Gen-Z

Paper ID: LSP14038

Title: The Commodification of Voice and Digital Identity: AI Songs on Social Media via the Vokaliz Netizen Account (A Netnographic Study)

Author(s): Sri Oktaviani, Dr Ana Fitriana Poerana, Dr Reddy Anggara

Affiliation(s): Department of Communication, Faculty of Social and Political Sciences Universitas Singaperbangsa Karawang, West Java, Indonesia.

Email: 2510632190013@student.unsika.ac.id, ana.fitriana@fisip.unsika.ac.id, reddy.anggara@fisip.unsika.ac.id

Abstract

The rapid advancement of Generative Artificial Intelligence (AI-Gen) has transformed digital content creation by enabling to clone voice and product AI-generated music. Beyond technological innovation, it has changed interactions among users, content creators, and social media platforms, raising concerns about voice commodification, digital identity, and online virality. This study examines how AI-generated songs contribute to the commodification of voice and the construction of digital identity through the viral circulation of the MBG (Makan Bergizi Gratis) song on the VOKALIZ_NETIZEN TikTok account. A qualitative netnographic design was employed to examine interactions occurring in the digital community surrounding the account. Data were acquired through non participant observation of the account subject matter, audiovisual recording, and comment section analysis of user behavior related to the MBG song. Thematic analysis was subsequently applied to identify recurring patterns related to voice commodification, participatory culture, and digital identity creation. The findings indicate that the MBG song's virality was the result of interaction among AI technology, platform algorithms, and audience participation. AI-generated voices were turned from mere personal traits into digital commodities endowed with both symbolic and economic value. Furthermore, the social legitimacy obtained by the positive feedback from the voice is featured in the song led to stronger audience acceptance and the wider circulation of the content. The results show that the popularity of AI content is a function of not only the technological features but also social recognition and participatory involvement. However, such recognition is relative to the situation and proceeds from moral views about identity representation. This research is a point of entry into the debates on digital political economy, digital identity, while emphasizing the importance of AI literacy and ethical governance in AI-mediated communication.

Keywords: generative AI; voice commodification; digital identity; netnography; social media.

Paper ID: LSP14039

Title: Cyberbullying in Digital Football Fandom: Netnographic Analysis and Multimodal Discourse on Indonesian National Team Players on Social Media

Author(s): Azka Anom Pranamanik, Eka Yusup, Ana Fitriana Poerana

Affiliation(s): Department of Communication Sciences, Universitas Singaperbangsa Karawang (UNSIKA), West Java, Indonesia

Email: 2510632190006@student.unsika.ac.id, eka.yusup@fisip.unsika.ac.id, ana.fitriana@fisip.unsika.ac.id

Abstract

This research departs from an increasingly worrying phenomenon in Indonesia's digital space: the rampant cyberbullying directed at national football team players. Beckham Putra, as one of the young players who appeared in the Garuda squad, was subjected to intense verbal and visual attacks on various social media platforms, especially after several controversial performances in official matches. This phenomenon cannot simply be understood as an expression of the disillusionment of ordinary supporters but rather reflects a much more complex social construct of masculinity, national pride, and power dynamics within the digital fandom community. This study aims to analyse the forms of cyberbullying in digital football fandom against Indonesian national team player Beckham Putra on social media. This study uses a netnography approach to map and understand the culture of the football fandom community in cyberspace, combined with multimodal discourse analysis to unravel the hidden meanings behind hateful gestures expressed through text and short videos. The data were collected from Instagram platforms and online media, with an analysis that included comments, uploads, and replies that directly targeted Beckham Putra. The results of the study show that the gestures of hatred in the digital football fandom are not random but are structured in the narrative of popular nationalism and the collective pressure of the fandom community. The cyberbullying experienced by Beckham Putra manifested itself in three main forms: attacks on technical competence, identity delegitimation, and persecution based on physical appearance. These findings provide important implications for athlete protection policies in the digital era and the development of digital literacy in the Indonesian sports community.

Keywords: cyberbullying; digital fandom; netnography; multimodal discourse analysis; digital literacy.

Paper ID: LSP14040

Title: Health Communication in Collaborative Governance for Stunting Reduction: A Multi-stakeholder Analysis In Karawang Regency, Indonesia

Author(s): Irwan Hermawan, Fajar Hariyanto, Teza Yudha

Affiliation(s): Department of Communication Sciences ; Department of Government Sciences, Faculty of Social and Political Sciences, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190008@student.unsika.ac.id, fajar.hariyanto@staff.unsika.ac.id, teza.yudha@fisip.unsika.ac.id

Abstract

Contemporary health development faces increasingly complex, multidimensional challenges that inherently transcend traditional and isolated sectoral boundaries. Stunting remains a critical public health issue in Indonesia, notably in Karawang Regency, West Java, where prevalence increased from 17.1% in 2023 to 17.6% in 2025, with a strategic target reduction to 14.08% by 2026. Mitigating this escalating crisis necessitates robust cross-sectoral collaboration, rendering strategic communication pivotal for catalyzing collective action among diverse actors. This study explores how multi-stakeholder health communication accelerates regional stunting reduction efforts. Employing a qualitative case study approach in Karawang, data were systematically collected via in depth interviews with diverse stakeholders, including government officials, private sector representatives, healthcare professionals, community leaders, and program beneficiaries. These primary data were rigorously triangulated with comprehensive document analysis and direct field observations to ensure maximum analytical depth, rigor, and validity. The findings demonstrate that multi-stakeholder communication operates through three fundamental dimensions: co-constructed health narratives, collaborative leadership, and institutionalized communication forums at the regional level. The local government functions as a communicative orchestrator, strategically aligning diverse interests and mobilizing private sector participation through sustained, strategic dialogue. Furthermore, beyond mere resource provision, the private sector actively drives health promotion, targeted nutritional support, and grassroots community empowerment initiatives. We conclude that effective inter-stakeholder health communication fortifies collaborative governance and significantly enhances the long-term sustainability of stunting reduction initiatives at the community level. Ultimately, this research theoretically and practically implies that communication must be conceptualized not merely as a supplementary informational tool, but as a vital, central governance mechanism for coordinating resources and fostering collective commitment, thereby ensuring the enduring success of future public health programs globally and locally.

Keywords: health communication; stunting reduction; health promotion; collaborative governance; cross sectoral collaboration

Paper ID: LSP14041

Title: AI among Farmers: Enhancing Agricultural Literacy By Utilizing Plantastic AI Chatbot

Author(s): Ade Cahya Kurniawan, Zainal Abidin, Fajar Hariyanto

Affiliation(s): Department of Communication Sciences, Faculty of Social and Political Sciences, Universitas Singaperbangsa Karawang, West Java, Indonesia

Email: 2510632190004@student.unsika.ac.id, zainal.abidin@fisip.unsika.ac.id, fajar.hariyanto@staff.unsika.ac.id

Abstract

The food security program is a critical priority under the current administration of President Prabowo Subianto, which focuses on accelerating comprehensive food self-sufficiency in various strategic commodities, such as rice. Although the government positions agricultural extension workers as the primary spearhead for achieving food self-sufficiency, their extremely limited number across the country creates a substantial communication gap between available agricultural knowledge and actual application by farmers, severely hampering their ability to independently access modern, technology-based agricultural solutions. Successfully addressing this systemic issue requires a profound paradigm shift to improve digital literacy, positioning farmers as active and independent learners, rather than simply passive recipients of information. Therefore, PT. Pupuk Kujang developed Plantastic, an innovative Artificial Intelligence (AI)-based chatbot integrated into the WhatsApp platform to provide easily accessible agricultural information. This study aims to analyze changes in farmers' information-seeking behavior and examine how the Plantastic chatbot effectively facilitates self-learning through digital platforms. Using a qualitative methodology with a case study approach, empirical data was comprehensively collected through semi-structured interviews with 16 purposively selected informants in eight active farmer groups located in Karawang Regency, West Java Province, Indonesia. Key findings indicate that artificial intelligence acts not only as a technological innovation but also fundamentally functions as a new actor within the broader agricultural communication ecosystem. Plantastic actively acts as a digital literacy mediator, successfully bridging the structural limitations of conventional extension services with farmers' urgent need for sustainable and continuous access to knowledge. This study concludes that the strategic use of the Plantastic AI chatbot by farmers has successfully driven a profound transformation in agricultural literacy. This structural shift is clearly visible through significant changes in information-seeking behavior, reflecting the transformation of extension services and the strengthening of digital-based self-learning among farmers.

Keywords: information seeking; digital literacy; artificial intelligence; plantastic chatbot; self-learning

Paper ID: LSP14042

Title: From Linguistic Foundations to Human–Machine Collaboration: A Bibliometric Analysis of Translation Competence Research (2006–2025)

Author(s): Wang Biqing, Kang Myoung Sook

Affiliation(s): Universiti Teknologi Malaysia

Email: biqing@graduate.utm.my, mskang@utm.my

Abstract

The increasing specialization and diversification of the translation industry have rendered translation competence a central concern in translation education. Although substantial findings have accumulated in the translation competence, most existing studies rely on traditional literature review methods, lacking macro-level, systematic, and visually oriented analyses of core themes, temporal trajectories, and emerging research trends. To address this gap, this study employs a bibliometric analysis combining quantitative approach with visualization to trace the evolution of core themes in translation competence research over the past two decades, and to explore how the field might adapt to the rapid development of artificial intelligence (AI). Following the PRISMA guidelines, 1,291 English-language journal articles published between 2006 and 2025 were retrieved from the Scopus database, and keyword co-occurrence and overlay maps were generated using VOSviewer. The findings reveal three distinct phases of evolution in translation competence research. The early phase, from 2006 to 2012, was centered on foundational linguistic competence. The middle phase, from 2013 to 2019, was characterized by the growing integration of cross-cultural and communicative competencies. The current phase, from 2020 to 2025, is marked by a significant shift toward technological literacy and human-machine collaboration. In this phase, artificial intelligence has evolved from a tool perceived as replacing human translators into a platform that redirects translators toward specialized roles such as audiovisual translators and translation post-editors, reflecting a fundamental redefinition of the translator-technology relationship. These findings carry both theoretical and practical implications. On the theoretical side, existing competency frameworks, including PACTE and EMT, require updating to incorporate AI-related competencies. On the practical side, translation pedagogy is expected to move toward more personalized instructional approaches. This study thereby provides an empirical basis for reexamining curriculum design, competency frameworks, and translator development strategies in translation education in the AI age.

Keywords: translation competence; bibliometric analysis; artificial intelligence (AI); translation education; VOSviewer

Paper ID: LSPI4043

Title: Aligning Undergraduate Translation Education with Market Demands in the Era of Generative AI: An Empirical Study in a Chinese Municipal University

Author(s): Wang Xiujun, Kang Myoung Sook

Affiliation(s): Language Academy, Universiti Teknologi Malaysia, Johor Bahru, Malaysia; School of Foreign Languages, Hengshui University, Hengshui, Hebei, China

Email: xiujun@graduate.utm.my, mskang@utm.my

Abstract

Due to rapid development and spread of GenAI (generative artificial intelligence), translation education is faced with consistent pressure to reconstruct and reform their traditional teaching paradigms with changing market demands. Municipal universities with undergraduate translation programs, which are low-tier level of the whole undergraduate translation education, are impacted by GenAI most. This study intends to conduct an empirical study in Hengshui University to examine the alignment between current undergraduate translation curriculum and market needs and identify the competence gaps among undergraduate translation major students. Employing a mixed-methods approach, data were collected from 110 and 114 translation majors respectively via two structured questionnaires distributed on the Wenjuanxing platform. The instruments assessed students' perceptions toward specific sub translation competence in the framework of PACTE model, AI integration, practical training adequacy, and domain-specific knowledge acquisition as well their comments toward the curriculum. The findings show that over 70% of translation major students view AI as an efficiency enhancer rather than a threat, they report severe deficiencies and more worries in prompt engineering, post-editing quality assessment, and ethical risk management. Additionally, differences and gaps exist between classroom simulations and the high student demand for authentic industry-embedded practices, such as enterprise internships. Respondents also proposed that a critical lack of domain-specific knowledge and expertise in sectors like law and medicine, coupled with underdeveloped strategic competences in project management. Consequently, this paper recommends optimization strategies including restructuring curriculum to include well-designed modules on human-AI collaboration, transitioning to project-based learning supported by regular and fixed industry-academia cooperation along with establishing dynamic mechanisms for updating technical resources and corpora. These findings emphasize the urgency of shifting from traditional linguistically- focused training and practice to overall competency development, which offer feasible suggestions for educators seeking to bridge the educational-industry divide in the era of artificial intelligence.

Keywords: undergraduate translation education; generative artificial intelligence (GenAI); competence gap; curriculum alignment; industry-academia collaboration

Paper ID: LSP14044

Title: The Construction of the Triple Planetary Crisis Discourse: Between Policy Legitimacy and the Reality of Environmental Governance

Author(s): Ema

Affiliation(s): Faculty of Social and Political Sciences, University of Singaperbangsa Karawang

Email: ema@fisip.unsika.ac.id

Abstract

This study aims to analyze the construction of the Triple Planetary Crisis discourse and the Green Governmentality mechanism implemented by the Indonesian government, and examine how the power relations between the state and corporations create a gap between policy commitments and the reality of deforestation. Using Fairclough's three-dimensional Critical Discourse Analysis approach and the perspective of Critical Political Ecology, this study examines official documents, public statements, research institute reports, and mass media published in 2025–2026. Empirical data shows that the deforestation rate increased by 66% in 2025, with 71% of the damage occurring in state forest areas and 18% in areas designated as national strategic zones. The analysis shows that the government adopted the global crisis discourse to gain international legitimacy, but narrowly framed it as a technical issue and individual behavior through the concept of "ecological repentance." The Green Governmentality mechanism serves to shift environmental responsibility from dominant actors to the community, while maintaining the paradigm of Ecological Modernization. The symbiotic power relations between the state and corporations give rise to the phenomena of paper compliance and ecological impunity, where regulations are only fulfilled administratively without real protection. This research concludes that without critical deconstruction of the discourse and changes in the extractive economic structure, efforts to address the crisis will only be rhetorical, thus accumulating ecological debt that will be imposed on future generations.

Keywords: critical discourse analysis, deforestation; ecological justice, green governmentality, triple planetary crisisartificial intelligence

Paper ID: LSP14045

Title: Oral Assessments in English for Occupational Purposes (EOP) Course: Examining Job Interview and Meeting Performance among University Students

Author(s): Najah Ramlan, Zulida Abdul Kadir, Hani Suraya Aziz, Nurzarina Abdul Samad, Wardah Mohd Zuraimie, Ainul Afiqin Abdul Aziz

Affiliation(s): Universiti Tun Hussein Onn Malaysia

Email: najah@uthm.edu.my, zulida@uthm.edu.my, nurzarina@uthm.edu.my, wardah@uthm.edu.my, afiqin@uthm.edu.my

Abstract

English for Occupational Purposes (EOP) prepares university students with workplace communication competencies through contextual learning experiences. This study examined students' performance in Job Interview and Meeting assessments and investigated the relationship between these speaking tasks. Using a quantitative design, secondary assessment data from 1273 undergraduate students enrolled in the EOP course at Universiti Tun Hussein Onn Malaysia (UTHM) were analysed using descriptive statistics and Pearson's correlation. Students achieved high performance in both the Job Interview ($M=78.04$, $SD=6.71$) and Meeting ($M=77.52$, $SD=7.29$) assessments. A significant, moderate positive correlation ($r = .541$, $p < .001$) indicated consistent communication competence across workplace contexts. The findings support the use of real-world, simulated speaking assessments as effective measures of employability-related communication skills and provide evidence for strengthening workplace-oriented assessment practices in higher education.

Keywords: workplace communication; contextual learning; speaking assessment; employability; evaluation

Paper ID: LSP14046

Title: Variables in Lexicogenetic Recognition of Loanwords in Arabic

Author(s): Ahmad Othman, Dr Aida Binti A.Rahman, Nathaniel Lotze

Affiliation(s): Dhofar University, Universiti Teknologi Malaysia

Email: A_alani@du.edu.om, aidarahman@utm.my, nlotze@du.edu.om

Abstract

This study investigates the factors influencing Arabic speakers' recognition of English loanwords and their implications for English for Specific Purposes (LSP) vocabulary instruction. It aims to identify the linguistic variables that facilitate or hinder lexicogenetic recognition and explore their pedagogical value. A quantitative research design was employed with 121 Foundation Program students at Dhofar University. Participants completed a recognition task involving 29 Arabic words classified according to orthographic, phonological, and lexical variables, including foreignness, long vowels, familiarity, usage, and transphonemization. The findings indicate that multiple long vowels are the strongest cue for recognizing loanwords, whereas extensive transphonemization and transmorphemization significantly reduce recognition. The study also highlights differences between pure and impure loanwords. These findings contribute to LSP vocabulary research by supporting explicit instruction in loanword recognition and informing teaching practices that promote positive processing and more effective vocabulary acquisition.

Keywords: loanwords; recognition; vocabulary; acquisition; lexicogenetic

Paper ID: LSPI4047

Title: Professional Translators' Perceptions of the Core Sub-Competences of Translator Competence and Their Implications for MTI Programs in China

Author(s): Xiaoyan He, Myoung Sook Kang

Affiliation(s): Language Academy, the Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia & The School of Foreign Languages, Taizhou University, Linhai City, Taizhou, Zhejiang

Email: xiaoyanhe@graduate.utm.my, mskang@utm.my

Abstract

This study investigates Chinese professional translators' perceptions of the core sub-competences essential to professional translation practice and examines their implications for cultivating MTI students' translator competence. In the context of the AI era and the rapid expansion of MTI programmes in China since 2007, persistent concerns regarding MTI graduates' market readiness and professional commitment have highlighted the need to understand how professional translators conceptualize the core sub-competences of translator competence. Based on PACTE's Translation Competence Model (2003), Kiraly's Translator Competence Model (2013), "reality-cognition-language", the fundamental principle of Embodied-Cognitive Linguistics (ECL) (Lakoff & Johnson, 1999; Wang, 2014) and the "Pluralism of Linguistic World Outlook" (Wang, 2007), which emphasizes the pluralistic interactions among reality, culture, cognition, and language, this study adopts a qualitative-oriented mixed-methods design grounded in hermeneutic phenomenology and supported by quantitative analysis. Data were collected through document analysis, questionnaire surveys, and semi-structured interviews. The findings reveal a broad consensus among professional translators regarding the importance of core sub-competences, persistent gaps in MTI graduates' competence development, and challenges arising from evolving market demands. The study offers practical recommendations for improving MTI curriculum design, enhancing translator competence cultivation, and strengthening the alignment between translator training and professional practice.

Keywords: professional translators; perceptions; translator competence; implications; Chinese MTI programs

Paper ID: LSP14049

Title: Constructing Empathy through Pragmatic Strategies in Malaysian Online Mental Health Campaigns

Author(s): Wan Nur Asyura Wan Adnan, Wan Farah Wani Wan Fakhruddin, Farhana Abu Bakar, Siti Munirah Mohd Ali

Affiliation(s): Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Jalan Sultan Yahya Petra, 54100 Kuala Lumpur & Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, 81310 Skudai, Johor & Faculty of Education, Social Sciences and Humanities, Universiti Poly-Tech Malaysia, Taman Shamelin Perkasa, 56100 Cheras, Kuala Lumpur

Email: asyura.kl@utm.my

Abstract

Mental health stigma remains a persistent barrier to seeking professional help despite the increasing use of social media as a platform for public health promotion in Malaysia. While previous have examined the effectiveness of online mental health campaigns and their communication strategies, limited attention has been given to the pragmatic resources through which empathy and supportive relationships are linguistically constructed. Approaching this study from interpersonal pragmatics framework, this study explores pragmatic strategies that are used in Malaysian mental health campaigns to construct empathy and how do these strategies contribute to stigma reduction and the promotion of help-seeking behaviours. The dataset comprises approximately 200 mental health campaign posts published on the Public Health Malaysia Facebook between 2024 and 2025. The posts were analysed using discourse-pragmatic analysis. The analysis reveals that empathy is constructed through a range of pragmatic strategies which include validation, reassurance, encouragement and expressions of solidarity. These strategies are realised through the use of supportive language that normalises emotional experiences, reduces feelings of isolation and encourages individual to seek professional support. Rather than functioning solely as a channel for disseminating mental health information, the Public Health Malaysia Facebook page uses interpersonal language to build trust and reshape public perceptions of mental illness. This study contributes to the understanding of how pragmatic strategies function as linguistic resources in fostering empathy and reducing mental health stigma on social media public health platform in Malaysia.

Keywords: interpersonal pragmatics; mental health stigma; empathy; public health communication; social media campaigns.

Paper ID: LSP14050

Title: Developing a Thematic Needs-Based Model for Future Foreign Language Course Offerings Evidence from Universiti Teknologi Malaysia

Author(s): Muhammad Zaid bin Muhammad Shafie, Siti Sarah Binti Muhammad Shafie

Affiliation(s): Universiti Teknologi Malaysia , Universiti Putra Malaysia

Email: m.zaid@utm.my , sitisarah@upm.edu.my

Abstract

In alignment with the Malaysia Higher Education Blueprint (RPTM) 2026–2035, acquiring foreign language proficiency has become an essential component in producing globally competitive and highly skilled graduates. Despite this national agenda, a comprehensive needs analysis concerning foreign language course offerings has never been conducted at Universiti Teknologi Malaysia (UTM). This creates a significant research gap in understanding the specific linguistic demands and motivations of its diverse student body, particularly those from science, technology, engineering, and mathematics (STEM) backgrounds who require targeted language skills for specialized industries. To address this gap, this study aims to identify students' primary foreign language preferences, explore their underlying learning motivations, and ultimately propose a strategic, data-driven framework for future language course offerings at the university. Employing a comprehensive mixed-methods research design, the study utilized quantitative descriptive analysis to determine the frequency of language demand and qualitative thematic analysis to uncover the core themes driving these motivations. The participants consisted of 403 undergraduate students across various faculties at UTM. The quantitative findings show a high level of interest in East Asian languages, particularly Mandarin, Japanese, and Korean, alongside significant interest in European languages such as Italian and Russian. Meanwhile, the qualitative analysis revealed five dominant motivational themes: global career opportunities and marketability, intercultural communication and networking, cultural and tourism interests, STEM-specific academic and industrial requirements, and family heritage connections. Based on these insights, a "Thematic Needs-Based Model" is proposed to strategically structure future language courses into specialized academic and professional tracks. This study contributes directly to the conference theme, "The New LSP Professional: Integrating Digital Humanities, Global Networks and Community Knowledge," by demonstrating how targeted language for Specific Purposes (LSP) curriculum can effectively bridge the gap between technical students, global industry networks, and culturally diverse communities.

Keywords: foreign language courses; second language acquisition; foreign language education; foreign language learning needs; language for specific purposes (LSP)

Paper ID: LSP14051

Title: Face-to-Face and Digital Dialogic Feedback in Assisting Malaysian Secondary English as a Second Language Writing

Author(s): Ku Ezriq Raif Ku Besry, Rohayah Kahar, Ermi Ruziyana Md Nordin

Affiliation(s): Universiti Teknologi Malaysia

Email: m.zaid@utm.my, sitisarah@upm.edu.my

Abstract

Malaysian secondary school learners are facing issues in their English as a Second Language (ESL) writing that need to be addressed. The study investigated how face-to-face (F2F) dialogic feedback (DF) and digital dialogic feedback (DDF) assisted Malaysian secondary learners' ESL writing. To address the literature gap regarding the application and comparison of DF modalities within the Malaysian context, this study utilized Vygotsky's Sociocultural Theory, particularly the Zone of Proximal Development (ZPD) and More Knowledgeable Others in mediating language and writing development. Using a qualitative exploratory case study, this study involved 20 Form 5 Malaysian learners and their English teacher-researcher at a rural Malaysian secondary school. Data were collected over three months via observations (F2F recordings and WhatsApp interactions), writing samples (pre-, while, and post-DF) and semi-structured interviews that were analysed thematically and comparatively with triangulation to ensure trustworthiness. The findings revealed that DF assists Malaysian secondary school learners' ESL writing by providing scaffolded support within their ZPD that enabled them to gradually internalized linguistic knowledge and writing strategies. Teacher-initiated sequences, Socratic prompting, modelling and think-aloud, and metalinguistic questioning guided learners to reflect on, revise and refine their writing while gaining better control over content, communicative achievement, organization and language. The study demonstrated the complementary strengths of both modalities, as F2F DF facilitated immediate clarification, scaffolding, and interactive collaboration, whereas DDF supported reflection, engagement, meaning construction, lowered affective filters, and revision beyond the classroom despite personal and technological issues. Ultimately, it was found that DF assisted the development of the learners' confidence, self-regulation and ESL writing. From these findings, DF is evidently an effective pedagogical tool for ESL writing, and contributes an empirically grounded framework of its pedagogical components and instructional strategies that offer practical implications for blended ESL writing instruction, teacher professional development, and DF implementation within Malaysian secondary education.

Keywords: dialogic feedback, face-to-face environment, digital environment, sociocultural theory, ESL writing

Paper ID: LSP14052

Title: Digital Language Identity and Spoken Register Awareness among Prospective English Language Educators in Malaysian Public Universities

Author(s): Linobarathi a/p Gopala Krishnan, Faraha binti Hamidi

Affiliation(s): Faculty of Educational Sciences and Technology & Language Academy
Universiti Teknologi Malaysia

Email: linobarathi@graduate.utm.my, faraha.hamidi@utm.my

Abstract

Prospective English language educators in Malaysia navigate a meaningful interface between their deeply rooted digital language identities, shaped by the communicative nature of Generation Z, and the formal spoken English demands of their professional preparation contexts. Despite Malaysia's relatively strong overall English proficiency, spoken English remains an underexplored skill dimension among prospective educators, a pattern that warrants systematic investigation within English language teacher education. A preliminary investigation conducted among pre-service teachers at three Malaysian public universities revealed that participants demonstrated awareness of register distinctions yet found it challenging to consistently maintain formal spoken English in professional contexts, pointing toward an identity-informed dimension of spoken register awareness that current teacher education programs have yet to systematically address. This study, therefore, examines the relationship between digital language identity and spoken register awareness among prospective English language educators across six Malaysian public universities, namely UTM, UM, UKM, UPSI, UMS, and USM. Grounded in Darvin and Norton's Investment Model, Gee's four identity dimensions, register flexibility theory, and situational code-switching, the study employs a sequential explanatory mixed methods design, integrating quantitative survey data with qualitative semi-structured interviews to develop a comprehensive understanding of this underexplored relationship. Findings are expected to illuminate how digital language identity mediates spoken register awareness among Generation Z prospective English language educators and inform the development of an identity-informed spoken register awareness model for English language teacher education in Malaysia, contributing empirical grounding to an area of teacher preparation that carries significant implications for national language education policy and pedagogical practice.

Keywords: digital language identity; spoken register awareness; Generation Z; prospective English language educators; Malaysian public universities

Paper ID: LSP14055

Title: English Language Teachers' Beliefs and Curriculum-Related Hesitancy in Teaching Literature for Character Development among ESL Learners

Author(s): Cristy Vannessa anak Elbes, Faraha binti Hamidi

Affiliation(s): Universiti Teknologi Malaysia

Email: cristyvannessa@graduate.utm.my, faraha.hamidi@utm.my

Abstract

Literature has been recognised as an important component of English language education due to its potential to cultivate language proficiency, critical thinking, empathy, and character development. Karamah insaniah, as emphasised in Kurikulum Persekolahan 2027, foregrounds the development of human dignity, empathy, ethical values, responsibility, and holistic character formation. This study aims to examine English language teachers' beliefs regarding the role of literature in promoting character development among ESL learners, explore the relationship between teachers' professional training, and how this pertains to executing the values in karamah insaniah. The study adopts mixed-methods design comprising qualitative and quantitative components. The qualitative phase will involve semi-structured interviews and open-ended questionnaire responses analysed using thematic analysis, while the quantitative phase will utilise a questionnaire employing Likert-scale items analysed through descriptive statistics. The study is expected to identify key belief-based, pedagogical, and curriculum-related factors influencing teachers' hesitancy, including assessment demands, time constraints, limited professional preparation, and uncertainty in facilitating literature for character development. More importantly, the findings will provide a deeper understanding of how teachers navigate the aspirations of karamah insaniah within literature teaching. By identifying potential challenges and constraints at an early stage, the study aims to provide evidence-based insights to support teacher professional development, provide direction for curriculum planning, and enhance pedagogical practices, enabling educators and policymakers to anticipate implementation challenges and develop proactive strategies for integrating literature meaningfully to foster character development among ESL learners.

Keywords: English language teachers; literature teaching; curriculum-related hesitancy; character development; karamah insaniah

Paper ID: LSP14056

Title: Enculturation through Social Media: Teachers' Perceptions on Students' Internet Slang Use and English Language Practice

Author(s): Ahmad Mursyid Shahrin, Salwa Abd Wahid

Affiliation(s): University of Technology Malaysia

Email: ahmadmursyid@graduate.utm.my, nursalwa@utm.my

Abstract

The increasing use of social media has influenced students' English language practices, particularly through the ever-shifting of internet slang as part of communication. While internet slang is often viewed as informal language, it may also have cultural meanings that caused students to absorb it. Therefore, this research aims to explore teachers' perceptions on students' internet slang use and English language practice, focusing on how these practices may emerge through the enculturation process. Guided by Kramsch's (1993) concept of language learning as enculturation, this research examines the relationship between social media exposure, internet slang, and students' English language practices. A qualitative research design was used through document analysis and semi-structured interviews. Document analysis was conducted on students' posts from the social media X to identify the types of internet slang used, while semi-structured interviews were conducted with 10 secondary school ESL teachers to explore their perceptions regarding students' internet slang use and the impact of internet slang on their English language practice. The data then were analysed through content analysis and thematic analysis. The findings revealed that students used internet slang across four lexical categories, namely nouns, verbs, adjectives, and adverbs, reflecting influences from online trends, culture, gaming, and communities. Teachers on the other hand perceived that students used internet slang mainly for a sense of belonging, self-expression, emotional expression, humour, identity construction, and participation in online culture. In addition, teachers perceived internet slang as having positive impacts by increasing students' confidence, engagement, and exposure to English, while also creating constraints in differentiating informal and formal English language practice in academic contexts. This research highlights internet slang as more than an informal language form as students are enculturated within the social media culture. The findings thus suggest that social media functions as a medium where students develop English language practices through interaction with social media, hence reflecting the process of enculturation.

Keywords: enculturation; internet slang; social media; English language practices; ESL teachers

Paper ID: LSP14057

Title: Teaching and Learning Mandarin in Aviation Engineering Programmes

Author(s): Yeong Mei Yit

Affiliation(s): Malaysian Institute of Aviation Technology (UniKL MIAT)

Email: myyeong88@gmail.com

Abstract

The growing collaboration between Malaysia and China's aviation industries has increased the demand for Mandarin proficiency among aviation engineering graduates, prompting Malaysian technical universities to incorporate compulsory Mandarin courses into engineering programmes. Despite this initiative, the implementation of aviation-specific Mandarin instruction presents substantial pedagogical challenges. This study investigates the challenges of teaching and learning Mandarin in aviation engineering programmes at a Malaysian technical university where the language course is mandatory for all students. A qualitative case study approach was employed, drawing on data collected over one academic semester through classroom observations (24 sessions), semi-structured interviews with three Mandarin instructors, student surveys involving 93 engineering undergraduates, and document analysis. Thematic analysis identified six interconnected domains of challenges affecting both teaching and learning. The findings revealed that 54% of students had no prior exposure to Mandarin, resulting in highly heterogeneous proficiency levels that complicated classroom instruction. A significant shortage of aviation-specific teaching materials meant that less than 15% of the curriculum addressed aviation-related content. Linguistic challenges were also prominent, with 56% of students experiencing difficulties mastering Mandarin pronunciation and tones. Although 72% of respondents acknowledged the importance of Mandarin for future career opportunities, only 52% considered the course relevant to their engineering studies, and merely 54% felt confident using Mandarin in professional aviation contexts, indicating a notable gap between perceived career value and curriculum relevance. Furthermore, 60% of students expressed a preference for more aviation-specific content, while 83% requested additional practical and workplace-oriented learning activities. Instructors also faced considerable challenges in balancing fundamental language instruction with technical communication objectives within the limited allocation of 56 contact hours. The study concludes that effective aviation-specific Mandarin education requires realistic proficiency expectations, proficiency-based placement, contextualized teaching materials, and sustained institutional investment. These findings contribute to the field of Language for Specific Purposes by highlighting the complexities of teaching a character-based language to absolute beginners in compulsory technical education settings.

Keywords: Mandarin language teaching; aviation engineering; language for specific purposes; technical communication; curriculum development; mixed-ability classrooms; Malaysian higher education

Paper ID: LSP14058

Title: Legitimising English in a Malay-Centered Bilingual Policy Ecology: Corpus Evidence from Malaysian Education Reform Cycles

Author(s): Nur Atiqa Binti Ismail

Affiliation(s): Malaysian School

Email: atiqa.ismail121290@gmail.com

Abstract

The language-in-education policies of Malaysia will have to reconcile the continued institutional dominance of Bahasa Melayu with the perceived educational and global advantage of English. While there is little scholarly work on how English has been re-legitimised over successive national education reform cycles; this research seeks to examine how English is represented and legitimised in the Malaysia Education Blueprint 2013–2025 (Pelan Pembangunan Pendidikan Malaysia 2013–2025) (PPPM) and the Malaysian Education Plan 2026–2035 (Rancangan Pendidikan Malaysia 2026–2035 (RPM)). Through corpus-assisted discourse analysis, these two policy documents were analysed using AntConc 4.4.1, identifying frequency data, concordance lines, recurrent cluster identification, and collocation patterns around the six policy terms: Bahasa Inggeris (English), Dwibahasa (Bilingualism), MBMMBI (Memartabatkan Bahasa Melayu dan Memperkukuh Bahasa Inggeris) (Upholding Malay and Strengthening English), Bahasa Melayu/Melayu (Malay), dasar (policy), and pelaksanaan (implementation). The results indicate an alteration in the depiction of English across these two periods. In PPPM, English is clearly represented and primarily legitimised through the planning of acquisition (exposure, literacy, proficiency, second language learning, assessment, and international communication). In contrast, English is relatively underrepresented in RPM as a single lexical unit. Instead, English is embedded into MBMMBI, CEFR-based measurement, implementation strategies, policy reviews, and Malay-English pairing. The study argues that English is not legitimized as a substitute for Malay, however rather as a useful, quantifiable, and governable resource within a Malay-centered bilingual policy environment. Therefore, its most significant contribution is the notion of Malay-Centered Bilingual Governability, which demonstrates how English can be enhanced while Bahasa Melayu (Malay) will remain as the symbolic and institutional centre of reference for language-in-education policy.

Keywords: English language policy, corpus-assisted discourse analysis, Malaysian education policy, bilingualism, MBMMBI

Paper ID: LSP14059

Title: Whose Ears Matter? Vietnamese-accented English Intelligibility and Listener-Aware Pronunciation for the New LSP Professional

Author(s): Nguyễn Long Thành (M.A.)

Affiliation(s): Lecturer, Faculty of English Linguistics & Literature, University of Social Sciences & Humanities (VNUHCM)

Email: nguyenlongthanh@hcmussh.edu.vn

Abstract

In increasingly multilingual workplaces, successful communication depends less on sounding native-like than on being understood by listeners with different linguistic histories. This study investigates how Vietnamese-accented English diphthongs were understood across diverse listeners and considers what the findings mean for preparing the new LSP professional for global communication. Three first-year Vietnamese English majors from northern, central, and southern regions completed a read-aloud task containing eight English diphthongs. Four listeners from Kazakh, Korean, Indian, and British backgrounds then completed a cloze-based intelligibility task and participated in follow-up semi-structured interviews. Intelligibility varied markedly across speaker-listener pairings, ranging from 67.4% to 95.7%. The closing diphthongs /aʊ/ and /əʊ/ caused the greatest difficulty, but their intelligibility was not uniform across listeners. Interview data suggested that familiarity with Vietnamese-accented English, broader experience with diverse Englishes, and the strategic use of contextual cues supported comprehension. The speakers, meanwhile, generally expressed confidence in their pronunciation despite several listener misunderstandings, revealing a gap between self-perceived and listener-perceived intelligibility. These findings challenge pronunciation teaching and assessment that rely primarily on native-speaker models or expert judgement. For LSP contexts, the study argues for a listener-aware approach in which pronunciation priorities are guided by actual communication consequences. Future professionals should be exposed to diverse Englishes, receive feedback from varied listeners, and practise clarification, reformulation, and repair alongside targeted work on features that repeatedly threaten understanding. Although exploratory, the study shows that intelligibility is co-constructed by speakers and listeners and that effective preparation for global professional communication must address both sides of the interaction.

Keywords: pronunciation; intelligibility; Vietnamese-accented English; listener background; global Englishes

Paper ID: LSP14061

Title: Non-English Majors' Perceptions of Engagement in EFL Speaking Classes via Game-Based Learning: A Vietnamese University Study

Author(s): Tran Minh Nhat

Affiliation(s): University of Social Sciences and Humanities, VNU-HCM

Email: 23814011142@hcmussh.edu.vn

Abstract

In the Vietnamese higher education context, undergraduate non-English majors frequently struggle with severe communicative apprehension, high anxiety, and persistent low oral participation during traditional EFL speaking modules. To address these systemic classroom barriers, this empirical study examines non-English majors' perceptions of engagement in speaking classes via non-digital Game-Based Learning (GBL) at a prominent public university in Vietnam. Employing an explanatory sequential mixed-methods research design, quantitative and qualitative empirical data were systematically gathered from 151 participants through structured survey scales, semi-structured interviews, and non-participant classroom observations. The quantitative metrics reveal highly positive student perceptions across multi-dimensional engagement constructs, with affective comfort yielding the highest level of overall learner satisfaction. Specifically, the survey item evaluating whether classroom language games make speaking practice enjoyable achieved a peak mean score of 4.40, with 90% of the undergraduates supporting this positive view. Crucially, the qualitative thematic matrix validates and enriches these numerical trends, confirming that students perceive non-digital game modules as powerful pedagogical scaffolds that effectively minimize foreign language speaking anxiety, stimulate active behavioral turn-taking, and drive cognitive strategies for lexical retention. Based on these observed student perceptions, the study concludes that undergraduates explicitly recognize the instrumental value of properly structured language games in enhancing classroom dynamics and building long-term communicative autonomy. The research offers actionable, practical recommendations for higher education instructors seeking to optimize speaking modules without relying on digital infrastructure, emphasizing the clear necessity of balancing structured game rules with autonomy support to cultivate sustainable oral proficiency among tertiary learners.

Keywords: game-based Learning; student perceptions; speaking engagement; non-English majors; Vietnamese higher education

Paper ID: LSP14062

Title: The Effects of Generative AI for Malaysian Secondary School Students' Essay Writing

Author(s): Shirley Ling Jen, Abdul Rahim Salam

Affiliation(s): Faculty of Educational Sciences & Technology & Language Academy,
Faculty of Social Sciences & Humanities, Universiti Teknologi Malaysia

Email: lingjen81@yahoo.com, m-arahim@utm.my

Abstract

Being one of the essential components assessed in Malaysian public examination, essay writing problems among Malaysian secondary school students need to be addressed. The inadequacy of teacher-centred method and the complexity of writing skills have made essay writing more difficult for students to master. Although generative AI such as ChatGPT has been used widely in essay writing, there is a call for studies on other generative AI such as Google Gemini. In addition, there are still insufficient studies regarding generative AI on other age groups apart from higher learning institutions. Thus, this study investigated the functions of Google Gemini in assisting Malaysian secondary school students in their essay writing using Form Three notes expansion marking scheme. It was carried out using a mixed-method quasi-experimental (one-group pretest-post-test) design with qualitative follow-up. and the instruments used were note expansion essays, Form 3 essay marking scheme and Wilcoxon Signed-Ranked tests. The instruments used had been validated and a 90% inter-rater reliability had been obtained. The findings of the results show that apart from assisting students in various ways in their essay writing, students had also improved significantly in terms of content, communicative achievement, organisation and language. It is recommended that in the future, Google Gemini should be used for other aspects of language learning such as speaking and listening skills as well.

Keywords: generative AI; Google Gemini; second language acquisition; essay writing; student-centred learning

Paper ID: LSP14063

Title: Human-AI Collaboration in Enhancing Foreign Language Oral Skills: A Narrative Review of Roles, Affordances, and Pedagogical Pathways

Author(s): Wang Ruxue

Affiliation(s): Universiti Teknologi Malaysia

Email: wangruxue@graduate.utm.my

Abstract

The rapid advancement of AI has driven a transformation in foreign language oral education. However, the related literature remains fragmented, with studies focusing on isolated technological features or discrete learning outcomes. A coherent synthesis of the collaborative dynamics among learners, teachers, and AI systems is currently lacking, which hinders both theoretical development and practical application. This narrative review aims to address this issue by systematically synthesizing empirical and theoretical literature to: (1) delineate AI roles in oral instruction; (2) identify pedagogical affordances of human-AI collaboration; and (3) propose an integrative framework for implementing such collaboration in authentic contexts. A systematic search of Web of Science and Scopus identified 20 empirical studies published between 2020 and 2026, all directly examining AI's impact on foreign language oral skills. The selected studies were then thematically analyzed and synthesized to extract patterns regarding AI roles, collaboration models, and effectiveness. Findings indicate that AI primarily serves as a practice partner and feedback provider, effectively reducing speaking anxiety and enhancing fluency, motivation, and engagement. However, its impact on grammatical accuracy is less consistent, and learners often prefer human-led evaluation for nuanced, empathetic feedback. Human-AI collaboration models range from AI as a supplementary tool to more structured, scaffolded integration, with teacher mediation proving critical for addressing AI's limitations. The review highlights the iterative nature of these dimensions. This review synthesizes dispersed findings into a coherent, three-dimensional framework for human-AI collaboration in foreign language oral teaching, illustrating the interplay between AI roles, pedagogical affordances, and integration pathways. The framework provides both theoretical consolidation for researchers and practical guidance for educators seeking to design effective, balanced, and sustainable AI-enhanced speaking curricula.

Keywords: human-AI collaboration; foreign language oral skills; pedagogical affordances; AI roles

Paper ID: LSP14064

Title: A Case Study of English Major Students' Perceptions of AI-generated and Teacher-Provided Written Corrective Feedback

Author(s): Nguyen Thi Yen Nhi

Affiliation(s): University of Social Sciences and Humanities

Email: 241814011123@hcmussh.edu.vn

Abstract

Written corrective feedback (WCF), defined as the instructional responses provided to learners regarding their written compositions to enhance linguistic precision, remains a fundamental pillar in the development of English as a Foreign Language (EFL) writing proficiency. In the contemporary era of digital transformation, the rapid integration of Artificial Intelligence (AI) into pedagogical frameworks has introduced AI-generated feedback as a sophisticated alternative to traditional teacher-provided WCF. Despite this technological shift, there remains a critical research gap concerning how university students perceive the comparative efficacy of these two feedback modes. This case study addresses this gap by investigating the perceptions of English major students at Vietnamese universities. Adopting a mixed-methods research design, the study gathered quantitative data via questionnaires and qualitative insights through semi-structured interviews with volunteer participants. The analytical scope encompassed student evaluations of feedback across five key writing components: grammar, vocabulary, organization, content, and mechanics. Quantitative data were analyzed using descriptive statistics, while qualitative data were subjected to thematic analysis. The findings revealed that students generally perceived teacher-provided feedback as more reliable and effective for improving aspects of writing, such as content and organization. In contrast, AI-generated feedback was valued for its immediacy, accessibility, and usefulness in addressing lower-order concerns, particularly grammar and mechanics. Despite recognizing the strengths of both feedback modes, participants expressed a preference for combining AI-generated and teacher-provided feedback to support writing development. These findings contribute to ongoing discussions on digital transformation in English language education and offer pedagogical implications for integrating AI-assisted feedback into EFL writing instruction.

Keywords: written corrective feedback (WCF); artificial intelligence (AI); EFL writing; student perceptions; feedback modes

Paper ID: LSP14065

Title: Two Sides of Clinical Empathy: Bridging Observed Physician Empathic Communication and Patients' Perceptions in Teleconsultations

Author(s): Nur Azwin Zulkarnain, Hanaa Samaha

Affiliation(s): Universiti Malaya

Email: azwin@um.edu.my, hanasamaha1@um.edu.my

Abstract

While physician empathy has been recognised as central to effective healthcare, studies examining the relationship between physicians' online empathic communication and patients' perceptions of physician empathy in teleconsultations remain limited. Given the relatively low uptake of teleconsultation services in Malaysian primary care and the challenges associated with fostering interpersonal connections in virtual consultations, understanding how empathic communication is enacted and perceived has become increasingly important. This study investigates physicians' empathic communication during teleconsultations and examines how this communication practices relate to patients' perceptions of physician empathy. Thirty recorded doctor–patient teleconsultations conducted at a Malaysian primary care clinic were analysed using a mixed-method approach combining qualitative interactional analyses and quantitative correlation analysis, informed by Pounds' (2010) framework on physicians' potential empathic verbal expressions and the Jefferson Scale of Patient Perceptions of Physician Empathy (JSPPE). Preliminary findings show that patients generally perceived physicians as empathic, assigning the highest ratings to physicians' perspective-taking and the lowest to their demonstration of affective resonance towards patients' feelings. Nevertheless, patients' perceptions of physician empathy appear to be influenced by more than observable empathic behaviours alone. These findings suggest that patients' evaluations of physician empathy may be shaped by a combination of communicative strategies and interactional contexts that collectively contribute to their overall perception of the teleconsultation as empathic. Evidently, this study adds to the growing body of research on clinical empathy in virtual healthcare, providing insights to inform clinician training and the development of more patient-centred teleconsultation practices.

Keywords: empathic communication; doctor–patient interaction; teleconsultation; physician empathy; patients' perceptions

Paper ID: LSP14066

Title: Professional Well-Being in the Age of Generative AI: Insights from Vietnamese EFL Teachers

Author(s): Kim Thi My Duyen, Dinh Thuy Ly

Affiliation(s): Vietnam

Email: duyen.ktm4244@gmail.com, dinhthuly@gmail.com

Abstract

Teacher professional well-being supports teaching quality and retention and extends beyond the absence of stress or burnout. As generative artificial intelligence (GenAI) becomes part of teachers' work, it supports lesson planning, materials, and assessment but may create new demands. Existing studies focus mainly on technology acceptance, AI literacy, anxiety, and technostress, while well-being frameworks may not fully capture AI-mediated work. This study examined how Vietnamese EFL teachers perceived GenAI's influence on their professional well-being using a convergent mixed-methods design. Questionnaire data were collected from 40 teachers across varied settings using a five-point instrument covering teaching efficacy, job satisfaction, professional growth, and work-related strain. Semi-structured interviews with 20 teachers provided insights. Findings indicated that teachers perceived GenAI as improving teaching efficacy, professional growth, and job satisfaction while creating moderate work-related strain. Interviews linked these benefits to time savings, idea generation, and increased confidence. Strain arose from keeping up with technological change, verifying AI-generated content, and managing unclear ethical and institutional expectations. The study contributes to TESOL research by showing that GenAI can function as both a professional resource and a source of strain. It highlights the need for practical AI training, clear institutional guidance, and workplace support that protects teacher well-being.

Keywords: generative artificial intelligence; teacher professional well-being; EFL teachers; professional growth; technostress

Paper ID: LSP14067

Title: Multimodal Perspective of Women Representation in Feature Stories of a Fashion Magazine

Author(s): Ungku Khairunnisa Ungku Mohd Nordin, Wan Farah Wani Wan Fakhruddin

Affiliation(s): Universiti Teknologi Malaysia

Email: ungkukhairunnisa@utm.my, wanfarah@utm.my

Abstract

Visual content plays an important role in shaping linguistic and cultural representation in contemporary society. However, despite extensive research on gender representation, the specific multimodal mechanisms through which fashion magazines visually construct women's empowerment and multifaceted identities remain underexplored. To address this gap, this study examines how visual elements in the 2021 feature stories of a leading fashion magazine are used to represent women. Drawing on Kress and van Leeuwen's framework of systemic functional visual grammar, the research analyses 60 images from 11 feature stories to examine representational, interactional, and compositional meanings. For representational meaning, the findings show that the reaction process is the most frequent narrative process (38.3%), illustrating how women engage with viewers to convey inner thoughts such as confidence, optimism, and hope. Interactionally, the subjects' gaze is almost evenly divided between "offer" (51.7%) and "demand" (48.3%), indicating that women present themselves in ways that strongly resonate with viewers. Furthermore, medium-long shots dominate the social distance analysis (45%), suggesting that women project a close social distance while maintaining a sense of mystery to represent their unique personalities. Compositionally, the prevalence of strong framing (58.3%) positions the depicted women as successful individuals with distinctive, independent features, while the frequent "left to right" positioning (63.4%) reflects the industry's progression towards diversity and inclusion. Ultimately, these findings imply a significant cultural shift, showing that media representation is moving away from passive objectification towards depicting women as empowering, multifaceted individuals who actively promote inclusivity and social impact, express deep emotions, and emerge as hardworking, popular and powerful figures.

Keywords: multimodality, women representation, SFVG, visual elements, fashion magazine.

Paper ID: LSP14068

Title: Exploring the Interplay of TPACK, Technology Acceptance, and Behavioural Intention in Blended Learning among Malaysian Primary ESL Teachers

Author(s): Andy Lim Teik Hong

Affiliation(s): Universiti Teknologi Malaysia

Email: andylimteik@utm.my

Abstract

The increasing use of digital technologies has intensified interest in blended learning in primary ESL education. Effective implementation requires teachers to possess relevant technological-pedagogical knowledge and to view technology as useful and manageable for classroom use. Although TPACK and the Technology Acceptance Model (TAM) are widely applied to technology integration, limited research has examined how TPACK and key TAM constructs jointly relate to teachers' behavioural intention in primary ESL blended learning. This study investigated the relationships among perceived TPACK, perceived usefulness, perceived ease of use, attitude toward use, and behavioural intention to use blended learning among Malaysian primary ESL teachers. A quantitative cross-sectional survey was conducted with 144 Malaysian primary ESL teachers. Data were collected using a structured questionnaire measuring the five constructs and analysed using Pearson correlation and exploratory multiple regression. The correlation results showed that perceived TPACK, perceived usefulness, perceived ease of use, and attitude toward use were all positively associated with behavioural intention. Perceived ease of use and attitude toward use showed the strongest bivariate relationships, followed by perceived usefulness and perceived TPACK. In the exploratory regression model, perceived ease of use and attitude toward use retained significant coefficients, while perceived usefulness and perceived TPACK did not retain unique coefficients. Since the TAM variables were highly interrelated, the regression findings were interpreted cautiously as evidence of shared acceptance patterns rather than independent causal effects. The findings suggest that teachers' intention to use blended learning is linked to a connected set of knowledge and acceptance factors, with manageability and overall attitude playing prominent roles in primary ESL teaching contexts. Pedagogically, the study highlights the need for low-burden blended ESL task design, clear feedback routines, and practical support for teachers in aligning digital tools with language learning objectives.

Keywords: TPACK, technology acceptance, behavioral intention, blended learning, primary ESL teachers

Paper ID: LSP14069

Title: Beyond Literal Accuracy: Pragmatic and Cultural Fidelity in AI Translation of High-Context ASEAN Languages

Author(s): Tran Phu Quy

Affiliation(s): University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City

Email: 25181401140@hcmussh.edu.vn

Abstract

The rapid emergence of Artificial Intelligence (AI), particularly Neural Machine Translation (NMT) and Large Language Models (LLMs), has significantly transformed global translation practices. However, high-context ASEAN languages, such as Thai, Vietnamese, Malay, and Indonesian, are deeply embedded with implicit social structures, complex honorific systems, and heavy contextualization. These features present profound socio-pragmatic hurdles for automated systems, as machines frequently struggle with zero-anaphora, implicit pronouns, and subtle register shifts. Employing a Systematic Literature Review (SLR) design, this study synthesizes contemporary research on AI translation accuracy, pragmatic fidelity, and contextual processing structures across high-context ASEAN languages to navigate the current digital shift. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, peer-reviewed studies were systematically gathered across Scopus, Web of Science, and IEEE Xplore with the publication period from 2020 to 2026. Applying explicit inclusion and quality assessment criteria synthesized a corpus of 25 eligible studies, which were analyzed regarding algorithmic capabilities, pragmatic deficiencies, contextual misalignments, and prompt-efficiency paradigms. Driven by these findings, this SLR reveals three critical trends: (1) Standard NMT and LLMs consistently struggle to handle honorific hierarchies and implicit discourse, (2) the insufficiency of data resources for Southeast Asian languages sharply lowers the precision in context-dependent texts, and (3) integrated computational frameworks combining Retrieval-Augmented Generation (RAG), advanced prompt engineering, and human-in-the-loop (HITL) post-editing demonstrate the highest efficacy in preserving contextual and cultural integrity. Ultimately, this SLR contributes to Language for Specific Purposes (LSP) and Digital Humanities by highlighting a potentially strategic framework for human-AI collaboration. It equips professionals, educators, and AI developers with actionable insights to preserve pragmatic nuances and cultural fidelity within the globalized landscape of the translation field.

Keywords: neural machine translation; large language models; pragmatic fidelity; cultural fidelity; high-context ASEAN languages

Paper ID: LSP14070

Title: Bridging Sinographic Heritage and Pedagogy: A Text-based Framework for Intercultural Language Teaching Utilizing the Tale of Kiêu

Author(s): Tran Phu Quy

Affiliation(s): University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City

Email: 251814011140@hcmussh.edu.vn

Abstract

Fostering intercultural communicative competence (ICC) in tertiary education requires pedagogical approaches that move beyond simplistic cultural assumptions toward analyzing nuanced cultural and pragmatic discourse. Despite offering rich insights into cross-cultural nuances, honorific structures, societal norms, and shared values across East Asia, classical Sinographic literary texts are underutilized in specialized language curricula due to a lack of actionable pedagogical models. To bridge the gap between classical literary analysis and language instruction, this qualitative study develops a text-based conceptual framework using text analysis. By investigating translated excerpts of Nguyễn Du's 19th-century masterpiece *The Tale of Kiêu* alongside related East Asian classics, such as China's *The Tale of Chin, Yun, and Ch'iao* and Korea's *Tale of Chunhyang*, this study aims to enhance ICC within specialized language courses. Grounded in Byram's (1997) model of ICC and Task-Based Language Teaching (TBLT) principles, this study employs a qualitative comparative textual design. By systematically categorizing core philosophical, legal, and societal concepts, particularly filial piety, fate, and justice across selected literary texts to design a three-stage pedagogical module integrating comparative text analysis, pragmatic discourse, and intercultural reflection. This research presents a structured, theoretical teaching model highlighting the practical application of nuanced cultural literary works into classroom tasks. The framework indicates that analyzing comparative literary texts empowers students' awareness of culturally idiomatic expressions, social hierarchies, and moral dimensions without requiring prior deep understanding of literary analysis. This research contributes to language teaching and learning and theoretical frameworks by presenting an adaptable, text-based paradigm for language educators. It demonstrates how classical Sinographic heritage can be strategically applied within tertiary education language curricula to strengthen perceptive intercultural communicators for navigating complex cross-cultural discourse.

Keywords: The Tale of Kiêu; intercultural communicative competence; task-based language teaching; text-based framework; sinographic heritagefield

Paper ID: LSP14071

Title: Human Alienation through the Lens of Literature: A Comparative Analysis of British and Vietnamese Literary Works

Author(s): Tran Phu Quy

Affiliation(s): University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City

Email: 251814011140@hcmussh.edu.vn

Abstract

The phenomenon of human alienation, conceptualized in Vietnamese academic discourse as *tha hóa*, represents a multifaceted crisis encompassing sociopolitical structures and psychological degradation. Moving beyond existing research that treats structural influences and individual ethics separately, this study bridges the gap by employing an integrated social-moral framework to compare British and Vietnamese literary traditions. By investigating the dynamic interplay between external systemic pressures and internal self-alienation across 19th- and 20th-century texts, this paper demonstrates how environmental context and individual moral agency intersect to drive human degradation. Utilizing a qualitative comparative case study design, the study applies thematic analysis and qualitative coding to three purposively selected text pairs: *Oliver Twist* and “*Chí Phèo*” (systemic dehumanization), *Tess of the d’Urbervilles* and *The Tale of Kiều* (moral integrity and sacrifice), and *Mrs. Dalloway* and *The Sorrow of War* (existential trauma). Findings indicate that while external factors, such as extreme poverty, rigid class hierarchies, and war trigger human alienation, inner ethical collapse directly causes self-alienation. Furthermore, while British literature depicts alienation primarily as an individual struggle for self-identity within a mechanized society, Vietnamese literary discourse frames alienation as communal exclusion from traditional human connection. Significantly, Confucian ethics of filial piety offer a sacrificial framework that allows Vietnamese protagonists to preserve inner moral purity despite social degradation, contrasting with rigid Victorian moral judgments. By synthesizing Western atomization with Eastern collectivist ethics, this study provides a holistic comparative model that advances theoretical and practical understandings of cross-cultural literary analysis and human resilience.

Keywords: human alienation; comparative literature; social-moral framework; cross-cultural analysis; literary discourse

Paper ID: LSP14072

Title: Exercising Self-Agency in Individual Language Planning: An Autoethnography of Korean Language Learning

Author(s): Syadiyah Huda binti Suhaimi

Affiliation(s): Universiti Teknologi Malaysia

Email: syadiyahhuda@graduate.utm.my

Abstract

In multilingual Malaysia, language learning is often shaped by institutional policies, economic considerations, and societal expectations, with languages outside the dominant linguistic constellation frequently regarded as peripheral or recreational. This study examines how self-agency can redefine language learning as an act of individual language planning through an autoethnographic exploration of my Korean language learning journey. Drawing on Norton's concept of investment and identity alongside perspectives from Language Policy and Planning (LPP), the study demonstrates how learners actively negotiate linguistic choices beyond macro-level policy directives. Using reflective diary entries, social media posts, and annotated learning notes, the study analyses how Korean evolved from a language of entertainment into a meaningful resource for identity construction, emotional expression, and multilingual development. The findings reveal that self-agency is exercised through continuous negotiation with various forms of human and non-human influences, including parents, peers, tutors, supervisors, media, and artificial intelligence, while remaining grounded in personal aspirations and imagined identities. The study further argues that learning a Language Other Than English (LOTE) should not be understood solely through instrumental or economic motivations but also as a process of self-authorship, emotional fulfilment, and lifelong learning. By positioning learners as active language planners, this study contributes to contemporary discussions on learner agency, multilingualism, and Language Policy and Planning.

Keywords: self-agency; language policy and planning; autoethnography; Korean language learning; investment and identity; multilingualism

Paper ID: LSP14073

Title: Digital Exclusion among Older Adults: A Systematic Literature Review on Experiences and Barriers

Author(s): Shalini Srika Bala, Marsha Lavania Manivannan

Affiliation(s): Universiti Teknologi Malaysia

Email: shalinisrika@utm.my, marsha.lavania@utm.my

Abstract

The rapid development of digital technology has transformed how people communicate, access healthcare, manage financial matters, obtain information, and participate in everyday activities. However, older adults remain at risk of digital exclusion as many essential services and social activities increasingly move to digital platforms. This situation raises concerns because limited digital participation may affect older adults' independence, access to essential services, and involvement in society. This systematic literature review examines the experiences of digital exclusion among older adults, its impact on everyday life and participation, and the barriers that contribute to digital exclusion. Guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, an advanced literature search was conducted using the Scopus and Web of Science databases. Relevant keywords related to digital exclusion, older adults, experiences, participation, and barriers were used to identify studies published between 2023 and 2025. Following the identification, screening, eligibility, and selection process, 32 studies were included in the final review and analysed thematically. The findings were organised into three main themes: (1) Digital Exclusion Experiences, (2) Impact on Everyday Life and Participation, and (3) Digital Barriers. The synthesis indicates that older adults experience digital exclusion through frustration, lack of confidence, dependence on others, reduced independence, and feelings of being left behind. Digital exclusion also affects participation in everyday activities, particularly access to healthcare, financial services, communication, information, and other increasingly digital services. Major barriers include limited digital skills, difficulties accessing suitable devices and internet services, technological complexity, usability issues, low confidence, and insufficient support. Overall, digital exclusion among older adults is a multidimensional issue that extends beyond access to technology. Addressing digital skills, accessibility, confidence, and appropriate support is therefore important for promoting meaningful digital inclusion and participation among older adults.

Keywords: digital exclusion; older adults; digital divide; digital inclusion; digital barriers; digital participation

Paper ID: LSP14074

Title: Changes in Learner Engagement across Two Cycles of Collaborative Process-Based Writing: Action Research in a Pre-Intermediate IELTS Class

Author(s): Nguyen Hoang Dung

Affiliation(s): Faculty of English Linguistics & Literature, University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City

Email: nguyenhoangdung664@gmail.com

Abstract

Teacher professional well-being supports teaching quality and retention and extends beyond the absence of stress or burnout. As generative artificial intelligence (GenAI) becomes part of teachers' work, it supports lesson planning, materials, and assessment but may create new demands. Existing studies focus mainly on technology acceptance, AI literacy, anxiety, and technostress, while well-being frameworks may not fully capture AI-mediated work. This study examined how Vietnamese EFL teachers perceived GenAI's influence on their professional well-being using a convergent mixed-methods design. Questionnaire data were collected from 40 teachers across varied settings using a five-point instrument. Collaborative process-based writing (CPBW) requires learners to plan, draft, and revise texts together, but a shared text may conceal unequal participation in decision-making. This study examined changes in learner engagement after CPBW procedures were refined in a preintermediate Foundation IELTS class at a private language center in Ho Chi Minh City. Mixed-methods action research across two four-week cycles involved 18 learners at approximately A2 to low B1 level. Data came from questionnaires after each cycle, postlesson teacher journals, and post-Cycle 2 interviews with six learners. The questionnaire included closed-ended engagement items and open-ended questions about Cycle 1 difficulties. These responses and teacher observations informed Cycle 2 changes to pairbased grouping, task staging, language support, monitoring, and shared drafting on Google Docs. A paired-samples t-test showed that mean engagement increased from Cycle 1 ($M = 3.80$, $SD = 0.55$) to Cycle 2 ($M = 4.22$, $SD = 0.56$), $t(17) = 4.48$, $p < .001$, Cohen's $d_z = 1.06$; internal consistency was acceptable in both cycles ($\alpha = .759$ and $.838$). Scores increased for 15 learners, remained unchanged for one, and decreased for two. Interviews and journals suggested that learners associated greater engagement with pair work, clearer support, and growing familiarity with the procedure. However, stronger partners or learners controlling the shared device sometimes dominated decisions, while topic knowledge, partner relationships, and preferences for individual paper-based writing also shaped participation. Because several changes were introduced together without a control group, the results indicate within-class change rather than an effect attributable to any single adaptation or to CPBW alone. The findings suggest that collaborative writing engagement depends on task design and classroom conditions. Teachers in lower-proficiency academic and test-preparation writing courses should protect revision time, monitor decision-making and device control, and balance shared tasks with individual writing opportunities. t covering teaching efficacy, job satisfaction, professional growth, and work-related strain. Semi-structured interviews with 20 teachers provided insights. Findings indicated that teachers perceived GenAI as improving teaching efficacy, professional growth, and job satisfaction while creating moderate work-related strain. Interviews linked these benefits to time savings, idea generation, and increased confidence. Strain arose from keeping up with technological change, verifying AI-generated content, and managing unclear ethical and institutional expectations. The study contributes to TESOL research by showing that GenAI can function as both a professional resource and a source of strain. It highlights the need for practical AI training, clear institutional guidance, and workplace support that protects teacher well-being.

Keywords: collaborative process-based writing; learner engagement; action research; instructional adaptations; IELTS writing

Paper ID: LSP14075

Title: A Corpus-Based Analysis of English Research Article Titles in Alloy Materials: Structural, Lexical and Domain-Specific Semantic Patterns

Author(s): Ziwei Cheng, Yasmin Hanafi Zaid, Noor Aireen Ibrahim

Affiliation(s): Universiti Teknologi Malaysia

Email: chengziwei@graduate.utm.my, yasmin@utm.my, naireen@utm.my

Abstract

Research article titles serve as the first point of contact between a study and its readers. They encode disciplinary knowledge in a highly compressed form. Title conventions have been described for several fields in the hard sciences, but the alloy-materials field has received little attention. This study aims to describe the structural, grammatical, lexical, and semantic patterns of research article titles in this field. It addresses three questions: how is information packaged structurally and grammatically; which lexical items recur across the corpus; and how far does automatic semantic tagging capture metallurgical meanings? The corpus contains 560 English research article titles assembled from available bibliographic records and locally stored PDF sources on alloy materials. Two corpus tools were used. LancsBox X generated part-of-speech and lexical-density statistics, and Wmatrix supplied preliminary semantic annotation. The structure and content of each title were then checked in context, and 500 frequent content-bearing word forms were categorized manually. The results showed that these titles are highly compressed. Single-unit titles account for 91.79% of the corpus, 96.07% begin with nominal structures, and lexical density reaches 72.28%. A prepositional frame headed by a relational noun such as effect or influence occurs in about a quarter of the titles. Automatic tagging located recurrent vocabulary efficiently, but its general-English categories often did not match metallurgical meanings; properties, for example, was assigned to Architecture, houses and buildings. The 500 forms were therefore reorganized into 16 categories derived from the corpus. These findings indicate that titles in this field draw on a small set of recurrent information types. The study contributes a domain-specific semantic classification to LSP research and provides authentic material for teaching technical reading and title writing in engineering contexts.

Keywords: corpus-based analysis; research article titles; alloy materials; English for specific purposes; domain-specific semantic patterns

Paper ID: LSP14076

Title: Global Englishes in ELT Textbooks: A Comparative Analysis across Kachru's Three Circles

Author(s): Kim Thi My Duyen, Pham Nguyen Nhat Phuong

Affiliation(s): University of Social Sciences and Humanities, VNU-HCM

Email: duyen.ktm4244@gmail.com, 241814011126@hcmussh.edu.vn

Abstract

The global spread of English has challenged traditional notions of English ownership, recognising diverse linguistic and cultural practices as legitimate forms of English use. This shift has important implications for how English is represented in English language teaching (ELT) materials. Although World Englishes research has increasingly questioned native-speaker norms, comparative research on how ELT textbooks negotiate international and local elements across different sociolinguistic contexts remains limited, particularly in Asia, where English education continues to expand rapidly. This study addresses this gap by comparing six ELT textbooks, each representing one of six countries across Kachru's three Circles: the UK and the US in the Inner Circle, India and Malaysia in the Outer Circle, and Indonesia and Vietnam in the Expanding Circle. Drawing on Alcoberes' (2016) author-initiated discourse framework, the analysis examines seven dimensions of international and local representation, including local and foreign lexis, heritage, intercultural competence, current issues, local varieties of English, local languages, and communication strategies in local discourses. The findings reveal a shift from predominantly international and Anglocentric representations in Inner Circle textbooks towards greater cultural localisation in Outer and Expanding Circle materials. However, this localisation is not consistently accompanied by greater representation of local varieties of English, which remain limited across the corpus. The findings highlight the need for textbook developers to integrate local cultural content with greater recognition of linguistic diversity and diverse Englishes in preparing learners for multilingual and intercultural communication.

Keywords: world Englishes; English ownership; ELT textbooks; textbook localisation; Kachru's Three Circles

Paper ID: LSP14077

Title: Beyond Test Practice: Vietnamese IELTS Teachers' Beliefs and Reported Practices in IELTS Preparation

Author(s): Le Thi Thuy Quynh

Affiliation(s): University of Social Sciences and Humanities – Vietnam National University Ho Chi Minh City

Email: 241814011129@hcmussh.edu.vn

Abstract

The growing importance of IELTS for university admission, graduation, and other high-stakes purposes has intensified attention to how preparation courses address both examination demands and language development. While IELTS washback research has extensively examined the effects of testing on instruction, less is known about how teachers themselves conceptualize effective preparation and how these beliefs are reflected in their reported classroom practices. Drawing on language teacher cognition, this study investigates Vietnamese IELTS instructors' beliefs about effective IELTS preparation and their reported pedagogical practices. Specifically, it examines how teachers position test-focused preparation in relation to broader language development and identifies patterns of alignment and divergence between what teachers believe and what they report doing. Questionnaire data were collected from 22 Vietnamese IELTS instructors with varying levels of teaching experience. The instrument included Likert-scale items addressing beliefs about effective preparation and corresponding self-reported teaching practices, supplemented by open-ended responses. Quantitative data were analyzed descriptively, while qualitative responses were used to contextualize patterns in the questionnaire findings. Findings indicate strong endorsement of a developmental orientation to IELTS preparation: teachers generally viewed broader English proficiency, meaningful language use, learner needs, and language-focused feedback as important alongside examination preparation. Reported practices similarly reflected efforts to extend instruction beyond test technique, particularly through adapting lessons to learner needs and addressing wider language development. However, some variation between pedagogical beliefs and reported enactment was evident, suggesting that endorsement of broader educational goals does not translate uniformly into reported practice. The study contributes to language assessment research by conceptualizing IELTS preparation as a pedagogical domain in which test-specific and broader language-learning goals may coexist rather than operate as simple opposites. It also highlights the value of teacher cognition in understanding how language assessment purposes are interpreted and enacted in preparation classrooms.

Keywords: IELTS preparation; teacher cognition; teacher beliefs; reported practices; language assessment

Paper ID: LSP14078

Title: Refining Collaborative Process-Based Writing through Two Cycles of Action Research in a Pre-Intermediate IELTS Class: Challenges, Adaptations, and Remaining Tensions

Author(s): Nguyen Hoang Dung

Affiliation(s): Faculty of English Linguistics & Literature, University of Social Sciences and Humanities, Vietnam National , University Ho Chi Minh City

Email: nguyenhoangdung664@gmail.com

Abstract

Collaborative process-based writing (CPBW) requires learners to share decisions during planning, drafting, response, and revision, yet lower-proficiency learners may struggle to participate equally. This qualitative action research examined challenges during initial CPBW implementation, teacher-initiated adaptations in a second cycle, and remaining tensions. Participants were 14 learners in a pre-intermediate Foundation IELTS class at a language center in Ho Chi Minh City. Across eight weekly 120-minute lessons in two four-week cycles, data came from the teacher-researcher's teaching journals, open-ended Cycle 1 questionnaire responses from learners, and post-Cycle 2 interviews with six learners. Cycle 1 data revealed uneven decision-making, unclear responsibilities, insufficient preparation, limited response and revision time, and barriers related to language proficiency and topic knowledge. Cycle 2 therefore used mainly pair-based writing, brief individual preparation, clearer stage goals and time limits, task-specific language support, structured response prompts, closer monitoring, and optional shared drafting on Google Docs. During interviews, learners were shown the Cycle 1 concerns and Cycle 2 changes and asked to assess their usefulness and limitations. Learners viewed pair work, clearer procedures, and pre-task support as helpful, but these adaptations did not eliminate uneven participation. Differences in English proficiency and topic knowledge, partner relationships, and device control could give one learner greater influence over decisions. Time pressure, partner mismatch, and preferences for paper-based or individual writing also remained. Teaching journals suggested that the process became easier to manage in Cycle 2, although familiarity with the routine may have contributed. Because the adaptations were introduced together and interviews were conducted retrospectively by the teacher-researcher, the findings represent perceived usefulness rather than isolated effects and may underrepresent criticism. Refining CPBW can make collaboration more manageable, but balanced decision-making in lower-proficiency, goal-oriented writing courses requires preparation, flexible grouping, protected response and revision time, and active teacher monitoring.

Keywords: collaborative process-based writing; action research; instructional adaptations; unequal participation; IELTS writing.

Paper ID: LSP14079

Title: The Influence of AI-Assisted Speaking Tools on ESL Learners' Affective Experiences across English Proficiency Levels in Selected Malaysian Universities

Author(s): Faith Yeo, Jayanthi Muniandy

Affiliation(s): Universiti Sains Malaysia

Email: faith@usm.my, jayanthi@usm.my

Abstract

AI integration in language learning, specifically for speaking skills, offers key advantages over traditional instruction (Kang, 2022; Muniandy & Selvanathan, 2025; Ding & Muhyiddin, 2025). This is especially relevant in Malaysia, where English is linked to academic excellence, global competitiveness, and employability (Lai et. al., 2024; Aziz & Kashinathan, 2021). Despite high reported English proficiency internationally, many Malaysian ESL learners still struggle with speaking due to affective factors like anxiety, motivation, and self-esteem. Krashen (1985) highlights these factors in his Affective Filter Hypothesis, concluding that they compromise language acquisition. While current literature confirms AI's effectiveness in EFL and ESL speaking development, research addressing all Krashen's affective factors and AI's nuanced effects on learners across different proficiencies remain limited. Grounded in Krashen's Affective Filter Hypothesis, this study examines changes in Malaysian university ESL learners' speaking anxiety, motivation, and self-esteem after using AI-assisted speaking tools, and determines whether these changes differ across English proficiency levels. Davis' (1989) Technology Acceptance Model also underpins this study whereby we explore ESL learners' experiences regarding the usefulness, ease of use, benefits, and challenges of AI-assisted speaking tools for developing speaking skills. The researchers employ a sequential explanatory mixed-methods design with questionnaires and focus-group interviews. Purposive sampling is used to select 100 tertiary level students of different levels of proficiency enrolled in English proficiency courses in public and private higher education institutions in Penang. The researchers anticipate reduced speaking anxiety, enhanced motivation and increased self-esteem among participants, with the most significant changes among lower-proficiency learners. Findings expand current understanding of Krashen's (1985) Hypothesis to ESL learners of diverse proficiencies in the Malaysian context, and how AI-assisted speaking tools can be leveraged based on Davis' (1989) Technology Acceptance Model. These insights contribute to the development of a better-tailored future pedagogical design for AI in language learning in Malaysia.

Keywords: AI-assisted speaking tools; ESL speaking skills; anxiety; motivation; self-esteem

Paper ID: LSP14080

Title: Linking, Reduction, and Assimilation in IELTS Listening Materials: A Descriptive Analysis

Author(s): Nguyen Quynh Nhu

Affiliation(s): Vietnam

Email: nhunguyen96999@gmail.com

Abstract

Connected speech is a common feature of naturally produced English in which words may undergo phonological changes when they occur in continuous speech. Such changes can affect word recognition in listening, particularly when learners are accustomed to the isolated forms of individual words. Although connected speech has received considerable attention in second language listening research, relatively limited attention has been given to how specific connected speech features are represented in standardized IELTS Listening materials. This study therefore aims to examine the occurrence and distribution of three connected speech features – linking, reduction, and assimilation – in IELTS Listening materials. Specifically, it investigates how these features are represented and how frequently they occur in the selected listening input. A descriptive materials-based design will be employed. The dataset will comprise 16 IELTS Listening recordings and their corresponding transcripts from four complete tests selected from two recent volumes of the Cambridge IELTS series. Two complete tests will be selected from each volume to provide a balanced sample of IELTS Listening materials. Instances of linking, reduction, and assimilation will be identified and coded using predefined operational criteria, and their frequencies and proportions will be calculated to determine patterns in their distribution. As a work in progress, the study is expected to provide a descriptive account of how the three connected speech features are represented in IELTS Listening materials and to identify patterns in their relative occurrence. The findings may contribute to a better understanding of the phonological characteristics of IELTS Listening input and provide further insights into the linguistic demands involved in standardized listening assessment. Pedagogically, the findings may also help IELTS teachers identify connected speech features that warrant greater attention and make more informed decisions when incorporating phonological awareness into listening instruction.

Keywords: connected speech, IELTS Listening, linking, reduction, assimilation

Paper ID: LSP14081

Title: IELTS Teachers' Perspectives and Practices Regarding Connected Speech in Listening Instruction for Pre-Intermediate Learners

Author(s): Nguyen Quynh Nhu

Affiliation(s): Vietnam

Email: nhunguyen96999@gmail.com

Abstract

Connected speech can present challenges for EFL learners when phonological changes in continuous speech make familiar words difficult to recognize. This issue may be particularly relevant in IELTS Listening preparation, where learners are exposed to naturally produced spoken input and are required to process information in real time. While connected speech has been discussed in relation to listening comprehension, less is known about how IELTS teachers understand and address it in their classroom practice, particularly when working with learners at lower proficiency levels. This study aims to explore IELTS teachers' perspectives on the role of connected speech in pre-intermediate learners' listening difficulties, the ways in which they address connected speech during listening instruction, and the challenges they encounter in doing so. A qualitative research design will be adopted. Approximately 10 IELTS teachers with experience teaching pre-intermediate learners at English language centres in Vietnam will be purposively recruited. Data will first be collected through semi-structured interviews focusing on teachers' perceptions, reported practices, and instructional challenges. Subsequently, 4–5 participants will be purposively selected for classroom observations of IELTS Listening lessons to provide additional evidence of how connected speech is addressed in actual classroom practice. Interview and observation data will be analyzed thematically and compared to identify areas of convergence and divergence between teachers' reported and observed practices. As a work in progress, the study is expected to provide insights into teachers' awareness of connected speech, how it is incorporated into IELTS listening instruction, and factors that may facilitate or constrain its teaching. By triangulating teachers' perspectives with classroom observations, the study may provide a more comprehensive understanding of current practices and inform teacher development and pedagogical support for integrating connected speech into pre-intermediate IELTS listening instruction.

Keywords: connected speech, IELTS Listening, teacher perspectives, listening instruction, pre-intermediate learners

Paper ID: LSP14083

Title: AI-Generated Feedback for English Speaking Development among Secondary School ESL Learners

Author(s): Nuraqilah Nadjwa Miskam , Wan Amira Iryanie Wan Azmi

Affiliation(s): Universiti Teknologi Malaysia, Kuala Lumpur & Universiti Teknologi Malaysia, Johor Bahru

Email: nuraqilahnadjwa@utm.my, wanamirairyanie@graduate.utm.my

Abstract

Artificial intelligence (AI)-generated feedback is increasingly used to support language learning, yet empirical evidence concerning its pedagogical value for secondary school speaking development remains limited. This study examined secondary school ESL learners' perceptions of Yoodli and investigated changes in their English-speaking performance following an AI-supported speaking intervention. A mixed-methods design was employed with 30 secondary school students who completed five speaking tasks over five weeks and received automated feedback from Yoodli. Quantitative data were collected through pre- and post-speaking tests assessed using the SPM speaking assessment rubric and a post-intervention questionnaire based on the Technology Acceptance Model. Qualitative data were obtained through semi-structured interviews with six purposively selected students and content analysis of video recordings, presentation transcripts and Yoodli analytics from the three most-improved participants. Descriptive statistics, paired-samples t-tests, thematic analysis and content analysis were used to analyse the data. The students reported high perceived ease of use ($M = 3.95$, $SD = 0.79$) and perceived usefulness ($M = 4.10$, $SD = 0.76$). Their overall speaking scores increased significantly from 9.50 ($SD = 1.98$) to 12.27 ($SD = 1.78$), $t(29) = -16.88$, $p < .001$, with significant gains in grammatical accuracy, vocabulary use and communicative competence. The qualitative findings further indicated that students valued Yoodli's immediate feedback for identifying errors and supporting pronunciation, fluency, idea organisation and confidence, although paid-feature restrictions and varying needs for AI feedback were reported. The findings suggest that AI-generated feedback can supplement teacher-led instruction by facilitating repeated, independent speaking practice, self-reflection and learner autonomy. For LSP practice, the study illustrates how automated feedback may be incorporated into task-based speaking activities to prepare learners for context-specific communication, while retaining teacher guidance to interpret feedback and address individual learning needs.

Keywords: AI-generated feedback; English speaking development; secondary school ESL learners; technology acceptance; Yoodli

Paper ID: LSP14084

Title: From Crisis to Construction: A Process Model of Identity Negotiation among Private Language Teachers under China's Double Reduction Policy

Author(s): Heng Zhang

Affiliation(s): Universiti Teknologi Malaysia

Email: zhangtrista14@gmail.com

Abstract

This study examines how teachers in the private tutoring sector (hereafter private language teachers) reconstruct their professional identities under China's Double Reduction policy. Drawing on narrative data from six teachers, the study adopts a process-oriented perspective to analyse how identity transformation unfolds within a marketised and policy-regulated context. The findings reveal that identity crisis arises not from isolated pressures but from structural contradiction, where policy regulation, market logic, and parental expectations impose competing definitions of teaching and destabilise professional legitimacy. In response, private language teachers engage in ongoing identity negotiation through discursive reframing, emotional regulation, and pragmatic alignment, enabling them to manage, rather than resolve, these tensions. Such processes give rise to multiple pathways of identity reconstruction, through which teachers reposition their values, competence, and roles within the tutoring sector. Based on these findings, the study proposes an identity transformation model in which crisis, negotiation, and reconstruction are recursively interconnected. The study contributes to teacher identity research by introducing the concepts of situated legitimacy and bounded agency, highlighting how professional identity can be sustained through relational validation under conditions of structural uncertainty. These findings offer both theoretical insights and practical implications for supporting teacher identity development in marketised education contexts.

Keywords: teacher identity; private tutoring sector; double reduction policy; Identity transformation; competence

Paper ID: LSP14086

Title: The Use of Cooperative Learning in Promoting Speaking Skills among Business English Undergraduates in China

Author(s): Jia Jiannan

Affiliation(s): Universiti Teknologi Malaysia

Email: jiannan1988@graduate.utm.my

Abstract

Speaking skills are essential in second or foreign language education, especially for Business English undergraduates in China, who are expected to communicate effectively in a range of professional contexts within international commerce and cross-border exchange. However, the traditional teaching method that is characterized by teacher-centeredness and neglect of communicative competence has made speaking a largely neglected area in the classroom, and thus the Business English undergraduates generally perform poorly in speaking. Therefore, it is of great necessity to adopt more student-centered and communicative pedagogies to develop their speaking skills. The present study, therefore, sets out to examine the application of Cooperative Learning (CL) as a means of enhancing the speaking skills of Business English undergraduates. A quasi-experimental design was employed to determine the effects of CL instruction on students' oral performance. The findings from pre- and post-oral tests revealed that the CL instruction yielded significantly greater improvements in Business English undergraduates' speaking performance in comparison to the traditional teaching method. The students under the CL instruction made obvious gains in their grammar and vocabulary use, interactive communication, and discourse management. Hence, the study recommended a CL instruction model to be integrated into the present teaching for Business English learners and even Language for Specific Purposes (LSP) learners to prepare them for the communicative exchanges of their future careers.

Keywords: cooperative learning; speaking skills; business English undergraduates

Paper ID: LSP14087

Title: Becoming an AI-Mediated Language Professional: Competencies for Generative AI-Assisted Writing

Author(s): Himawan Pradipta

Affiliation(s): Deriv, a Malaysia-based financial technology company

Email: himawan@regentmarkets.com

Abstract

Generative AI is changing what it means to write professionally. Content creation is no longer a solitary task but a collaborative process shaped by prompting, revision, evaluation, and workflow design. Yet we still don't have a clear picture of what skills this new kind of work actually demands. This study looks at how professionals draw on their language expertise and judgment to guide, revise, and evaluate AI-generated content, and how this is reshaping their role. We use a mixed-methods approach: interviewing AI content professionals, analyzing anonymized prompt-revision sequences, and evaluating AI-assisted texts against criteria like register, audience fit, terminology, coherence, accuracy, and overall communicative effectiveness. We're particularly interested in how practitioners balance efficiency with accountability, especially when AI output turns out inaccurate, culturally tone-deaf, overly generic, or poorly contextualized. This is a work-in-progress study, but early indications suggest that AI content engineering calls for a broader skill set than traditional language work: one that combines linguistic expertise with prompt design, genre awareness, critical AI literacy, quality assessment, and ethical judgment. We also examine how professionals decide whether to accept, revise, or reject AI output, and how responsibility gets divided between human practitioners and AI systems. Beyond that, we consider how these competencies might be taught, assessed, and built into organizational workflows, without letting language work get reduced to mere speed, automation, or surface-level fluency. This research contributes to Languages for Specific Purposes (LSP) theory by defining the "AI-mediated language professional" and mapping out the competencies this emerging role requires. It also offers practical guidance for training, curriculum design, and industry standards for responsible AI-assisted writing across a range of professional settings.

Keywords: AI-mediated language professional; AI-assisted writing; prompt design; critical AI literacy; Languages for Specific Purposes

Paper ID: LSP14088

Title: Teachers as “Talaytayan”: Emotional Agency, Language Hierarchies, and Identity Politics in Multilingual Education in the Philippines

Author(s): Bai Yanling, Lee Huan Yik

Affiliation(s): Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Xinhua College of Ningxia University, China

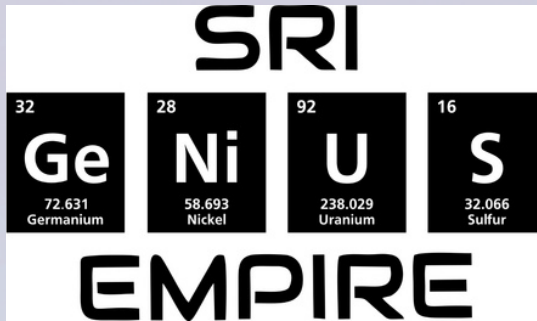
Email: yanling@graduate.utm.my, huanyiklee@utm.my

Abstract

This study examines multilingual education in the postcolonial Philippines through the lens of teacher emotional agency, language hierarchies, and identity politics. It focuses on the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE), which seeks to promote linguistic inclusion by centring learners’ home languages in early schooling. Yet policy enactment unfolds within a linguistic ecology shaped by the enduring symbolic power of English, uneven institutional support, limited pedagogical resources, and community expectations surrounding English, Filipino, and local languages. The study aims to explain how teachers’ emotional agency is shaped by these conditions and how it mediates the enactment of multilingual education. A qualitative meta-synthesis of five doctoral studies on MTB-MLE implementation in the Philippines was conducted. Findings across the studies were interpreted through Priestley et al.’s ecological model of teacher agency and the Filipino concept of *talaytayan* (“bridge”). The synthesis shows that teachers’ emotional responses are rooted in linguistic biographies, colonial language ideologies, and experiences of linguistic marginalisation. Teachers negotiate institutional constraints through translanguaging, material adaptation, local story-making, emotional labour, and interaction with students, parents, school leaders, and community actors. Their agency is further oriented towards learner participation, linguistic dignity, cultural affirmation, and educational justice. The findings position MTB-MLE teachers not as passive policy implementers but as affective, linguistic, and ideological mediators who translate institutional mandates into relational and culturally responsive practice. By theorising teachers as *talaytayan*, the study extends ecological understandings of teacher agency by foregrounding emotional mediation in multilingual policy enactment. It also highlights the need for institutional and pedagogical support that recognises teachers’ emotional labour and local linguistic resources, contributing a decolonial perspective to multilingual education and language-in-education policy in the Global South.

Keywords: teacher emotional agency; *talaytayan*; MTB-MLE; multilingual education; global south

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