



Gmail interface showing an email titled "Invitation to Join LLTC 2022 WA Group". The email is from "Language and Language Teaching Conference" and is dated "Mon, Oct 24, 2022, 5:20 AM". The content of the email is:

Dear LLTC 2022 Participants,

Thank you for having registered yourselves as participants. Kindly join the WhatsApp Group for LLTC 2022 presenters and participants by clicking [this link](#). Information related to LLTC 2022 will be given through that WA Group. Thank you.

Best,

Committee.

Response buttons: [I accept the invitation.](#) [Noted with thanks.](#) [Sorry, I won't be able to attend.](#)

Action buttons: [Reply](#) [Reply all](#) [Forward](#)

The interface includes a left sidebar with navigation options (Mail, Chat, Spaces, Meet), a top search bar with "LLTC", and a right sidebar with utility icons. The email header shows "5 of 8" and "Active" status.

Subject: Letter of Acceptance

Yogyakarta, October 2022

### LETTER OF ACCEPTANCE

Dear Ahmad Budairi

On behalf of the organizing committee of The 9<sup>th</sup> Language and Language Teaching Conference (LLTC) 2022 held virtually on November 4-5, 2022, we are pleased to inform you regarding the acceptance of your abstract proposal, the details of which appear below:

Title : Regulating form-meaning interaction in Task Based Language Teaching in an EFL context

Author(s) : Ahmad Budairi

To facilitate your preparation to participate in the 9<sup>th</sup> LLTC 2022, please note the following:

1. You should make payment of the registration fee before **November 1, 2022**. The payment should be transferred to BCA Bank account: 037 251 5595 c/o Ouda Teda Ena/Caecilia Tutyandari. The BCA swift code for international presenters and participants is CENAIJJA.
2. The payment should be made **according to the number of authors in one paper title**.  
For example: 1 title with 3 authors, if all three authors wish to join the conference and get a certificate, then three payments must be made for each of the authors.
3. The payment proof file should state your full name and the payment date (scanned in image or pdf file)  
Example: **jokosampurno\_5Oct2019**
4. The payment proof should be uploaded to <https://s.id/LLTC22payment>. By uploading your payment proof, you are registering yourself as a presenter.
5. Original, unpublished full papers are to be uploaded to [this link](#) on **November 15, 2020 at the latest**. To submit, you need to login and follow the steps suggested. Selected full papers will be published in IJJET Journal (Sinta 4), ELTR Journal, IJHS (Sinta 3), LLT Journal (Sinta 2), providing that permission is given by the author(s).

Should you have any questions, do not hesitate to contact us at lltc@usd.ac.id. Thank you very much and be seeing you virtually on November 4-5, 2022.

Sincerely yours,



F. Chosa Kastuhandani, Ph.D.  
Chairperson of LLTC 2022



**PBI**  
UNIVERSITAS SANATA  
DHARMA



**Kampus  
Merdeka**  
INDONESIA JAYA

**LLTC**  
Language and Language Teaching Conference  
Sanata Dharma University Yogyakarta

# CERTIFICATE

No. 887/FKIP/XI/2022

**Ahmad Budairi, M.Ed., Ph.D**

has participated in **The 9<sup>th</sup> International Language and Language Teaching Conference (LLTC)**  
organized by the English Language Education Study Program,  
Sanata Dharma University, Yogyakarta, Indonesia  
on 4<sup>th</sup> – 5<sup>th</sup> November 2022

**as a Presenter**

Presentation title:

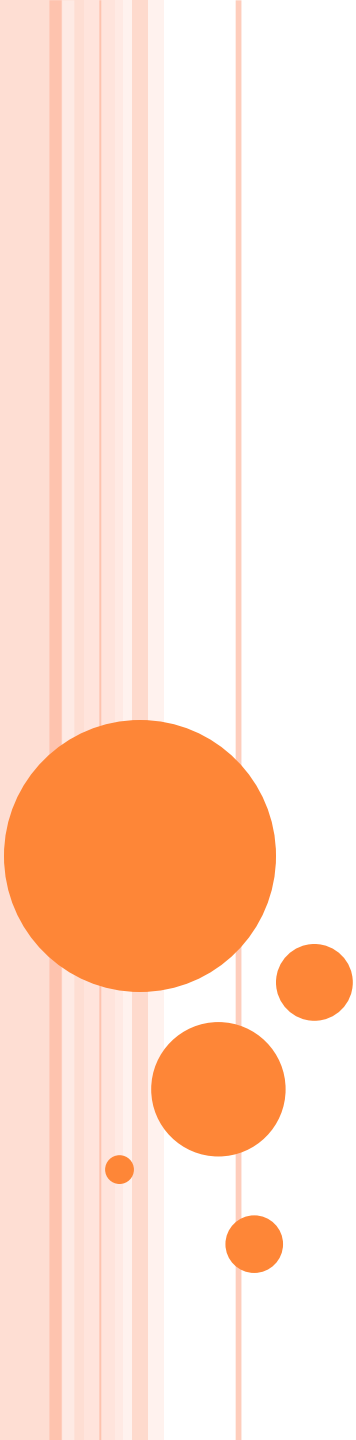
**Regulating Meaning-Form Interaction in Task Based Language Teaching in an EFL Context**

Yogyakarta, 5<sup>th</sup> November 2022



**Drs. Tarsisius Sarkim, M.Ed., Ph.D.**

Dean of Teachers Training and Education Faculty.



# Regulating Meaning-Form Interaction in Task-based Language Teaching in EFL Context

Ahmad Budairi  
Ahmad Dahlan University  
Yogyakarta Indonesia

The 9<sup>th</sup> International Language and Language Teaching Conference  
(LLTC) Sanata Dharma University Jogjakarta, 4-5 November 2022

## ○ TBLT in SLA theories and research

Swain's 1995 Input –Interaction –Output

- Learners are exposed to meaningful input
- Opportunities for meaningful production
- Integration of linguistic knowledge and communicative skills in task design
- Possibilities to pre-teach language form .The teacher draws learners 'attention to a particular aspect of language data (point of noticing) –as in natural LL ,
- Post task 'focus on form' (e.g Long, 1998)



## **Components of Tasks**

The definition of a language learning task requires specification of four components: the goals, the input (linguistic or otherwise), the activities derived from this input, and finally the roles implied for teacher and learners (Nunan 1989, p. 47).



## Some Pros and Cons of Task Based Language Teaching

### Pros

- Enjoyment
- Active learning
- Opportunities for integrated skills
- Dealing with both process and product
- Contextualized language learning

### Cons

- The use of L1 in a monolingual class
- Less direct support from the teacher
- Teachers authority
- Less room for error correction
- Fossilization
- Accuracy 'focus on form'
- Group work is a waste of time
- Some learners preferred formal, structured learning
- Strong or extroverted learners dominate





## **Some Issues with TBL in EFL contexts :**

- Learning styles, and logistic support (Chowdury, 2003)
- Fluency at the expense of accuracy (Richards, 2001)
- Ss more concerned with task completion than engage in language-rich interaction



## **Why regulating control and freedom?**

- Suit a varying degree of learners need for scaffolding
- Balance between form and meaning,
- Language rich interaction and task –completion
- Contrived and predetermined language use and creativity in language use

## **How can we do it? :**

- Goal
- Input
- Activities
- Role



# An example of too well-defined task

Type : Pair Work

Level : A2-B1

Constraint

Teacher Instruction : Telephone your partner to organize a night out and find a time which suits you both.

	Student A
Thu	Swimming lesson 4. pm
Fri	Piano lesson 2-4 pm
Sat	Book store visit 7 pm
Sun	Car free day – Bike ride 6 am- 12 am

	Student B
Thu	Visit Library , 2 – 5 pm
Fri	Practice football 3 – 5 pm
Sat	English Club 3 pm
Sun	Car Freeday –Bike ride 6.am -12.am



Too much control



- Contrived use of language
- Less creativity
- Predictability
- Less time spent on speaking



# An example of too loosely-defined task

Type : Pair Work

Level : A2-B1

Freedom

Teacher Instruction : Fill in the diary with your plans in the coming 4 days and invite your partner to join you

	Student A
Thu	
Fri	
Sat	
Sun	

	Student B
Th	
Fr	
Sat	
Sun	



Too much freedom



- Incompatible with students learning style (EFL context)
- Possible unresponsive learners
- Lack a sense of direction & assurance
- More time wasted by learners in preparing tasks



# A model of well regulated control and freedom

Type : Pair Work

Level : A1-B1

Constraint

Teacher Instruction 1: Fill in only one of the days with your plan for next week

	Student A
Thu	Freedom
Fri	Piano lesson 2-4 pm ———— Control
Sat	Freedom
Sun	Freedom

	Student B
Thu	Freedom
Fri	Freedom
Sat	English Club 3 pm ———— Control
Sun	Freedom

Purpose & element of competition

Teacher Instruction 2: Now invite as many friends as you can to go with you. Anyone who can invite most people will be the most desirable/popular person.



# Findings From the Case Study

## About my research

- Quasi experimental descriptive
- Two groups of second semester university students enrolled in speaking class
- Control group – assigned with too-loosely defined p/w task
- Independent group- well-regulated control and freedom

Well balanced defined teacher fronted task:





## What is a task?

*"An activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process was regarded as a task." (Prabhu, 1987:24)*



## **Components of Tasks**

The definition of a language learning task requires specification of four components: the goals, the input (linguistic or otherwise), the activities derived from this input, and finally the roles implied for teacher and learners (Nunan 1989, p. 47).



Examples of tasks include:

- Preparing a meal.
- Ordering food in a restaurant.
- Making an appointment with a doctor on the phone.
- Solving a problem.
- Designing a brochure.
- Making a list of the qualities of a good husband/wife.



# Criteria for tasks in TBLT

## 1. Meaning

Tasks are language teaching activities where meaning is central. Tasks require learners to produce and understand communicative messages.

## 2. Gaps

Tasks should involve gaps. There are three types of gaps:

**-Information gap:** one person has information that another person does not have.

**-Opinion gap:** learners have the same shared information but they use that information to try to convey their feeling about a particular situation.



**-Reasoning gap:** learners are asked to use reason and logic to decide what information to convey and what resolution to make for the problem at hand. Like information gap, the activity necessarily involves understanding and communicating information. Where the information and reasoning gaps differ is in the information conveyed. The latter is not identical with the one initially understood. It changes through reasoning.



### **3. Use of learners' own resources**

Learners have to use their own linguistic and nonlinguistic resources to complete the task. That is, they have to use whatever knowledge of the language they have in order to participate in the task. Learners may also use nonlinguistic resources such as gestures. This criterion is what makes TBLT unique. In traditional language teaching, the teacher provides the language resources and the students have to master these resources when they do a task.



## **Typical procedure**

### **Pre-task**

At this stage, the topic is introduced through activities such as:

- Prior knowledge activation
- Brainstorming
- Visual Aids
- Games
- Discussions
- Vocabulary activities
- Reading



## Task activity (cycle)

The teacher gives clear instructions about the task.

- The learners do the task, in pairs or in groups, using their own linguistic and nonlinguistic resources.
- The teacher's role at this stage is to monitor, support, and encourage the learners.
- The teacher does not have to intervene to correct accuracy mistakes.
- The emphasis is more on meaningful communication, fluency and confidence building than on accuracy.
- The learners draft or rehearse what they want to say or write.
- They report briefly to the whole class to compare findings.





## Post-task

This stage provides an opportunity for learners to compare their products with a similar product by a native/ fluent speaker.

- The learners listen to a recording by a native/fluent speaker.
- Comparison between the two versions constitutes a chance for learners to learn from their mistakes.
- Based on the analysis of the learners' products, more work on specific language points may follow



# **RETHINKING ENGLISH LANGUAGE AND LANGUAGE TEACHING IN POST-PANDEMIC ASIA**



**THE 9TH INTERNATIONAL  
LANGUAGE AND  
LANGUAGE TEACHING  
CONFERENCE**

**LLTC 2022**

**4-5 NOVEMBER, 2022  
SANATA DHARMA UNIVERSITY  
YOGYAKARTA, INDONESIA**

## **Welcome Address President of Sanata Dharma University**

It is my joy and privilege to welcome all of you, distinguished speakers, presenters and participants, who hail from different countries, to the Language and Language Teaching Conference (LLTC), organized by the English Language Education Study Program of Sanata Dharma University. This is a truly international conference, and I find the theme to be particularly engaging, timely and insightful: “Rethinking English Language and Language Teaching in Post-Pandemic Asia.” As we know the Pandemic has served as a great disruption that helps transform our life, including the role of language and the dynamics of language teaching.

To begin with, the Pandemic has once again shown the importance of communication and connection. Humanity simply cannot live without communication and connection. We are “connected beings”, and would suffer and even “die” without meaningful and sustained connection with other human beings and from the world. So, from the Pandemic, we learn to be more creative in making connection and forging communication.

As Paul Ricoeur, the French philosopher has argued, human beings can only flourish through language. In his view, the farthest distance is the journey into one’s own self. Why? Because this journey has to be done through our exposure and immersion to the world of culture and civilizations, especially symbolism and language. In other words, we can only be ourselves, we can only understand who we are, through communication and connection to the larger reality of humanity and history. Ricoeur argues: “Existence becomes a self only by appropriating this meaning which first resides ‘outside’, in works, institutions and cultural monuments in which the life of the spirit is objectified.” (Ricoeur, *The Conflict of Interpretations*; Kearney, *On Paul Ricoeur: The Owl of Minerva* [Routledge, 2004], 28). Again, language, interpretation and communication are indispensable in the formation of every human being.

In this respect, it is insightful to remember the classical dictum: “*Humanitas perfecta et eloquens*,” which means that human being’s perfection is deeply related to his or her ability of reflection, expression and communication. This ideal of human being needs to be renewed during the post-pandemic era. We are called once again to be more human, by being able to reflect on, formulate and express our experiences through various forms of communication. It is crucial for us today to tell each other’s stories of struggle and meaning.

For, clearly the Pandemic has served as a moment of humanity’s reckoning with itself. It reveals the resilience of humanity, its solidarity in the face of dangers and destructions, but also gives rise to existential angst and fear. It brings the best and the worst in people, it brings people together but also breaks the bonds of solidarity and gives rise to a sense of menacing otherness. It reveals the mystery and complexity of being human, both on the individual and societal levels. Language and communication help us go deeper into this mystery and rich experience.

Furthermore, an important part of the complexities and serious problems during the Pandemic was the persistence of hoax and fake news in the framework of political populism and identity politics. In this regard, we are called to fight against this through the power of language as a form of logic. Language has served as a powerful means that facilitates and expresses logical and critical thinking. Proper use of language can unmask false and myopic ideologies and propaganda. This aspect of language, and language teaching, has become more important at the age of post-truth like ours.

Given our situation, we really need a lot of rethinking about language, language teaching and communication in the post-pandemic era. That is why we need to come together for this timely Conference. Since its foundation, Sanata Dharma University has been committed to the full flourishing of humanity, inspired by Christian values, universal humanism, the principle of inclusivity, and ethical commitment to the well-being of our nation. In this respect, the studies of humanities in general (*studia humanitatis*), as well as humanities as academic programs, have continued to play an important role in our mission today. Literature and language education are embedded in our education here at Sanata Dharma University.

On this note, I wish you all a very stimulating and engaging conversation on this crucial topic of our time. Our gratitude goes to the organizing committee who has worked hard to put together this Conference. God bless us all.

Yogyakarta, 2 November 2022



Albertus Bagus Laksana, S.J., S.S., Ph.D.

**Welcome Address**  
**Dean of the Faculty of Teacher Training and Education**  
**Sanata Dharma University**

Respected keynote speakers, paper presenters and seminar participants, with great pleasure I would like to welcome you to **The 9th Language and Language Teaching Conference**.

This ninth seminar is held when we are full of optimism in welcoming the return of learning after being hit by the Covid-19 Pandemic for two years.

We have experienced great learning challenges during this pandemic. Yet, the Covid-19 pandemic has encouraged us educators to find creative ways to interact with students to keep on learning and maintain their to continue to grow.

We are grateful for the various technological facilities available around us which have facilitated the emergence of new creativity in learning English in our schools and campuses. We are even more grateful for the dedication of the lecturers and teachers in finding new ways of learning English that make students learn more.

The 9th Language and Language Teaching Conference provides an opportunity for all of us as educators to witness and learn about creative discoveries in English learning made by our colleagues from various places.

I would like to sincerely thank the keynote speakers and paper presenters who will generously share their experiences and knowledge in this seminar. Through sharing experiences and knowledge in this conference we as an academic community learn and grow.

I would also like to appreciate the leadership of the English Language Education study program at Sanata Dharma University and the committee consisting of lecturers and students who have dedicated their time and energy to preparing and managing this seminar.

Finally, I wish you a fruitful seminar, I believe that through this academic encounter we will grow each other's optimism and creativity to improve the quality and meaningful English learning.

Yogyakarta, 1 November 2022



T. Sarkim, Ph.D.

**Welcome Address**

## **Chairperson of the English Language Education Study Programme (ELESP) Sanata Dharma University**

Very warm greetings from the English Language Education Study Programme (ELESP), Sanata Dharma University. I am very grateful to welcome you all to the 9<sup>th</sup> International Language and Language Teaching Conference (LLTC) 2022 which is done annually by the English Language Education Study Programme, Sanata Dharma University.

In this special occasion, I would like to extend my gratitude to:

1. Prof. Stephen D. Krashen from the University of Southern California
2. Jeremy P.H. Harmer, M.A. from Anglia Ruskin University
3. Dr. Made Frida Yulia from Sanata Dharma University
4. Dr. Abdelaziz Benkheddoudja from Ecole Normale Suprieure de Bouzareah
5. Assoc Prof. Dr. Behbood Mohammadzadeh from Cyprus International University
6. Jorge Correa Rodriguez Ph.D. from Children's Growth Center
7. All presenters and participants of this LLTC 2021; and
8. The committee, who have been working very hard to prepare, organize and make this conference run well.

This International LLTC has come its way for 9 years and this year conference takes "Rethinking English Language and Language Teaching in Post-Pandemic Asia" as its theme. It is a proper response to the existing condition. The Covid-19 pandemic has been around for more than two years and its emergence resulted in an unfavorable disruption of traditional pedagogical methods in any subjects including English language. The disruption caused by the pandemic has forced us to adjust to the local and universal contexts. Language teaching and learning have been critically altered and teachers throughout the world have come to embrace the practice of internet-enhanced teaching and learning. This situation provides us with ample of opportunities to investigate the efficacy of online language teaching and invites us to think about the right things to do in the post-pandemic era. Reorganization of the education system, teachers' creativity, provision of technological infrastructure and curriculum development are of paramount importance to put into consideration.

I personally see this International LLTC as a moment of getting new perspectives from the experts and respected speakers in order to deal with the new face of English language learning and teaching in the post pandemic. I believe that this conference will be a meaningful sharing moment for everybody participating in this event and can become an academic party for all of us.

Have a fruitful conference. Thank you.



Veronica Triprihatmini, M.Hum., M.A.

**Welcome Address**

## Chairperson of LLTC 2022 Committee

Good morning honorable presenters and participants, ladies and gentlemen,

It is my pleasure to welcome all the participants today for the two-day Language and Language Teaching Conference 2022. I welcome all the eminent speakers and guests from all over the world who have joined us to share their knowledge and vast experience with student community. This conference has more than 100 enthusiastic experts, researchers, and teaching practitioners from 13 different countries.

Our Language and Language Teaching Conference was started in 2013, almost 9 years back, and it was the time when tablets were luxury for many people and flipped learning was gaining its momentum. So, our LLTC conference has been meaningful sharing moments and beneficial for everybody who participates in the events and become an academic party for all of us.

The global pandemic caused by the COVID-19 virus has had a disruptive and profound impact on English-language teaching. To reduce the spread of the virus, teachers and learners had to suspend in-person teaching and learning. This led to the widespread adoption of synchronous and asynchronous online teaching. Obviously, this period has led to immense challenges for teachers and students alike, but it has also provided a unique opportunity to understand the potential affordances of online teaching in English-language teaching.

Many researchers, linguists and SLA scholars have been developing a variety of innovative methodologies and approaches for effective language teaching and learning process in response to the emergency situation during the pandemic outbreak. This might create new and innovative cultures of learning. Although after a long period of online learning activities, students feel motivated to study online, these students experience social distance as those who are not stimulated to learn online. Moreover, some studies confirm that students consider the online language classes effective, but face-to-face classes cannot be replaced. In this respect teacher's role is irreplaceable. Therefore, educational institutions should invest in supporting them technically, mentally, as well as financially, in this difficult period in order to ensure and provide quality teaching for future generations.

The theme of this conference is "Rethinking English Language and Language Teaching in Post-Pandemic Asia". In this event, LLTC presents six keynote and plenary speakers who are experts in the field of educational technology, second & foreign language pedagogy & instruction, literacy, and curriculum developments. There will be also over 100 interesting presentations for us to get new perspectives from experts, researchers, and teaching practitioners in order to deal with the new face of language learning and teaching, linguistics and literature in local and universal contexts.

We are proud to announce that this conference is being conducted with the cooperation of the Master program of English Language Education and the Master program of English Language Studies. I shall extend my gratitude to all committee members from PBI Sanata Dharma, without whom this conference would not have been possible. I would also like

to express a sincere gratitude to all parties who have worked hand in hand to make this conference run well.

To conclude, I sincerely hope this LLTC 2022 would be a place for us to build network, communicating and collaborating ideas for learning and innovation in English language education. Finally, I wish you a great conference ahead. Thank you very much.



Fidelis Chosa Kastuhandani, M.Hum., Ph.D.



# LLTC 2022 AGENDA ITEMS

## Day 1, Friday, 4 November 2022

07:15 AM - 07:30 AM

Participants start joining LLTC 2022

Click [here](#)

Meeting ID: 937 3623 9668

Passcode: lltc2022

07:30 AM - 07:45 AM

USD and PBI Profile Clips

07:45 AM - 08:30 AM

Opening of LLTC 2022

08:30 AM - 09:30 AM



Keynote Speaker 1: **Prof. Stephen D. Krashen**  
**University of Southern California**

09:45 AM - 10:30 AM

Parallel 1 (45 Minutes): 10 rooms

**Day 1, Friday, 4 November 2022**

PARALLEL 1: 9.45 – 10.30 (45 Minutes)

Room 1

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>ACADEMIC CONTROVERSY MODEL AS AN ALTERNATIVE TECHNIQUE FOR TEACHING SPEAKING</u></a> Eka Agustina Universitas Nurul Huda, Indonesia	Aminah
2	<a href="#"><u>IMPLEMENTING TEAM-BASED LEARNING THROUGH ONLINE TEAM-TEACHING MODE: THE CASE IN TEACHING SPEAKING FOR CAREER DEVELOPMENT CLASS</u></a> Aminah Suriaman, Konder Manurung, Abdul Kamaruddin, Rofiqoh Tadulako University, Indonesia	Eka

Room 2

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>VALUING MORALLY WHAT STUDENTS CAN DO BY ANALYZING THE DEEPER FEATURES OF THEIR WRITINGS</u></a> Cahya Pratama Windianto, Esther Deborah Kalauserang Sanata Dharma University, Indonesia	Tri
2	<a href="#"><u>TEACHERS' PERCEPTION ON THEIR READINESS TOWARD THE NEW PARADIGM OF ENGLISH LANGUAGE TEACHING</u></a> Tri Pujiani, Ida Dian Sukmawati, Nunun Indrasari Universitas Harapan Bangsa, Indonesia Universitas Islam Negeri Raden Intan Lampung, Indonesia	Cahya

Room 3

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>EXAMINING SOCIAL FUNCTION IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK</u></a> Yoannes Yuka Krisdianata Sanata Dharma University, Indonesia	Arlis
2	<a href="#"><u>DEVELOPING ENGLISH TEXTBOOK FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL BY ACCOMMODATING MULTIPLE INTELLIGENCES THEORY</u></a> Arlis Dwi Siswanti, Anam Sutopo, Hepy Adityarini Universitas Muhammadiyah Surakarta, Indonesia	Yoannes

**Day 1, Friday, 4 November 2022**

PARALLEL 1: 9.45 – 10.30 (45 Minutes)  
20 presenters – 10 rooms @2 presenters

Room 4

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>ANALYSING READING COMPREHENSION OF PRIMARY SCHOOL STUDENTS THROUGH PARENTING CONTEXT</u></a> Anselmus Inharjanto, Lisnani Universitas Katolik Musi Charitas, Indonesia	Jessica
2	<a href="#"><u>NON-EFL TEACHERS' STORIES IN IMPLEMENTING CLIL: A NARRATIVE INQUIRY</u></a> Jessica Febrina Haryanto, Alberik Ryan Tedy Wijaya, Anastasia Nelladia Cendra Widya Mandala Surabaya Catholic University, Indonesia	Anselmus

Room 5

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>THE MBKM PROGRAM ON ELT IN ENGLISH EDUCATION DEPARTMENT</u></a> Surya Asra, Fadlia, Rahmiati Rahmiati, Evi Zulida Samudra University, Indonesia	Christina
2	<a href="#"><u>TEACHING ENGLISH GRAMMAR IN CONTEXT: REFLECTIONS ON THE STUDENT-TEACHERS' TEACHING PRACTICES</u></a> Christina Kristiyani, Leonovira Sanata Dharma University, Indonesia	Surya

Room 6

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>ELT FLIPPED LEARNING IN INDONESIA DURING THE PANDEMIC: A SYSTEMATIC LITERATURE REVIEW</u></a> Fransisca Kristanti Sanata Dharma University, Indonesia	Umami
2	<a href="#"><u>ENGLISH TEACHERS' PROBLEM: EXPLORING ROOT PROBLEM OF PPG TEACHERS IN THE 21st CENTURY LEARNING ERA</u></a> Umami Khaerati Syam Universitas Muhammadiyah Makassar, Indonesia	Fransisca

**Day 1, Friday, 4 November 2022**

PARALLEL 1: 9.45 – 10.30 (45 Minutes)

Room 7

No.	Presenters and Presentations	Moderator
1	<p><a href="#"><u>IMPROVING THE STUDENTS' WRITING SKILL USING CLUSTERING TECHNIQUE</u></a> Muhyiddin Aziz, Eda Maaliah, Alief Sutantohadi State Polytechnic of Madiun, Indonesia</p>	Pius
2	<p><a href="#"><u>PROBLEMS IN TEACHING AND LEARNING ENGLISH IN SCHOOLS</u></a> Pius Nurwidasa Prihatin Sanata Dharma University, Indonesia</p>	Muhyiddin

Room 8

No.	Presenters and Presentations	Moderator
1	<p><a href="#"><u>DEVELOPING STORIES AS MINDFUL LEARNING MATERIALS FOR INDONESIAN EFL LEARNERS</u></a> Aldila Ihsania Mufidah, Irene Nany Kusumawardani Brawijaya University, Indonesia</p>	Jhon
2	<p><a href="#"><u>THE UTILIZATION OF TIKTOK AS THE MEDIA TO ENHANCE VOCABULARY AND PRONUNCIATION IN AUTONOMOUS LEARNING</u></a> Jhon Breter Ginting, Made Frida Yulia Sanata Dharma University, Indonesia</p>	Aldila

Room 9

No.	Presenters and Presentations	Moderator
1	<p><a href="#"><u>AN INTEGRATED PROGRAM TO SUPPORT PRIMARY TEACHERS IN LITERACY INSTRUCTION</u></a> Susilowaty, Bachrudin Musthafa, Gin Gin Gustine Universitas Pendidikan Indonesia</p>	Ani
2	<p><a href="#"><u>ASSESSING EFL UNIVERSITY STUDENTS' WRITING THROUGH GRAMMARLY BUSINESS</u></a> Ani Fiani Universitas PGRI Silampari, Indonesia</p>	Susilowaty

Room 10

No.	Presenters and Presentations	Moderator
1	<p><a href="#"><u>IN SEARCH OF RELEVANT MATERIALS FOR AN ESP CLASS</u></a> Wuryani Hartanto Universitas Katolik Soegijapranata, Indonesia</p>	Ahmad
2	<p><a href="#"><u>REGULATING FORM-MEANING INTERACTION IN TASK BASED LANGUAGE TEACHING IN AN EFL CONTEXT</u></a> Ahmad Budairi Ahmad Dahlan University, Indonesia</p>	Wuryani

Day 1, Friday, 4 November 2022

**10:30 AM - 11:30 AM**



Plenary Speaker 1: **Jorge Correa Rodriguez, Ph.D.**

**Children's Growth Center**

**11:30 AM - 1:00 PM**

**Friday Prayer & Lunch Break**

**01:00 PM - 02:00 PM**

**Parallel 2 (60 Minutes): 10 rooms**

**Day 1, Friday, 4 November 2022**

PARALLEL 2: 13.00 – 14.00 (60 Minutes)

Room 1

No.	Presenters and Presentations	Moderator
1	<p><a href="#"><u>BRIDGING THEORY AND PRACTICE: REMODELLING TEACHING PRACTICE, IN EFL TEACHER EDUCATION CURRICULUM</u></a> Susilowaty Sampoerna University, Indonesia</p>	Yohanes
2	<p><a href="#"><u>PERCEIVED IMPACT OF TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS: VOICES FROM INDONESIAN EFL TEACHERS</u></a> Fidelis Elleny Averina Sanata Dharma University, Indonesia</p>	Susilowaty
3	<p><a href="#"><u>ECOLOGICAL CONTENT ANALYSIS IN BOHLKE'S SKILLFUL READING AND WRITING</u></a> Yohanes Heri Pranoto, Vewent Fest Levinli Musi Charitas Catholic University, Indonesia</p>	Fidelis

Room 2

No.	Presenters and Presentations	Moderator
1	<p><a href="#"><u>THE EFFECT OF INSTAGRAM IN TEACHING WRITING OF THE TENTH GRADE STUDENTS OF MA YPI OKU TIMUR</u></a> Zulaikah Universitas Nurul Huda Sukaraja OKU Timur, Indonesia</p>	Agus
2	<p><a href="#"><u>LANDSCAPE ASPECT IN THE NAMING OF VILLAGE IN SIPIROK REGENCY: AN ANTROPOLINGUISTICS STUDY</u></a> Soraya Grabiella Dinamika, Elitaria Bestri Agustina Siregar Sekolah Tinggi Ilmu Manajemen Sukma, Indonesia Politeknik Negeri Jakarta, Indonesia</p>	Zulaikah
3	<p><a href="#"><u>A LECTURER AND HIS AUTONOMOUS LEARNING: AN AUTOETHNOGRAPHY</u></a> Agus Widyantoro Universitas Negeri Yogyakarta, Indonesia</p>	Soraya

**Day 1, Friday, 4 November 2022**  
PARALLEL 2: 13.00 – 14.00 (60 Minutes)

Room 3

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>ENGLISH LANGUAGE STUDENTS' PERCEPTION OF THEIR PREPAREDNESS IN DOING ONLINE TEACHING</u></a> Satya Dhamma, Veronica Triprihatmini Sanata Dharma University, Indonesia</p>	Vivi
2	<p style="text-align: center;"><a href="#"><u>TEACHING DURING PANDEMIC COVID-19; ENGLISH SKILLS AFFECTED ON JUNIOR HIGH SCHOOL STUDENTS IN KOTO TANGAH DISTRICT PADANG</u></a> Vivi Zurniati, Indri Astuti Universitas Nahdlatul Ulama Sumatera Barat, Indonesia</p>	Ahmad
3	<p style="text-align: center;"><a href="#"><u>A CLOSER LOOK AT THE PATTERNS OF INTERACTION AND ONLINE COLLABORATIVE WRITING</u></a> Ahmad Ridho Rojabi Universitas Negeri Surabaya and Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia</p>	Satya

Room 4

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>HOW DO THE STUDENTS PERCEIVE ON WEEKLY READING REPORT IN EXTENSIVE READING CLASS? A CASE STUDY</u></a> Agnira Rekha , Susanti Malasari, Paulina Besty Fortinasari Tidar University, Indonesia</p>	Susilowati
2	<p style="text-align: center;"><a href="#"><u>DESIGNING ISLAMIC VOCABULARY BOOK FOR ENGLISH STUDENTS</u></a> Susilowati, Busthomi Ibrahim, Siti Sa'diah UIN Sultan Maulana Hasanuddin Banten, Indonesia</p>	Marie
3	<p style="text-align: center;"><a href="#"><u>THE EFFECTS OF IMPLEMENTING ACTIVE LEARNING ON HIGH SCHOOL STUDENTS' PARTICIPATION IN ENGLISH ONLINE CLASS</u></a> Marie Louise Catherine Widyananda Universitas Negeri Jakarta, Indonesia</p>	Agnira

**Day 1, Friday, 4 November 2022**  
PARALLEL 2: 13.00 – 14.00 (60 Minutes)

Room 5

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>A REVIEW OF STUDIES ON METACOGNITIVE STRATEGY INSTRUCTION IN THE EFL CLASSROOM</u></a> Pipit Prihartanti Suharto, Ika Lestari Damayanti, Nenden Sri Lengkanawati Universitas Pendidikan Indonesia</p>	Artine
2	<p style="text-align: center;"><a href="#"><u>THE IMPACT OF PLEASURE READING ON TOEFL ITP SCORE: A CASE OF A YOUNG AVID READER</u></a> Mukrim, Zarkiani Hasyim Tadulako University, Indonesia</p>	Pipit
3	<p style="text-align: center;"><a href="#"><u>COGNITIVE AND METACOGNITIVE LEARNING STRATEGIES IMPLEMENTED BY MALE AND FEMALE STUDENT TEACHERS IN ACADEMIC READING</u></a> Artine Ayu Utami Sanata Dharma University, Indonesia</p>	Mukrim

Room 6

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>ENGLISH SKILLS AFFECTED BY ONLINE TEACHING DURING PANDEMIC COVID-19 ON JUNIOR HIGH SCHOOL STUDENTS IN KOTO TANGAH DISTRICT PADANG</u></a> Vivi Zurniati, Indri Astuti, Gusnita Efrina, Rus Yandi Universitas Nahdlatul Ulama Sumatera Barat, Indonesia</p>	Yohanes
2	<p style="text-align: center;"><a href="#"><u>UNSTOPPABLE CREATIVITY: "STORYBOARD THAT" AS A PLATFORM TO INVIGORATE PUPILS' CREATIVE WRITING</u></a> Ikrima Halimatus Sa'diyah State Polytechnic of Jember, Indonesia</p>	Vivi
3	<p style="text-align: center;"><a href="#"><u>THE ROLES OF EXTENSIVE READING IN THE CONSTRUCTION OF SEMINARIAN IDENTITY AT MATALOKO SEMINARY</u></a> Yohanes Capistrano Satrini Lobi, Thomas Wahyu Prabowo Mukti Sanata Dharma University, Indonesia</p>	Ikrima



**Day 1, Friday, 4 November 2022**  
PARALLEL 2: 13.00 – 14.00 (60 Minutes)

Room 7

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><u><a href="#">STUDENTS' PERCEIVED CONFIDENCE IN WRITING PUBLISHABLE ARTICLE</a></u> Mariana Sri Purwanti, Fidelis Chosa Kastuhandani Sanata Dharma University, Indonesia</p>	Jamiatul
2	<p style="text-align: center;"><u><a href="#">STUDENTS' LANGUAGE ATTITUDE IN SPEAKING FOR ACADEMIC CONTEXT AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UNIVERSITAS ISLAM RIAU</a></u> Jamiatul Khoiriah Hsb, Muhammad Ilyas Universitas Islam Riau, Indonesia</p>	Sa'da
3	<p style="text-align: center;"><u><a href="#">AN INVESTIGATION OF STUDENTS' LINGUISTIC COMPETENCE AND PERFORMANCE IN TRANSLATION AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FKIP ULM BANJARMASIN</a></u> Sa'da Kamalia, Fatchul Mu'in Universitas Lambung Mangkurat, Indonesia</p>	Mariana

Room 8

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><u><a href="#">AUTONOMOUS ENGLISH LEARNING IN A RURAL AREA: A QUALITATIVE STUDY AMONG STUDENTS ACROSS SOCIO-ECONOMIC BACKGROUNDS</a></u> Maria Imaculata Asri Wulandari, Made Frida Yulia Sanata Dharma University, Indonesia</p>	Alief
2	<p style="text-align: center;"><u><a href="#">UNDERSTANDING THE STUDENTS' READING COMPREHENSION THROUGH THE TRANSLATION QUALITY ASSESMENT RESULT</a></u> Alief Sutantohadi, Titik Rahayu, Halim Ahmad Faizin Politeknik Negeri Madiun, Indonesia</p>	Muhammad
3	<p style="text-align: center;"><u><a href="#">THE SUPPLEMENTARY MATERIAL USED BY ENGLISH TEACHERS FOR TEACHING ELEVENTH-GRADE STUDENTS IN SMAN 4 BANJARMASIN</a></u> Muhammad Fahruraji, Noor Eka Chandra Universitas Lambung Mangkurat, Indonesia</p>	Maria

**Day 1, Friday, 4 November 2022**  
PARALLEL 2: 13.00 – 14.00 (60 Minutes)

Room 9

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>THE USE OF THE BRITISH COUNCIL LEARNENGLISH WEB PLATFORM FOR STUDENTS' GRAMMAR MASTERY</u></a> Indah Puspitasari STKIP PGRI, Indonesia	Abdul
2	<a href="#"><u>STUDENTS' SELF-DIRECTED LANGUAGE LEARNING IN A PRONUNCIATION CLASS ASSISTED BY CAPTIONED VIDEOS: NARRATIVE INQUIRY</u></a> Abdul Rosyid Universitas Pakuan, Indonesia	Oyun-Erdene
3	<a href="#"><u>STUDY ON ENGLISH LANGUAGE EVALUATION STANDARD</u></a> Oyun-Erdene Tumurbat, Namuun S Mandakh University, Mongolia	Indah

Room 10

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>PRE-SERVICE TEACHERS' DIGITAL COMPETENCIES: A TRANSFORMATIVE MEDIUM IN LANGUAGE TEACHING</u></a> Lukas Damianus Fernandez, Widi Hadiyanti Atma Jaya Catholic University, Indonesia	Elok
2	<a href="#"><u>AN INNOVATIVE WAY AND TALKWALL TECHNOLOGY TO SUPPORT SOCIOCULTURAL DISCOURSE AND ITS IMPACT ON WELLBEING IN A CLASSROOM DIALOGUE</u></a> Elok Putri Nimasari, Slamet Setiawan, Ahmad Munir, Suhartono Universitas Negeri Surabaya, Indonesia	Rita
3	<a href="#"><u>TEACHER'S FEEDBACK AND STUDENTS' RESPONSE IN EFL WRITING CLASS</u></a> Rita Handayani Sultan Ageng Tirtayasa University, Indonesia	Lukas

**Day 1, Friday, 4 November 2022**

**2:00 PM - 3:00 PM**



**Plenary Speaker 2: Assc. Prof. Dr. Behbood Mohammadzadeh**

**Cyprus International University**

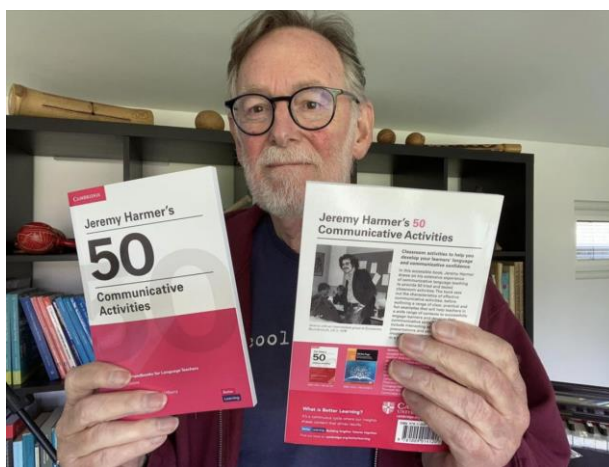
## Day 2, Saturday, 5 November 2022

08:30 AM - 09:00 AM

Participants start joining LLTC 2022

Click [here](#)

09:00 AM - 10:00 AM



**Keynote Speaker 2: Jeremy P. H. Harmer, MA.**  
**Anglia Ruskin University**

10:15 AM - 11:15 AM

Parallel 3 (60 Minutes)

**Day 2, Saturday, 5 November 2022**

PARALLEL 3: 10.15 – 11.15 (60 Minutes)

Room 1

<b>No.</b>	<b>Presenters and Presentations</b>	<b>Moderator</b>
1	<a href="#"><u>WOMEN'S LANGUAGE FEATURES USED BY THE MAIN CHARACTER VIVIAN IN THE MOXIE MOVIE</u></a> Tria Melenia Ginting, Yohana Veniranda Sanata Dharma University, Indonesia	Titik
2	<a href="#"><u>EFL TEACHER' STRATEGIES IN TEACHING ENGLISH FOR DEAF STUDENTS IN A SPECIAL SCHOOL</u></a> Heriyanti Tahang Universitas Muhammadiyah Sorong, Indonesia	Tria
3	<a href="#"><u>COMMUNICATIVE MOVES IN THE DISCUSSION SECTIONS OF EFL INDONESIAN VOCATIONAL COLLEGE STUDENTS</u></a> Titik Rahayu State Polytechnic of Madiun, Indonesia	Heriyanti

Room 2

<b>No.</b>	<b>Presenters and Presentations</b>	<b>Moderator</b>
1	<a href="#"><u>THE STUDENT TEACHERS' READINESS IN USING TECHNOLOGY TO TEACH ENGLISH</u></a> Umi Rokhyati, Japen Sarage Ahmad Dahlan University, Indonesia	Regina
2	<a href="#"><u>STUDENTS' ONLINE ENGAGEMENT IN SYNCHRONOUS LEARNING ENVIRONMENTS: ZOOM MAIN ROOM AND BREAKOUT ROOMS</u></a> Regina Yoantika Natalie, Rina Astuti Purnamaningwulan Sanata Dharma University, Indonesia	Lovna
3	<a href="#"><u>STUDENT'S USE OF SLANG AS EVERYDAY LANGUAGE</u></a> Lovna Akter Hamdard University, Bangladesh	Umi

**Day 2, Saturday, 5 November 2022**  
**PARALLEL 3: 10.15 – 11.15 (60 Minutes)**

Room 3

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>LOCAL CULTURE-THEMED FLASH CARDS AS SUPPLEMENTARY MATERIALS IN EFL CLASSROOM</u></a>  Sundari Purwaningsih  Universitas Perjuangan Tasikmalaya, Indonesia</p>	Jeane
2	<p style="text-align: center;"><a href="#"><u>DEVELOPING STUDENTS' WORKSHEET FOR ENGLISH LANGUAGE TEACHING TO COPE WITH THE 4C'S SKILL THROUGH PROJECT BASED LEARNING</u></a>  Nurhafni Siregar, Firmansyah Firmansyah, Yulia Sari Harahap  Universitas Muslim Nusantara Al Washliyah Medan, Indonesia</p>	Sundari
3	<p style="text-align: center;"><a href="#"><u>EFL STUDENTS' STRATEGIES TO OVERCOME THEIR LISTENING ANXIETY IN LISTENING FOR DAILY CONTEXT</u></a>  Jeane Theresia Limeranto, Concilianus Mbato  Sanata Dharma University, Indonesia</p>	Nurhafni

Room 4

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>SCAFFOLDING THE STUDENTS' HIGHER ORDER THINKING SKILLS IN THE CREATIVE WRITING SUBJECT</u></a>  Christina Kristiyani  Sanata Dharma University, Indonesia</p>	Hendrikus
2	<p style="text-align: center;"><a href="#"><u>STUDENTS' ATTITUDES TOWARDS THE HYBRID LEARNING POST COVID-19 PANDEMIC</u></a>  Hendrikus Male  Universitas Kristen Indonesia</p>	Fernandita
3	<p style="text-align: center;"><a href="#"><u>INVESTIGATING TEACHER COGNITION ABOUT READING MOTIVATION</u></a>  Fernandita Guswweni Jayanti  The University of New South Wales, Australia</p>	Nanik

**Day 2, Saturday, 5 November 2022**  
PARALLEL 3: 10.15 – 11.15 (60 Minutes)

Room 5

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>LEXICAL HEDGES USE IN SPOKEN LANGUAGE: EVIDENCE FROM PRE-SERVICE EFL TEACHERS' TEACHING SIMULATIONS</u></a> Lautan Elsadhani, Made Frida Yulia Sanata Dharma University, Indonesia</p>	Dwi
2	<p style="text-align: center;"><a href="#"><u>CHILDREN'S FIRST FIVE YEARS GAMES IN RESPONSE TO LANGUAGE DEVELOPMENT</u></a> Chusna Apriyanti STKIP PGRI Pacitan, Indonesia</p>	Lautan
3	<p style="text-align: center;"><a href="#"><u>ENHANCING THE STUDENTS' 21ST CENTURY SKILLS THROUGH WORDLESS PICTURE BOOKS: A NEED ANALYSIS</u></a> Dwi Indra Aprilliandari Universitas Muhammadiyah Bangka Belitung, Indonesia</p>	Chusna

Room 6

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>STUDENTS' ENGAGEMENT IN PERFORMING CREATIVE DRAMA: DRAMA IN LANGUAGE EDUCATION CLASS</u></a> Meita Lesmiaty Khasyar, Rudi Haryono STKIP Muhammadiyah Bogor, Indonesia</p>	Dian
2	<p style="text-align: center;"><a href="#"><u>THE ELESP STUDENTS' PERCEPTION ON VOCABULARY LEARNING AFTER WATCHING EMILY IN PARIS USING ENGLISH SUBTITLES</u></a> Novia Fahlanita Saragih, Fidelis Chosa Kastuhandani Sanata Dharma University, Indonesia</p>	Meita
3	<p style="text-align: center;"><a href="#"><u>ANALYSIS OF STUDENTS' PERSONALITY AS PREDICTOR IN ENGLISH ACHIEVEMENT AND GLOBAL COMPETENCE: GENDER CASE STUDY</u></a> Dian Islami Prasetyaningrum Brawijaya University, Indonesia</p>	Novia

**Day 2, Saturday, 5 November 2022**  
PARALLEL 3: 10.15 – 11.15 (60 Minutes)

Room 7

No.	Presenters & Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>THE IMPLEMENTATION OF MERDEKA BELAJAR-KAMPUS MERDEKA PROGRAM IN THE LANGUAGE DEPARTMENT OF JAMBI UNIVERSITY</u></a> Reli Handayani, Saharudin, Tubagus Zam Zam Al Arif Jambi University, Indonesia</p>	Maria
2	<p style="text-align: center;"><a href="#"><u>LEARNING STYLES ISSUES ON STUDENT PERFORMANCE IN THE FLIPPED CLASSROOM</u></a> Tugsuu J, Oyun-Erdene E, Nandintsetseg Sh, Telmuun Zorigt, Baatartsogt B Mandakh University, Mongolia</p>	Reli
3	<p style="text-align: center;"><a href="#"><u>DECIDING ENGLISH VOCABULARY ITEMS FOR EIGHTH GRADERS TO LEARN IN EFL CONTEXT</u></a> Maria Nirmala Putri, Maria Agustin Putri Mathilda, Barli Bram Sanata Dharma University, Indonesia</p>	Tugsuu

Room 8

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>EFL SPEAKING ANXIETY IN THAILAND: WHAT DO THE STUDENTS SAY?</u></a> Sovi, Roihan Chema Ahmad Dahlan University, Indonesia Thailand</p>	Aurelia
2	<p style="text-align: center;"><a href="#"><u>DEVELOPING EFL STORYBOOK AS TEACHING MEDIA USING LOCAL WISDOM: A FEMININE PERSPECTIVE</u></a> Aurelia Putri Widodo, Irene Nany Kusumawardani Brawijaya University, Indonesia</p>	Erina
3	<p style="text-align: center;"><a href="#"><u>THE SHIFT TO FOREIGN LANGUAGES IN ADVERTISEMENTS: INVESTIGATING THE INTENDED FUNCTION IN LANGUAGE SHIFTS</u></a> Erina Andriani Independent researcher, Indonesia</p>	Sovi



**Day 2, Saturday, 5 November 2022**  
PARALLEL 3: 10.15 – 11.15 (60 Minutes)

Room 9

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>SMART SOCIETY 5.0: TEACHERS' DIGITAL LITERACY WITHIN ENGLISH LANGUAGE TEACHING</u></a> Anak Agung Putri Maharani, Ni Made Wersi Murtini, Anak Agung Putu Arsana Universitas Mahasaraswati Denpasar, Indonesia</p>	Julie
2	<p style="text-align: center;"><a href="#"><u>USERS EXPERIENCE FEEDBACK SURVEY ON JOB HUNTING ASSISTANT APPLICATION</u></a> Julie Marlina Hasan Politeknik Port Dickson, Malaysia</p>	Sa'da
3	<p style="text-align: center;"><a href="#"><u>AN INVESTIGATION OF STUDENTS' LINGUISTIC COMPETENCE AND PERFORMANCE IN TRANSLATION AT ENGLISH EDUCATION STUDY PROGRAM ULM</u></a> Sa'da Kamalia, Fatchul Mu'in Universitas Lambung Mangkurat, Indonesia</p>	Anak Agung

Room 10

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>THE PLACE OF COMICS IN FRENCH LANGUAGE TEXTBOOKS TO TEACH INDIAN CULTURE</u></a> Tanzil Ansari Christ (Deemed To Be University), India</p>	Noor
2	<p style="text-align: center;"><a href="#"><u>THE CORRELATION BETWEEN VOCABULARY COMPLEXITY MASTERY AND STUDENTS' SPEAKING SKILL</u></a> Irmala Sukendra, Lastry Forsia, Maulana Syarif Dzikri Universitas Islam Syekh Yusuf Tangerang, Indonesia</p>	Tanzil
3	<p style="text-align: center;"><a href="#"><u>UTILISATION OF E-BOOK IN A COMMUNICATIVE ENGLISH COURSE: ESL STUDENTS' PERCEPTIONS'</u></a> Noor Alina Namami, Masniza Mansor, Diana Ahmad Busra Politeknik Port Dickson, Malaysia</p>	Irmala

**Day 2, Saturday, 5 November 2022**

**11:15 AM - 12:15 PM**



**Plenary Speaker 3: Dr. Abdelaziz Benkheddoudja**

**Ecole Normale Supérieure de Bouzareah**

**12:15 PM - 1:00 PM**

**Lunch Break**

**01:00 PM - 02:00 PM**

**Parallel 4 (60 Minutes): 10 rooms**

**Day 2, Saturday, 5 November 2022**  
**PARALLEL 4: 13.00 – 14.00 (60 Minutes)**

Room 1

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>AN ANALYSIS OF LANGUAGE STYLES USED BY JOE GARDNER IN SOUL MOVIE</u></a>            Caecilia Lucky Dewi Purnomo, Yohana Veniranda            Sanata Dharma University, Indonesia</p>	Aan
2	<p style="text-align: center;"><a href="#"><u>EXPLORING EXTENSIVE READING IMPLEMENTATION: THE CHALLENGES FROM INDONESIA</u></a>            Aan Triastuti, Aletta Wening Yusrina, Arnisa Nur Ilmita, Dwi Lestianingsih, Pratiwi Indah Sulistiyowati, Rani Nur Aini, Siti Khusnul Fatimah            Universitas Sebelas Maret Solo, Indonesia</p>	Maria
3	<p style="text-align: center;"><a href="#"><u>THE ROLE OF MEDIA LITERACY TO ENHANCE CROSS-CULTURAL UNDERSTANDING</u></a>            Maria Niayu Risma Novianti            Sampoerna University, Indonesia</p>	Caecilia

Room 2

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>DEVELOPING MULTIMEDIA FOR EFL CLASSROOMS IN INDONESIA USING ADDIE MODEL: A LITERATURE REVIEW</u></a>            Annisa Hafizah Gamal            Universitas Riau, Indonesia</p>	Anna
2	<p style="text-align: center;"><a href="#"><u>A PRELIMINARY STUDY ON KUPANG MALAY CONNECTORS</u></a>            Novriani Rabeka Manafe, Hellen Amelia Napu Amalo            Nusa Cendana University, Indonesia</p>	Annisa
3	<p style="text-align: center;"><a href="#"><u>STUDENTS' LITERACY DEVELOPMENT IN THE BOOK REPORT CLASS OF ELESP</u></a>            Anna Patrisia Derianty, Patricia Angelina            Sanata Dharma University, Indonesia</p>	Novriani

**Day 2, Saturday, 5 November 2022**  
PARALLEL 4: 13.00 – 14.00 (60 Minutes)

Room 3

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>TEACHING ENGLISH IN THE PANDEMIC: A BIBLIOMETRIC ANALYSIS</u></a> Arina Isti'annah Sanata Dharma University, Indonesia	Berli
2	<a href="#"><u>COMPARATIVE CURRICULUM: ENGLISH CURRICULA OF SECONDARY EDUCATION IN INDONESIA AND ESTONIA</u></a> Berli Arta, Adhan Kholis Nahdlatul Ulama University Yogyakarta, Indonesia	Amelia
3	<a href="#"><u>INVESTIGATING THE ROLES OF INTUITIVE HEURISTICS IN ACQUIRING ENGLISH GRAMMAR</u></a> Amelia Estrelita Universitas Pendidikan Indonesia	Arina

Room 4

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>THE STUDENTS' PERCEPTION OF THE TEACHER'S FACILITATION IN ONLINE GROUP WORK</u></a> Ignatius Indra Kristianto Universitas Atma Jaya Yogyakarta, Indonesia	Irmala
2	<a href="#"><u>CONTENT AND CONSTRUCT VALIDITY OF ENGLISH TEACHER-MADE TEST</u></a> Irmala Sukendra Universitas Islam Syekh Yusuf Tangerang, Indonesia	Enkhzul
3	<a href="#"><u>BUILDING VOCABULARY THROUGH ENGLISH SONGS</u></a> Enkhzul Buyandalai, Oyun Erdene Tumurbat Mandakh University, Mongolia	Ignatius

**Day 2, Saturday, 5 November 2022**  
PARALLEL 4: 13.00 – 14.00 (60 Minutes)

Room 5

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>INTRODUCING ENGLISH TO YOUNG LEARNER THROUGH EDUCATIONAL BILINGUAL GAME TOOLS (APE)</u></a> Meita Lesmiaty Khasyar, Nurdini Ferianti, Wawat Srinawati STKIP Muhammadiyah Bogor, Indonesia</p>	Ni Putu
2	<p style="text-align: center;"><a href="#"><u>INVESTIGATING TEACHERS' PERCEPTIONS TOWARDS ONLINE PEER FEEDBACK TOOLS USING TECHNOLOGY ACCEPTANCE MODEL</u></a> Ni Putu Rizki Diah Apriani Wibawa Sanata Dharma University, Indonesia</p>	Lina
3	<p style="text-align: center;"><a href="#"><u>BEING AN INDEPENDENT LEARNER: WHAT DOES MOTIVATE STUDENTS IN ASYNCHRONOUS CLASS?</u></a> Lina Septianasari, Dian Fitri K. STKIP Muhammadiyah Bogor, Indonesia Universitas Bangka Belitung, Indonesia</p>	Meita

Room 6

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>EFL TEACHERS' PERCEPTIONS OF ENGLISH LEARNING TIME POLICY AT THE SECONDARY LEVEL IN INDONESIA</u></a> Nia Roistika, Didi Sukyadi, Gin Gin Gustine Universitas Pendidikan Indonesia</p>	Muhammad
2	<p style="text-align: center;"><a href="#"><u>THE EFFECT OF SYNDICATE GROUP METHOD ON THE EIGHTH GRADE STUDENTS' ABILITY IN READING NARRATIVE TEXT</u></a> Yulia Nugrahini Universitas Bhinneka PGRI, Indonesia</p>	Nia
3	<p style="text-align: center;"><a href="#"><u>THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION TO ENHANCE THE STUDENTS' CREATIVITY IN SIDOARJO</u></a> Muhammad Aris Izzudin, Muawwinatul Laili, Ana Christanti Universitas Nahdlatul Ulama Sidoarjo, Indonesia</p>	Yulia

**Day 2, Saturday, 5 November 2022**  
PARALLEL 4: 13.00 – 14.00 (60 Minutes)

Room 7

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>COMMUNICATION COMPETENCE OR LANGUAGE PROFICIENCY FOR EMPLOYABILITY? AN INVESTIGATION INTO MALAYSIAN POLYTECHNICS' ESL ENGINEERING STUDENTS</u></a> Ling Ling Chong Politeknik Port Dickson, Malaysia</p>	Agus
2	<p style="text-align: center;"><a href="#"><u>INVESTIGATING MOTHER TONGUE EFFECT IN THE ACQUISITION OF ENGLISH PREPOSITIONS BY INDONESIA-SPEAKING LEARNERS</u></a> Agus Budiharto, Liza Tri Mudita Azizah, Zhabila Winora Yazunka Universitas Madura, Indonesia</p>	Cita
3	<p style="text-align: center;"><a href="#"><u>STUDENTS' NARRATIVES FROM POST-PANDEMIC ENGLISH CLASSROOM</u></a> Cita Nuary Ishak Universitas Negeri Malang, Indonesia Politeknik Negeri Malang, Indonesia</p>	Ling

Room 8

No.	Presenters and Presentations	Moderator
1	<p style="text-align: center;"><a href="#"><u>ACADEMIC WRITING COURSE FOR DOCTORAL STUDENTS IN EMI CLASS</u></a> Lilik Ulfiati Universitas Jambi, Indonesia</p>	Ridho
2	<p style="text-align: center;"><a href="#"><u>STUDENTS' ANXIETY IN SPEAKING ENGLISH AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 3 JAMBI CITY</u></a> Ridho Praja Dinata Universitas Batanghari, Indonesia</p>	Marchellina
3	<p style="text-align: center;"><a href="#"><u>THE CLASSIFICATION OF MORPHEMES FOUND IN SELECTED SHORT STORIES</u></a> Marchellina Wijaya Sanata Dharma University, Indonesia</p>	Lilik

**Day 2, Saturday, 5 November 2022**  
PARALLEL 4: 13.00 – 14.00 (60 Minutes)

Room 9

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>MODIFYING ICT COMPETENCY DEVELOPMENT MODEL TO TEACHING WRITING: ASSISTING STUDENTS TO ENHANCE THEIR WRITING QUALITY</u></a> Istiqlaliah Nurul Hidayati Universitas Pakuan, Indonesia	Manuel
2	<a href="#"><u>AN OVERVIEW ANALYSIS ON LANGUAGE IN EDUCATION IN TIMOR LESTE</u></a> Manuel Mendonca Araujo Sanata Dharma University, Indonesia	Gadis
3	<a href="#"><u>AN ANALYSIS OF HIGHER ORDER THINKING SKILLS IN AN ENGLISH TEACHER'S BOOK FOR JUNIOR HIGH SCHOOL</u></a> Gadis Maura Jetissa Ahmad Dahlan University, Indonesia	Istiqlaliah

Room 10

No.	Presenters and Presentations	Moderator
1	<a href="#"><u>CODE MIXING USED BY ENGLISH LECTURERS IN UNIVERSITAS POTENSI</u></a> Enni Maisaroh Universitas Potensi Utama, Indonesia	Siti
2	<a href="#"><u>THE INCORPORATION OF HIGHER ORDER THINKING SKILLS IN READING EXERCISES OF AN INDONESIAN EFL TEXTBOOK</u></a> Siti Ega Maryamah, Setyo Wati Universitas Perjuangan Tasikmalaya, Indonesia	Enni
3		

**Day 2, Saturday, 5 November 2022**

**02:00 PM - 03:00 PM**



**Keynote Speaker 3: Dr. Made Frida Yulia**

**Sanata Dharma University**

**03:00 PM - 03:05 PM**

**Closing**



**THE 9TH INTERNATIONAL  
LANGUAGE AND  
LANGUAGE TEACHING  
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**LLTC 2022**