



Original Research

EFL Teachers' Epistemology and Voice Development in Research and Publishing in a Non-Research-Based University in Indonesia

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Abstract: Many scholars have elaborated to pin down writers' voices in academic writing from the lens of genre, identity, and culture, particularly with regard to L2 international students. Drawing upon three frameworks—dialogism, self, and epistemology—this case study scrutinizes how two EFL (English as a foreign language) teachers from non-research-based universities in Indonesia develop their brought and created selves in research writing and publishing journeys. The analysis of their research articles, retrospective reports, and two rounds of semi-structured interviews indicates that the teachers' development of authorial voices or selves linked to their personal and social interactions with other writers, through their published works, anonymous reviewers, and mutual collaborations. Moreover, their epistemological development includes developing their philosophical views on research and publishing knowledge following other writers' styles. This study enhances our understanding of the intricate processes of shaping the identities of EFL teacher-researchers as they write and publish research articles in institutions with minimal research assistance. Practically, this study also helps teacher-researchers in constructing a strong research article to support their professional development.

Keywords: *Created Self, Brought Self, Epistemology, Dialogism, Social Dimension*

Introduction

This study reports the epistemology and voice of two non-native EFL (NNEFL) teachers who reflected on their research and publication experiences in a non-English-speaking university in Indonesia. We used dialogic and self-voice frameworks proposed by Bakhtin (1981) and Reinhartz (1997) to draw their epistemological and voice development as they transitioned into teacher-researchers. In EFL or English as a second language (ESL) writing, research on dialogism is commonly followed by the writer's voice or "self" conception to narrate how social interactions influence the self-voice evident in their written works. The reason behind the integration of self-voice into dialogism is that self-voice is inseparable from social interactions, because a writer's self-development is influenced by their social interactions with other writers.

Numerous previous studies have delved into students' voices in academic writing, with researchers investigating writer's voices from different genres, including systemic functional linguistics (SFLs) (Emilia and Hamied 2015; Gardner 2012; Jackson 2021; Nagao 2019; Yasuda 2017), dialogism (Divsar and Amirsoleimani 2020; Hallman and Burdick 2018; Hong 2015; Kerkhoff 2015; Lengelle 2020; Mori 2017; Rodas and Colombo 2021), and epistemology (Atasoy and Küçük 2020; Bhatti et al. 2020; Cahusac de Caux et al. 2017; Cisneros 2022; Gray 2017). These studies, which explore writers' epistemological evolvment, commonly involve undergraduate, master, and doctoral students in EFL/ESL contexts. In the area of teacher education, researchers usually discuss various issues from diverse perspectives, for instance, students' authorial voice development (Gardner 2012; Jackson 2021; Nagao 2019), supervisors' performance (Xu 2014; Divsar and Amirsoleimani 2020; Hallman and Burdick 2018), challenges faced by students and teachers (Sato and Loewen 2019; Yuan 2017; Xu 2014), and ethical issues in research writing and publication (Aiyebilehin 2022). As Yuan (2017) pointed out, there are a lot of epistemological and self-voice issues created by EFL teachers that need solution. Surprisingly, in EFL/teacher education, there is a shortage of prior studies on how EFL teachers from low-research-based universities conduct research and publication within their professional works.

Why must we understand EFL teachers' writer voices in research writing and publication and their relations with their epistemological evolvment? Writing a research article and publishing it in a reputable international journal becomes a tremendous challenge, particularly for NNEFL teachers in a non-English university (Xu and Zhang 2019; Yuan 2017; Xu 2014). This challenge involves aspects such as motivation, professional identity, administrative tasks, teaching loads, language proficiency, accessibility, external pressure, and financial support (Sato and Loewen 2019). Therefore, teachers commonly conduct collaborative research and publications (Starfield and Paltridge 2019; Aiyebilehin 2022). EFL teachers often view research and publication as important professional and career development sources. EFL teachers are also able to carry out their research because their institutions drive them to conduct research, with the ability to publish their research in reputable journals serving as a crucial indicator of their research qualities (Aiyebilehin 2022; Yuan 2017).

Unfortunately, our literature searches focusing on research and publication in this area found extremely limited studies. Consequently, this qualitative case study aimed to fill this void by scrutinizing the research and publication experiences of EFL teachers through an epistemological perspective. The epistemology perspective is significant in informing teachers of their choice of research topics, novelty, theoretical frameworks, methodologies, discussions, selection of target journals, and publication voice (Xu and Zhang 2019; Yuan 2017). Under these situations, we aim to explain whether EFL teachers strive to follow the existing theories of voice in their research and publication endeavors (Divsar and Amirsoleimani 2020; Lengelle 2020; Mori 2017) or dynamically follow the different theories to develop their voice through the route of the epistemological framework.

Literature Review

Teacher's Self-Voice in Dialogical Frameworks

The theory of dialogism assumes that the essence of human knowledge is derived from dialogic interactions with others (Bakhtin 1981). This theory has its constructs, namely double-voicedness, heteroglossia, and polyphony. Double-voicedness refers to the speaker adjusting their voice during dialogues with counterparts; heteroglossia denotes the conceptualization of broader worldviews into the specific world in the speaker's language, characterized by its meanings and values, while polyphony contains the speaker's narrative, which includes a diversity of views and voices. Inspired by this dialogic theory, many L2 researchers believe that students' academic writing development is achieved through extensive interactions with L2 teachers, peers, and supervisors (Hallman and Burdick 2018; Lengelle 2020; Xu 2014; Xu and Zhang 2019). Similarly, in the context of EFL teachers' research writing and publishing, the growth of their voice in research writing and publishing is attained through interactions with other researchers (Aiyebilehin 2022; Xu and Zhang 2019; Yuan 2017).

In the field of second language writing pedagogy, research on dialogic perspective is rarely unified into Reinhartz's (1997) self-voice conceptions to narrate how social interactions influence a writer's self-voice evolution in their writing projects as part of their educational programs. One of the researchers who integrate those two frameworks of dialogism is Xu and Zhang's (2019) study. Their case study investigates how a Chinese doctoral candidate evolves her voice in pursuing her dissertation with a supervisor in the UK. They applied the framework of epistemology to draw the students' voices. In their attempt to address the amalgamation of the two frameworks, the study has opened up a wider discussion concerning sociocultural variables, participants' and supervisors' research backgrounds, and institutional support, all of which potentially influencing the supervisor's voice.

Within the dialogism theory, we adopt Reinhartz's (1997) three types of selves—(1) brought self, (2) created self, and (3) evolving self's frameworks—to draw NNEFL teachers' identity (past, present, and future) in the context of research and publication within research-deficient and non-English medium universities. The brought self represents the teachers' identities shaped by their prior research and publication experiences from 2010 to 2021, during which they were able to publish their research articles in SSCI (Social Sciences Citation Index)-indexed journal. This self-conception is similar to teachers' autobiographical data and is linked to their epistemological perspectives. The created self is the product of the teachers' social interactions with other researchers, while the evolving self refers to teachers' transformation of knowledge about research and publication after they socially interact with others. This transformation usually leads them to develop future plans for their research and publication strategies.

Stemming from Bakhtin's (1981) "dialogism" and Reinhartz's (1997) "self" theories and the dearth of well-documented studies of NNEFL teachers' research and publishing experiences in this area, we intended to elaborate on how they socially interact with others and how these interactions donate to the epistemological evolvement of their voice in research and publication. The research questions are formulated as follows:

1. What was the route of the NNEFL teacher's epistemological involvement in relation to their social interactions with other selves?
2. How did the NNEFL teachers' voices evolve in the context of research and publication concerning their epistemological growth?

Material and Methods of Research

Research Design

This study aims to explore the route of how the NNEFL teacher's epistemological involvement in relation to their social interactions with other selves and how their voices evolve in research and publication concerning their epistemological growth. We employed a case study design to elaborate on the epistemological complexity of Indonesian NNEFL teachers and their voice development in research and publication experiences (Xu and Zhang 2019). We could capture the teacher's individualized experiences, personal values, linguistic backgrounds, and social interactions by presenting two cases. In addition, this study drew largely on two NNEFL teachers' reflections on their epistemological and voice development in research and publication in EFL at a moderately research-based university in Indonesia. By analyzing their reflections, we could unveil their ideas and experiences and transform their knowledge into learning (Alexander 2017; Bound, Keogh, and Walker 2013).

Context and Participants

This study is part of the first author's larger research on NNEFL teachers' professional identities in Indonesia. The research was part of collaboration among three non-research-based universities in Indonesia. These universities offer master's programs in Teaching English as a Foreign Language (TEFL) but do not provide PhD degrees. Because of the long-term partnerships on the research project, university managers granted the researcher access to conduct in-depth interviews and site visits on a regular basis. While six EFL teachers confirmed their agreement to participate in the study, only two senior EFL teachers with a high publication rate in Scopus and SSCI-indexed journals were selected and agreed to participate. Currently, they are working in making minor revisions to their research articles after submitting them to international scholarly journals in the area of EFL. Their hard work during the research and publication processes might reflect their epistemological and voice development, a struggle process often resonated with other researchers (Xu 2014; Yuan 2017).

This case study intends to avoid generalizing its findings, because its merits are situated in the richness of the data and the in-depth analysis of the participants' live experiences (Xu and Zhang 2019; Liu and Xu 2011). By adopting epistemology and voice as theoretical frameworks and collecting data from in-depth interviews and fieldwork, this case study can contribute to the development of a substantive theory (Strauss and Corbin 1998, 267) on how the two NNEFL teachers enacted themselves as researchers and teachers in their respective universities and sociocultural contexts.

The two research participants are referred to as Arif and Edo (pseudonyms). Both participants were born and raised in Indonesia. First, Arif was a senior English lecturer with sixteen years of teaching experience and eight years of research experience. He became an English teacher at X University (pseudonym) after he obtained a master's in 2006 and began his research career after his doctorate degree in 2012. Arif was appointed as an associate professor toward the end of 2020. Second, Edo was also a senior EFL lecturer with eight years of teaching experience and four years of research experience. He also became an English lecturer at Y University (pseudonym) after obtaining his master's degree in 2008 and started his research career after completing his doctoral degree in 2017. Edo obtained his assistant professor title in 2014, four years after completing his master's degree. Both of them got their education degrees from local universities. Further details of the participants' biographical information are presented in Table 1. The authors had formally obtained an ethics approval letter from the university research centers and participants before the research commenced. All research participants were selected on a voluntary basis, and their confidentiality was assured.

Table 1: Participants' Biographical Information

<i>Name</i>	<i>Gender</i>	<i>Age</i>	<i>Educational Background</i>	<i>Academic Title</i>	<i>Teaching Experience</i>	<i>Research and Publication</i>
Arif	M	46	<ul style="list-style-type: none"> ▪ Dr. (English Education, Indonesia) ▪ MPd (English Education, Indonesia) 	Associate Professor	Sixteen years	Eight years (twenty Scopus and one SSCI article)
Edo	M	40	<ul style="list-style-type: none"> ▪ SPd (English Education, Indonesia) 	Assistant Professor	Eight years	Four years (five Scopus and one SSCI article)

Data Collection and Analysis

Informed by sequential data collection procedures, we conducted our data collection in five steps, which consisted of the two research participants' written reflections (their published research articles), two rounds of semi-structured interviews with each research participant, and other written evidence of the reflections (reviewers' notes, revised articles, and journal selections). The data analysis was done following a qualitative interpretive approach proposed by Rubin and Rubin (2012), accrediting the nature of situated perspectives like professional identity, sociocultural contexts, struggles, and subjective perspectives. Specifically, the steps of data collection were as follows:

First, the author collected participants' published research articles. In this step, the two participants were invited to write their reflections or voice in writing research articles and publish them through the lens of epistemology or the nature of knowledge (Reinharz 1997; Bakhtin 1981). The first step of data analysis intended to extract their epistemological development from their reflections. The extracts of their epistemological perspectives were then coded using NVivo software based on the words, phrases, and keywords relating to (1) epistemology, such as what could be known from their research and publication experiences, the relationship between the participants, their published research articles, and their subcategories (philosophical assumptions) (Denzin and Lincoln 2000), and (2) voice development, such as changes of idea, struggles, and transformation perspectives. The findings from these preliminary extracts functioned as the stepping stone for the interviews in the following stage.

Second, we did the first-round interviews. Through semi-structured interviews, we gathered the two participants' reflection voices. This stage aimed to validate and enrich the two participants' epistemological findings of the previous stage and disclose participants' discursive and nondiscursive commentaries or voice development in the research writing and publishing experience. Inspired by the epistemological interview by Xu and Zhang (2019), we modified the contents of the epistemological interview questions to "How did you develop your epistemological perspectives in research and publication?" for the epistemological interview questions). These questions were selected to validate the results of interviews and writing development from the "Introduction" to "Conclusion" sections. After the first round of interviews, we used two different coding analyses. Referring to the first participants' epistemological reflections, we coded the preliminary results into three categories, namely their past, early, and current late, and their corresponding voices in research writing and publishing. Those three categories were then carefully coded. The second coding strategy involved recognizing the emerging commonalities of themes from each of the three coded categories.

Third, we collected other relevant documents (reviewers' notes and revised articles). The textual data from these documents were then utilized to triangulate and enrich the interview data, particularly the participants' epistemological reflections and voices on their discursive features in research and publication experiences. We paid special attention to specific sections such as "Article Gap Formulation," "Novelties," "Literature Review," "Methodology," and "Discussion." These sections were selected randomly and based on the participants' consideration of the richness of voice. The extracts of textual data were sorted out based on their discursive voices or features in research writing and publishing experiences. For instance, when one of the participants mentioned in his interview that he found his research novelties by summarizing ten years of previous studies, we then located the extracts in the "Literature Review" section and summary documents to verify his commentaries.

Fourth, we collected participants' reflective written reports. In this stage, we requested the two participants to write about their experiences in research writing and publishing holistically

to understand the issues behind their reflective written reports. The reports contained participants' research writing and publishing journeys derived from the research questions and themes.

Fifth, we conducted the second-round interviews. This stage was intended to verify the data collected in the first four stages. Examples of clarification questions include, "You mentioned in the previous interview that you got your research novelty through summarizing ten-year previous studies in the same field; could you give an example?" for the clarification of interview questions). The interview data were analyzed using the same previous coding strategies as in the first-round interviews.

In addition, based on the double-voicedness framework, the authors also analyzed how the two participants assimilated unique ideas during dialogic interaction in their limited research support from their university. From the heteroglossia lens, the authors also analyzed how they construct meaning and value from their broader and specific conceptions of research and publication within the non-research-based university. From the polyphony framework, participants' diversity of narrative views and values of research and publication within the context of non-research-based universities were also analyzed to enrich the data. Finally, the authors' efforts to accomplish their research by selectively finding potential research topics with no funding and empowering and collaborating with other people were also documented in the study. It aims to generate how they deal with their poor support from the university before becoming outstanding researchers by publishing their research articles in SSCI-indexed journals.

The first author conducted all-around Indonesian interviews during interview sessions for their convenience. Each interview ranged from one to two hours. All-round interviews were conducted informally and interactively so that the participants could openly describe and reflect on their voices more in-depth and comprehensively. The recorded interviews were directly transcribed and translated into English. The co-authors helped the first author check the adequacy of the English translation.

Findings

Arif's Epistemological Development: Publishing from a Local to SSCI Journal

Arif defined research and teaching through the lens of epistemology as a mutual relationship between classroom teaching, research, and knowledge during his master's study in the EFL program. As an EFL teacher at a small university in Indonesia, Arif conducted a research project on using a sensitizing strategy in his reading class, enhancing his students' learning and motivating his interest in research (Interview 2). He reflected on his first research development as follows:

I used to believe that the knowledge of research was an inquiry to improve my classroom teaching. Following this epistemological stance, my research in the MA study was like classroom action research (CAR). It was about using sensitizing

techniques in my reading classroom...This research enhanced my students' reading performance. I got an A for my thesis project, although publishing my research report was not required. I incorporated my critical epistemology to identify the benefits of research and professional learning. (Retrospective written report)

This reflexive account revealed that Arif clearly understood research and teaching knowledge through the lens of epistemology. His language use, such as "critical epistemology," "do not publish my research report," and "professional learning," indicated Arif's epistemology of research and teaching.

Arif's next research and publication experience occurred in his PhD final research project. He conducted qualitative research on EFL teachers' teaching strategy at five exemplary senior high schools at the provincial level in East Java, Indonesia. His epistemological understanding evolved after his supervisors advised him that the dissertation research should contribute globally to the body of knowledge. This experience changed his philosophical beliefs about research from classroom-based to global perspectives (Interview 1). As Arif mentioned:

Following my epistemological turn, I struggled to have a wider scope of research examining EFL teachers' teaching strategies using an ethnography approach. Providing an effective teaching strategy would be applicable to other teachers in enhancing their instructional practices. Although there was no duty to publish my research report, my supervisors requested me to publish my report in a nationally accredited journal because, at this time, we needed to familiarize ourselves with Scopus and SSCI-indexed journals. After several revisions, my paper was finally published. (Interview 1)

This interview indicated that Arif's epistemological stance has evolved during his PhD research. His narrow conception of research in a classroom context turned into global significance after receiving comments from his supervisor. However, he needed help understanding Scopus and SSCI-indexed journals because his supervisors and colleagues were also unfamiliar with them. His social contexts did not support his understanding of reputable international journals.

However, Arif's epistemological involvement of research and international publication has caused him to be trapped in predatory journals because of his limited understanding of Scopus and SSCI databases. Before becoming familiar with these two index categories, his previous articles had been trapped in predatory journals that charged expensive publication fees, with no financial support from his university. This disappointing experience encouraged him to learn how reputable research articles were written and what made them get published (Interview 2). As he mentioned:

I needed more time to start writing for international scholarly publications because of my ignorance. I used to publish my previous research papers in predatory journals since I was still determining what and how to write a good research article because

my institution did not support my research, and my colleagues enjoyed their teaching more than research. Then, I decided to read so many relevant research articles from different Scopus and SSCI-indexed journals to understand how the writers presented their research gap, novelty, literature review, theoretical framework, method, and discussions. I also collaborate with senior EFL teachers from different universities who have excellent academic writing. Finally, after three years of rejections and revisions, some of my research articles were successfully accepted and published in Scopus-indexed journals. One of them was published in an SSCI journal after minor revisions. (Interview 2)

In order to address his challenges in writing and publishing his research article, Arif chooses to learn about the research gap, novelty, literature review, methodology, findings, and discussion patterns through extensive reading and reviewers' comments. Through his collaboration with senior English teachers who have good academic writing skills, Gland (pseudonym) could enhance his academic writing skills.

However, Arif faced another challenge at his university that gave him heavy teaching loads because of institutional policy, which requires every lecturer to teach a minimum of twelve credits per semester and handle other administrative tasks. Arif was burdened with his rushed teaching schedule and limited institutional support and recognition of his published research articles by his university. As he quoted:

According to my institutional policy, all lecturers must teach 12 credits every semester. I do not get any buck to do my research. I spent my pocket on research accommodation and data analysis. Therefore, I collaborated with colleagues from different universities to get their collective funding and potential research data to conduct research. By looking at any potential data from other institutions and research gaps (from extensive reading), we could publish our research article in an SSCI journal. (Interview 2)

This quote conveys Arif's strong disappointment due to his tension as a teacher-researcher and institutional identities. Being an EFL lecturer, he felt his research outcomes were illegitimate by his unsupportive institution (Interview 2). In order to find his way out and be an established teacher-researcher, Arif mostly conducted classroom-based research (most of his published articles). He did collaborative research with his colleagues who had potential research data to ease his research funding and develop his large-scale research projects. His collaborative strategies with colleagues and his ability to identify research gaps through extensive reading finally made him a legitimate researcher, resulting in his article being published in an SSCI journal.

Arif's Authorial Voice Evolvement: Be Bold in Your Critical Perspectives

Arif's self-conception as a researcher has grown from believing in his self-knowledge through reading published articles, engaging in critical reading, summarizing, criticizing, and engaging in daily writing. Arif's writing voice has become more critical because of his critical reading and daily writing habits. He made it a habit to read at least one research article every day until he gained an idea for conducting new research, which would contribute significantly to the body of knowledge. He always reflected on his critical perspective on the field to find the possibility of getting research data to support his new research (Interview 1).

Arif developed his writing voice or authorial voice in four ways to explicitly establish his authorial self-voice in research writing. Among these methods, he found that crafting a strong critical voice and its supporting claims was the most challenging step for him in publishing his research article in an SSCI journal. As he mentioned:

The journal editors often rejected my previous articles because of weak critical perspectives and theoretical support. I often felt sad because the editors never gave detailed comments on my articles; they just criticized and rejected them for those two reasons. (Interview 1)

Arif's epistemological development and philosophy opened up his authorial voice in his research article, but the degree of authorial voice among journal editors and reviewers was complex. His words, "never give up, never stop reading and writing," signified a struggling process. Arif then described his strong authorial voice by highlighting some excerpts of his published research article in an SSCI journal.

We found several theoretical and methodological areas for improvement in the available research on motivational factors of teacher professional training. These involved the universal instrument, which cannot explain the detailed needs of the participants, limited reports on the scientific basis of professional training, and subjective perspectives of the study participants using a survey study. (Section "Introduction")

He explained his strong criticality by presenting his robust claims on theoretical and methodological points and supporting them with a more relevant and specific theoretical basis. From these two strong claims, he believed he could create novelty for his research because he planned to propose different theoretical frameworks, new instrumentation, and a different research design to minimize subjectivity. In his literature review, we also found evidence of Arif's strong authorial voice. For instance, he wrote a paragraph criticizing the universal theoretical frameworks used in the previous studies:

In a thorough literature review, we located 18 studies published from 2010 to 2020 in high-ranking (SSCI-indexed journals) that examined motivational factors in EFL/ESL teacher professional training. Those studies included survey studies (nine articles), case studies (four articles), and interventions (five articles). Most of the previous works are plagued by theoretical shortcomings. The majority involves universal motivation frameworks from self-determination theory (STD) without integrating technological, pedagogical, and content knowledge of the EFL/ESL teacher during their professional training. (Section “Literature Review”).

The preceding paragraph manifested Arif's strong argument for the theoretical shortcomings of the existing literature. In the section “Literature Review,” he explained his critical voice: “I try to connect and elaborate my critical perspectives on the “Introduction” section with “Literature Review” (Interview 2). He also expressed his concern about “whether his strong critical perspective is to be accepted by the journal editor and reviewers who read it” (Interview 2). Although Arif had put his strong criticality into his literature review, he still felt worried about his literature review quality, especially in terms of language and grammatical issues, as presenting a strong self-voice and grammatically correct sentences in a Western culture is relatively inaccessible to EFL teachers because of cultural differences.

We also found that Arif's sentences indicated detailed descriptions of adverbs and quantified adjectives. For instance, he wrote about his critical perspectives in the introduction and literature review paragraph about the self-determination theory: “It has been relatively sparse regarding...This study is significantly fruitful towards...competence is closely related to...blended professional training positively correlates to...” (Sections “Introduction” and “Literature Review”). These modifiers represented Arif's presence of self-voice or authorial voice. His expressions (e.g., *relatively sparse*, *significantly fruitful*, and *closely related*) indicated his confidence in manifesting his criticality following Western rhetorical moves in academic writing.

Next, in the Section “Methodology,” Arif wrote his research design and instrumentation based on his criticality in both the “Introduction” and “Literature Review” sections, as he mentioned that previous single quantitative designs using a survey might be biased. Therefore, he designed his research using a mixed method combining a survey and interview. As he criticized most previous studies for the lack of a specific theory of STD in blended professional training, he then created a model of a specific STD framework in his research (Interview 2). For instance, he wrote: “To address these two questions, we employed mixed method designs to assess perception differences and explain the practices of...A 20 multiple option format adapting SDT dan blended learning frameworks...” (Section “Methodology”).

The use of mixed method designs corroborated his criticality in the “Introduction” and “Literature Review” sections. Furthermore, Arif designed his questionnaire to combine STD and blended learning frameworks. Therefore, he proposed new instrumentation in both

questionnaire and interview protocols. He believed that designing a new instrument could strengthen the originality and novelty of the article as well.

We also presented direct evidence for the use of “I” and plural personal pronouns “we” variations in voice (Interview 2). In the “Findings” and “Discussion” sections, he used “I” mainly for describing the excerpts from the interview results because he wanted to maintain the original statements from the participants he interviewed. In addition, the plural pronoun “we” was applied to refer to himself because he employed a mixed method with a survey as the main design and an interview as the supporting survey data. Consequently, he preferred to use “we” to communicate how he organized his writing with readers. For example, he wrote: “In the first section, we discussed...; In the first findings, we reported...; our findings corroborated to...” (Sections “Findings” and “Discussion”). By elaborating on Arif’s conception of voice or criticality, “I” and “we” indicated the ownership of the idea or content. Due to his previous experiences with journal reviewers who suggested he use more passive voice in his manuscript, he mostly constructed his paragraphs using the passive voice to reflect his critical and reflexive authorial voice (Interview 1).

Edo’s Epistemological Development: Collaboration and Self-discipline

Edo (pseudonym) understands epistemology as his “belief” of the research and teaching paradigm (Interview 1). Similar to Arif, Edo was also familiar with research during his master’s program. As part of his teaching course, he conducted a small research project on English for Young Learners (EYLs) vocabulary development. He involved his undergraduate students teaching English at an elementary school to conduct an intervention study. He believes that involving students in his research project will be beneficial for them to understand research and teaching more in-depth: “I believed linking out-class knowledge to the classroom would be useful not only for my teaching growth but also for my students’ future careers” (Interview 1). This reflexive account showed that Edo clearly understood the connections between teaching and research. His words, such as “bringing the results of out-class research” into his teaching, indicated his strong epistemological voice of research and teaching improvement. Edo starts understanding research publications during his dissertation journeys as part of his PhD program. His promoters often suggested he publish his research article in a reputable national journal (a journal that the Ministry of Education accredits) as it has a high standard. Further, his advisors also explained that good research should greatly impact knowledge. His dissertation journeys also contributed to shifting his philosophical beliefs about research: “Following my advisors’ suggestions, I was aware that the purpose of research is not just for integrating the findings into the classroom practices, but research should have a broader impact on the body of knowledge.” (Interview 1). This script illustrates Edo’s development of epistemological and philosophical beliefs about research, teaching, and broader impacts on the body of knowledge. During his dissertation

journeys, Edo was not familiar with any journal indexations. He needed to understand what his promoters meant with accredited or unaccredited journals. He just kept writing his research as he wanted to accomplish a PhD in four years.

When my promoters suggested I publish my research paper in an accredited journal, I kept silent as I did not have any idea of it, and I did not want to waste my time learning journal labeling. I want to finish my study because I got no scholarship for my Ph.D., and publishing a research paper in the journal was not required. (Interview 1)

Edo was luckier than Arif because his promoters were more familiar with nationally standardized journals than Arif. Less than a week after his dissertation exam, one of his promoters contacted him and asked him to revise his article before it was submitted to a recognized journal. Edo gained much new experience in adjusting his article according to the journal's standards.

Just three days after my final exam (dissertation exam), my promotor texted me to revise my article before it was submitted. I revised over twenty revisions as I had to adjust the journal template, proofread every word, add reputable references, shorten my introduction, amend literature reviews, and do some content revisions. Finally, my article was published in an accredited journal where my promotor was one of the editorial boards in the journal. (Interview 2)

After successfully publishing his article, Edo did not feel it was special because his dream was to accomplish his PhD. He was sad as he had to pay for the publication expenses from his own budget, and it could not be reimbursed by his campus. Edo became interested in research when Arif invited him to collaborate on his research project for SSCI publications; his interaction with Arif also influenced his epistemological beliefs regarding research and publication. Edo is strongly motivated after knowing that Arif has a good reputation in internationally recognized research publications, although his university does not provide any support for his research project.

I was so impressed after Arif showed me his Scopus profiles containing 23 publications within three years, and he gave many presentations regarding research and publication. Since then, I regularly read, summarized, synthesized research articles and conducted weekly discussions. (Interview 2)

Through this collaborative research, Edo learned how to write research gaps, literature reviews, methods, and discussion models, which are quite different from his previously published articles. Within his rushed teaching and administrative loads, Edo forces himself to read articles and write a paragraph daily as part of his routine. These new experiences have led him to adopt a new epistemological perspective on research and publishing in an international

context: “Within my busy time, I try hard to read articles and to write. While waiting for the meeting time, I usually read articles to find research gaps or just to see the authors’ reasons behind their published articles. It made me addicted to reading and writing” (Interview 2). This quote shows Edo’s efforts to follow Arif’s “reading and writing habits.” His self-discipline and intensive collaboration with a more experienced researcher have improved his research quality and made him a “different figure of teacher-researcher” at his university.

Edo’s Authorial Voice Evolvement: Collaboration and Struggle

There has been some development in my concepts about research and publication, the first of which is about novelty. As I was still in my master’s program, what I understood of novelty in research was that the topic I was working on must be something completely new, never done by other researchers. He mentioned:

Finding a topic that no other researchers have observed is very challenging. It took me so long to find my thesis topic, and the more I tried to search, the more frustrated I became. Moreover, when I read the statement “There is nothing new under the sun” written by one of my professors. This condition has led me to choose a unique topic outside my discipline. It is something closer to literature rather than teaching English, my discipline. (Interview 1)

Although it was not completely wrong, especially the uniqueness, later, after reading SCCI articles, I found that novelty can be in the approach or method used by a researcher to view and work on the topic, which is different from the previous related studies. Another significant point I learned was the need for rich references. In the early years of my career as a lecturer, before I knew Scopus, I merely had the basic knowledge of writing a research report for an article; for instance, the introduction should include four components—topic overview, background context, rationale, and thesis statement. Therefore, my style of writing was very plain, like presenting a list of important points. He mentioned:

My articles were only published in the internal journal managed by the faculty where I worked. The topics were also basic ones, such as Teaching Grammar to Young Learners. As time passed, I was involved in a small research team, and our articles were published in accredited journals run by other universities. One of the articles was Teachers’ Implementations of Teaching Techniques for Young Learners, followed by An Evaluation of Textbooks for Young Learners. Another time, my article about A Brief Look at Roman Jakobson’s Sixth Sense of Sound and Meaning was published in my alma mater journal. This time I was a single writer, and the publication of the summary of my dissertation in an accredited journal of another university followed it. (Interview 1)

It took a long time for me to step into the Scopus-indexed journals. Hence, it was meaningful when our article eventually appeared in a Q1 journal, although I was only a co-author. It was here that I realized the role of collaborating with peers from other universities. While writing the article, I learned that it was not enough to know the points that should be included. I found out that references are required, as Edo mentioned.

I could express my thoughts, but it was quite challenging for me to find the references. I am not the only one who faces the problem. Generally, we need to realize that what we know actually does not originally appear in our minds. In other words, we must have gained them from our reading in the past, but we need to remember whose ideas they are, and we think those are just ours. (Interview 2)

Besides the need for rich references, "I also learned how to write an introduction. The introduction may not be very crucial compared to the other parts of a research report, like findings or discussion." However, an introduction will influence readers to continue reading or stop there. From the SCCI articles I read, I observed that more is needed to state the components in the introductory paragraphs. However, we must really focus on the topic we are working on, putting our soul right there and showing the logic or rationale of the topics as related to the appearing problem so that we not only present something in words but readers can feel that we are there.

In this way, what we write is not just bluffing but real and lively. As a result, readers are influenced and interested in continuing reading, although, in the beginning, they might not have a particular interest in it nor see the significance of it. It is not only about writing skills but involving facts in the real world, which the readers face. In the article published by Arif in which I am the co-author, the introduction was like this: starting from a general recent condition and its impact, moving on to the appearing problem, followed by the proposed consideration. The partial quotations provided show the flow.

The advancement of technology has influenced and changed many aspects of life, including education...

E-learning has been widely applied today...

The transfer seems wonderful; however, it has challenges.

To bridge the gap between face-to-face classroom learning activities and e-learning, blended learning is a wise transitional phase, combining both conventional and modern teaching and learning.

The author has made a good instrument; however, the issue was viewed from one side only, that is, from the teachers' perspective. It is unfair as the result of a learning process does not rely only on the teachers' efforts. The learners' voices must also be considered.

In other words, information about the learners' psychological needs should be elicited. In that way, harmony in blended learning can be promoted. (Section "Methodology")

These quotes indicate how the second research participant attempted to organize their critical perspectives toward the existing available research instruments. He suggested how to wisely criticize previous research gaps and rewrite them into good paragraphs. In his session, Edo, as a younger and less-experienced researcher, set aside his ego and tried to follow Donny's suggestion. Following the Javanese tradition, a person of younger age and less knowledge has to follow the suggestions from their senior and more experienced person. Therefore, Edo directly assimilates and changes his old views of criticizing arts in academic writing following his senior, Donny.

Discussion

This case study draws upon the two frameworks, dialogism and self-conceptions, to elaborate on how EFL teachers from a non-research-based university develop their authorial voice in research and publishing. Grounded in their epistemological perspectives, we discuss the findings on how the two EFL teachers' epistemological development affected their self-voice in writing research and publishing, how they developed their epistemology of self-voice, and how they navigated their ways in reaching the overall objectives.

The two EFL teacher-researchers cases indicate that the evolvement of their authorial voice in research and publishing aligns with their epistemological growth. These findings are in line with previous studies indicating the same authorial evolvement (Xu and Zhang 2019). The rest pertains to how the teachers turn out their philosophical views of research and publishing knowledge. For instance, Arif developed his epistemological stance from his early narrow-minded understanding of research and publishing for "teaching improvement purposes" during his postgraduate program to an open-minded understanding of research and publishing as a "contribution to the field" after his interaction with other researchers' published articles and anonymous reviewers from some reputable journals. Meanwhile, Edo developed his epistemological stance through his supervisors, intensive interactions, and collaboration with Arif and his published articles. In the process of epistemological construction, the teacher-researchers' early brought and created selves in research and publishing perspective have evolved (Xu and Zhang 2019; Reinhartz 1997; Hallman and Burdick 2018; Divsar and Amirsoleimani 2020). The teachers brought themselves as researchers without support from their universities, which has also evolved. In this study, Arif stood firm on his Javanese spirit of starting from a small thing and making it useful, whereas Edo brought the spirit of self-discipline and collaboration. Their created selves have progressively evolved through this spirit as they drove to another epistemological path.

Epistemologically, the teachers' development of self-voice reveals individual and social attributes since the selves of the two participants evolved toward those directions: brought and created selves—the individuals' unique developmental trajectory of epistemology and voice in their research articles (Matsuda 2015; Xu 2014; Yuan 2017). The teachers brought and created themselves and brought their experience to the present and new or future research writing conceptions as a result of their interactions with more experienced researchers, scholars, and anonymous reviewers within and across their expertise. Previous findings under different dialogism contexts, such as international students' dialogism experience during dissertation supervision with their “experienced supervisors (which have been published in many research articles in reputable journals), found that the students' *brought and created selves*' evolvment was highly influenced by their supervisors' voice in their research writing” (Matsuda 2015; Xu and Zhang 2019). The findings of this study reported different brought and created selves of the participants. The first participant Arif, for example, developed his authorial voice through long reading journeys. His brought and created selves are mostly influenced by criticality in reading other scholars' research articles. These findings also imply that the brought and created authorial voices of the first EFL teacher were predominantly influenced by his long reading journey and criticality. Interactions with anonymous reviewers also become another interesting finding in developing the two participants' voice evolvment in their research writing.

Next, the EFL teachers navigate their way of development through agential selves with the ability to selectively assimilate others' unique ideas. Their intention of gaining disciplinary or knowledge acculturation sets the fundamental tone for discovering an ideal alignment pattern during research accomplishment (Xu 2014). However, achieving what we call acceptable alignment is challenging and problematic. Donny's Javanese culture is humble and helpful, and his beliefs in the Indonesian philosophy about the joy of “giving knowledge” to others would help develop his expertise. Moreover, apart from consensus, controversies occur within and across ideas during the writing process. As in Edo's case, the ideas on how to write research novelty and voice, they must decide which ways out they are going to follow and assimilate. In this case, Edo, as a less-experienced researcher, follows his seniors and consolidates when he can find different ideas from the sources he reads. This selective assimilation then becomes a struggle due to the cultural mismatch (Xu and Zhang 2019). In a Bakhtinian framework, the consolidation results from the differentiated ideas within the teachers' subjective belief system, indicating their “active and engaged understanding” (Bakhtin 1981, 282). Consequently, EFL teachers' epistemology and voice development come to fruition in this dialogic understanding.

The social attributes of the brought and created selves link to the teachers' relationships with the discipline, more specifically, to the disciplinary acculturation as part of legitimate members of the community (Hyland 2012). As a member of the academic community, teachers' voices and development of individual attributes are confined within the discipline periphery.

For instance, Arif and Edo acknowledged the mainstream epistemology in their field to construct and present their voice as researchers through linguistics resources (Hyland 2012; Matsuda 2015; Sato and Loewen 2019; Xu 2014; Yuan 2017). Therefore, the representation of the individual dimension of self in their research article is “created by and from the general language of the discipline” (Bakhtin 1981, 264). Moreover, other scholar-published articles, more experienced writers, and reviewers are considered gatekeepers of the academic community (Bakhtin 1981), with whom the teachers negotiate and construct their authorial voices in their research writing. For example, Edo tried to meet his colleague’s (first author) recommendations and suggestions for a strong critical voice in his research writing.

By all means, the two EFL teachers gain their critical voices in their research writing as part of the social members of the academic community in the discipline (others’ published articles and reviewers). At this point, the findings suggest that rather than having a limited impact, as Zhao (2019) and Xu and Zhang (2019) recently found out, EFL teachers’ cultural background, especially their past, can strongly impact their authorial voice construction through social interactions with the disciplinary norms. We can draw that the individual and the social dimensions of selves and their representations in research writing, their authorial voice, are dialogically actualized in a “universal system or normative forms” and, at the same time, through a unity of self and authorial in the individual (Bakhtin 1981).

Conclusion

This study reveals that the EFL teacher’s authorial voice in their research writing symbolizes and reflects their brought and created selves’ evolvement to their past, present, and future projections. Their authorial voices in research writing development are strongly influenced by their individual and social dimensions through effortless and critical interactions and assimilation of other scholars’ ideas through long reading journeys and indirect interactions with anonymous reviewers’ comments. Interaction and assimilation are how EFL teachers adopt and adapt others’ ideas or critical perspectives into their research writing. The authorial voices and development of their research writing are very dynamic. Becoming independent and critical readers, writers, and researchers can give them different authorial voices in their research articles. The findings also reveal that EFL teachers’ voice development in research and publishing embodies their epistemological stance, philosophical views in relation to the knowledge of research writing patterns from mentoring articles they read, constructive comments from journal editors and anonymous reviewers, active collaboration, and problem-solving addressing various publication issues. The development of epistemology and voice is the result of the evolvement of the EFL teachers’ brought and created a voice in both individual and social dimensions by means of selectively assimilating others’ ideas, discipline, and local cultural values, and, at the same time, it involves social, relational, dialogic, and dynamic processes. In other words, assimilation is a process of adopting, adapting, borrowing, blending,

and appropriating others' ideas to one's own in the milieu of academic ethics and integrity. This assimilation continues as the EFL teachers keep interacting with others' ideas (directly and indirectly), creating a space for them to reinvent new ideas in an acceptable research context.

The present research findings point to several pedagogical and theoretical implications. It is advisable for the EFL teacher with limited social interactions to experience researchers to establish an intensive dialogic idea through other scholars' published works in research writing to present their criticality among differentiated ideas. Collaboration with other scholars is also advisable to struggle to do low-cost research to enhance their professionalism and academic careers. Our findings also urge EFL teachers to open their minds and ideas to and value different ideas through critical reading and writing journeys that enable them to be aware of different voices they have never known before. Institutions must also provide EFL-rich exposure to open-access journals and research articles to facilitate and promote their critical reading and writing. Despite the insights we intend to offer, we are aware that as this study focuses on two EFL teachers from the Indonesian EFL context, the findings of this study may be limited to broader contexts. Thus, similar quantitative studies involving more EFL teachers from different settings can further illustrate the roles of epistemology and their authorial voices in writing research articles.

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The authors declare that generative AI or AI-assisted technologies were not used in any way to prepare, write, or complete essential authoring tasks in this manuscript.

Informed Consent

The authors have obtained informed consent from all participants.

Conflict of Interest

The authors declare that there is no conflict of interest.

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