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Editorial:

## Innovation and Identity in Indonesian EFL Education

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This thematic issue of the Asia Pacific Journal of English Education (APJEE) brings together a diverse and timely collection of scholarly articles that illuminate the dynamic and evolving terrain of English as a Foreign Language (EFL) education in Indonesia. As the country deepens its engagement with global academic discourses, this volume highlights the pedagogical innovations, contextual challenges, and critical reflections that characterise current EFL practices across a wide range of Indonesian educational settings.

A recurring and significant theme across the contributions is the dynamic negotiation of teacher and learner identity, particularly in relation to writing, literacy, and reflective practice. Yusnita Febrianti (Universitas Negeri Malang), in "Building Audacity of Authorial Voice", offers an insightful analysis of how Indonesian writers develop scholarly voice, drawing from published exemplars. Complementing this, Sukirman (Universitas Islam Negeri Alauddin Makassar) presents a reflexive narrative, "Crossing Boundaries to Become a Critical Writer", which foregrounds the emotional, cognitive, and disciplinary labour involved in becoming a critical academic in international doctoral contexts.

Another central theme in this issue is the integration of digital technologies in EFL instruction. Daniel Ginting (Universitas Ma Chung), Rudi Hartono (Universitas Negeri Semarang), and Iskandar (Universitas Negeri Makassar) provide a forward-looking perspective on the role of Artificial Intelligence in English language teaching. Their article, "Navigating AI Integration in ELT", raises critical questions about automation, pedagogy, and professional development. Similarly, Fitrawati and colleagues (Universitas Negeri Padang), along with David Perrodin (Mahidol University, Thailand), evaluate the "Validity

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and Practicality of a Web-Based Self-Study Learning Platform", offering empirical insights into learner engagement in autonomous environments. The digital turn is also explored by Putu Ayu Prabawati Sudana et al. (Universitas Pendidikan Ganesha), whose article on task-based e-learning materials for business English provides evidence for the effectiveness of contextualised online instruction.

Several contributions explore the intersection of youth culture, literacy, and digital media. Irfan Rifai and M. Maria Tamarina Prawati (Bina Nusantara University) examine "Eudaimonic and Hedonic Tensions" in young learners' media consumption, revealing tensions between pleasure-driven and purpose-driven engagement, and its implications for reading and identity development in the digital age.

The issue also includes voices and perspectives that are often marginalised in EFL discourses. Mariana (SMPK Kolese Santo Yusup 1, Malang), in "Silent Voices, Loud Learning", examines the experiences of deaf students learning English, prompting necessary conversations around inclusivity, accessibility, and differentiated pedagogy. Lestari Setyowati and colleagues (Universitas Negeri Malang and Universitas Brawijaya) extend this discussion through "Short Story Projects and Social Awareness", which demonstrates how literature-based tasks can foster critical engagement with gender and social issues among learners.

Formative assessment and reflective teaching practices also feature prominently. Jhems Richard Hasan (IAIN Sultan Amai Gorontalo) discusses strategies for managing corrective feedback in writing classrooms, while Lavinia Disa Winona Araminta (Monash University) provides a self-study exploring critical-pragmatic approaches to teaching academic writing in Indonesian higher education.

Other articles investigate foundational aspects of reading and vocabulary instruction. Afif Ikhwanul Muslimin (Universitas Islam Negeri Mataram) explores extensive and intensive reading strategies and their impacts on learner motivation and outcomes. Siti Muniroh and colleagues (Universitas Negeri Malang and UiTM Malaysia) present a correlational study that links vocabulary knowledge, reading comprehension, and critical literacy—contributing to a deeper understanding of text engagement in the EFL context.

Contextual responsiveness is further underscored in studies addressing learner diversity and post-pandemic realities. Zadrian Ardi (Universitas Negeri Padang) explores speaking-related learning loss in the post-pandemic classroom, while Annisa Rohmadhani and Nur Giana Febrianti (Universitas Negeri Malang) provide a systematic review on speech acts in EFL classrooms, highlighting both pedagogical challenges and opportunities. Geographically, this issue spans Indonesia's educational spectrum—from Sumatra, Java, Bali, and Sulawesi—while also integrating international perspectives

from Australia, Malaysia, and Thailand. This regional breadth reflects a scholarly community that is locally grounded and globally engaged, committed to rethinking and reshaping EFL education through critical inquiry, innovation, and inclusive practice.

As editors, we invite readers to engage with this issue not only as a collection of discrete studies, but as a collective reflection on how identity, technology, culture, and pedagogy are intersecting to shape the future of English language education in Indonesia and the Asia-Pacific region. We hope the contributions herein spark dialogue, collaboration, and further research that continue to challenge boundaries and expand the possibilities of English education.