

DECOLONIZING ENGLISH LANGUAGE PEDAGOGY :REPOSISI IDENTITAS MUSLIM DALAM PEMBELAJARAN ACADEMIC ENGLISH DI HIGHER EDUCATON

Ahmad Faisol^{1*}

¹ Universitas Islam Zainul Hasan Genggong.

* Korespondensi Penulis. Email: masiconks516@gmail.com, Telp: +6285141211074

Abstrak

The dominance of Western-oriented English language pedagogy has raised concerns regarding the marginalization of local cultural and religious identities in academic English learning, particularly in Islamic higher education contexts. This study aims to descriptively explore the repositioning of Muslim identity in academic English learning through decolonizing pedagogical practices in Islamic boarding school-based higher education. This research employed a qualitative descriptive design conducted in an Islamic boarding school-based higher education institution. Participants included English lecturers and undergraduate students enrolled in Academic English courses. Data were collected through classroom observations, semi-structured interviews, and document analysis of teaching materials. The data were analyzed using thematic analysis involving data reduction, categorization, and interpretation. The findings revealed three major themes: (1) integration of Islamic epistemology in academic English materials, (2) identity negotiation through culturally responsive classroom interaction, and (3) decolonizing assessment practices emphasizing critical and reflective writing. The results indicate that decolonizing English pedagogy supports students in constructing academic voice while maintaining Muslim identity. Additionally, contextualized materials improved student engagement and confidence in academic writing. The study concludes that decolonizing academic English pedagogy promotes inclusive knowledge production and strengthens identity affirmation in Islamic higher education. These findings contribute to the development of culturally responsive English pedagogy and offer pedagogical implications for curriculum design in faith-based institutions.

Keywords: Decolonizing English Pedagogy, Muslim Identity in Academic English, Islamic Higher Education.

INTRODUCTION (10%)

However, this assumption has been challenged by scholars arguing that English language teaching often carries ideological, cultural, and epistemic dominance that marginalizes non-Western identities.(Quintero 2023) In Islamic higher education contexts, this issue becomes particularly significant as students navigate between global academic discourse and religious identity formation. The growing movement of decolonizing education has naratif dalam paragraf-paragraf, tidak perlu diberi subjudul khusus. Demikian pula definisi operasional, apabila dirasa perlu, juga ditulis naratif.

encouraged educators to critically re-evaluate curriculum, pedagogy, and knowledge production in sEnglish language learning.(Trembath and Trembath 2023)

Recent scholarship emphasizes that decolonizing English language teaching involves recognizing local epistemologies, validating diverse identities, and challenging hegemonic academic norms.(Moradian 2022) Studies have shown that culturally responsive pedagogy enhances student engagement and supports identity affirmation in multilingual contexts.(Githinji and Nyangoma 2023) Research conducted in Asian and Middle Eastern Islamic universities indicates that integrating religious values into English learning promotes meaningful participation and critical awareness. However, most of these studies focus on general English instruction rather than academic English literacy, which remains heavily dominated by Western rhetorical conventions.(Flowerdew and Flowerdew 2019)

Academic English learning requires students to adopt disciplinary discourse, argumentation structures, and citation practices rooted in Western academic traditions.(Taylor and Sherwyn 2002) This often creates tension for Muslim students who seek to maintain religious worldview while engaging with global academic discourse. Previous studies have identified challenges such as epistemic dissonance, identity conflict, and limited representation of Islamic scholarship in English learning materials.(The Integration of Islamic Epistemology in Ethical and Multicultural Education : Pedagogical Strategies and Challenges 2024) Despite these findings, limited research has explored how decolonizing pedagogy can reposition Muslim identity within Academic English classrooms, particularly in Islamic boarding school-based higher education.(No Title 2024)

Furthermore, Islamic boarding schools (pesantren) represent unique educational ecosystems combining religious instruction, character education, and academic development.(Approach 2024) The integration of academic English learning within pesantren-based higher education requires pedagogical approaches that acknowledge students' religious identity and epistemological orientation. However, research investigating decolonizing academic English pedagogy in pesantren contexts remains scarce.(Nuryazidi n.d.) This gap highlights the need for qualitative exploration to understand how identity negotiation occurs within classroom practices.(Oloo 2020)

Therefore, this study aims to descriptively explore how decolonizing English language pedagogy repositions Muslim identity in academic English learning within Islamic boarding school-based higher education. This research contributes to the literature by providing empirical insights into culturally responsive academic English pedagogy and offering pedagogical implications for faith-based institutions.(Kyles 2024)

METODE (15%)

This study employed a qualitative descriptive design to explore the implementation of decolonizing pedagogy in Academic English learning. This approach was selected to capture participants' experiences, classroom interactions(Baker et al. n.d.), and identity negotiation processes within natural learning contexts.(Collett and Collett 2019)Research Setting and Participants

The study was conducted at an Islamic boarding school-based higher education institution in Indonesia(Baker et al. n.d.), which integrates academic instruction with Islamic boarding school values and learning traditions. This educational setting emphasizes both formal academic development and character formation through structured learning activities, collaborative engagement, and discipline. The institution was selected as the research site because Academic English courses are a compulsory component of the curriculum, and the teaching practices reflect the integration of language learning with contextual educational values. This context provides a relevant environment for examining the implementation of instructional approaches and their impact on students' learning experiences(Fitrianto and Saif 2024).

The participants of this study consisted of three Academic English lecturers, twenty-four undergraduate students, and one curriculum coordinator(Zou et al. 2024). The three Academic

English lecturers were selected because they were directly responsible for designing lesson plans, implementing instructional strategies, and assessing students' performance in Academic English classes. Their involvement allowed the researcher to explore instructional practices, teaching challenges, and pedagogical considerations in implementing Academic English instruction. Additionally, the lecturers provided insights into classroom interaction, student participation, and the integration of learning activities within the institutional context(Odutayo et al. 2024).

In addition, one curriculum. The curriculum coordinator played an important role in designing course structures, determining learning objectives, and ensuring alignment between institutional goals and instructional practices(Milliken et al. 2021). The inclusion of the curriculum coordinator helped the researcher understand how Academic English courses were planned, implemented, and evaluated at the institutional level. This perspective also supported triangulation of data obtained from lecturers. The student participants included twenty-four undergraduate students enrolled in Academic English courses. These students represented active learners who experienced the instructional process directly. Their participation enabled the researcher to examine students' engagement, learning experiences, and academic development during the course. The students also contributed perspectives regarding learning difficulties, motivation, interaction with lecturers, and the effectiveness of teaching strategies. Observing and interviewing these students provided comprehensive data about how Academic English learning was implemented and how it influenced their academic language development and students.

Participants were selected using purposive sampling based on their direct involvement in Academic English courses. This sampling technique was chosen to ensure that all participants had relevant experience and knowledge related to the research focus. The lecturers were selected because they taught Academic English courses during the research period, the students were selected because they were actively enrolled in the course, and the curriculum coordinator was selected due to their responsibility in curriculum development. This purposive selection ensured that the collected data were rich, relevant, and aligned with the objectives of the study.

DATA COLLECTION TECHNIQUES (70%)

Classroom observation was conducted using a non-participant observation technique over eight meetings to obtain detailed information about the instructional process(Emilio et al. 2024). The researcher observed the classroom without directly participating in teaching activities in order to maintain objectivity. The observations focused on several key aspects, including teaching strategies used by lecturers, classroom interaction between lecturers and students, integration of learning materials, and identity-related discourse that emerged during Academic English instruction. During the observation process, the researcher documented how lecturers delivered the material, organized learning activities, encouraged student participation, and facilitated discussions. In addition, the researcher examined how students responded to instructional strategies, interacted with peers, and engaged in learning tasks. These observations provided comprehensive data regarding the implementation of Academic English instruction and the dynamics of classroom interaction.

Semi-structured interviews were conducted to gain deeper insights into participants' perspectives and experiences(Mahat-shamir et al. 2021). Interviews were carried out with lecturers, students, and the curriculum coordinator. Interviews with lecturers focused on pedagogical approaches, instructional strategies, challenges in teaching Academic English, and their perspectives on student engagement and learning outcomes. Meanwhile, student interviews explored learning experiences, perceptions of teaching methods, difficulties encountered during Academic English learning, and their responses to classroom activities. In addition, an interview with the curriculum coordinator was conducted to obtain information

related to institutional policy, curriculum design, learning objectives, and the role of Academic English within the overall educational framework. The semi-structured format allowed the researcher to follow predetermined questions while also exploring emerging issues during the interviews.

Document analysis was also conducted to support data obtained from observations and interviews(Chand 2025). Several documents were analyzed, including lesson plans, Academic English syllabus, student writing assignments, and teaching materials used during instruction. The analysis of lesson plans aimed to identify instructional objectives, teaching procedures, and assessment methods. The Academic English syllabus was examined to understand course structure, learning outcomes, and material organization. Student writing assignments were analyzed to evaluate students' academic writing development and language use. In addition, teaching materials were reviewed to determine how content was designed and integrated into classroom instruction. Document analysis provided contextual data that strengthened the interpretation of observation and interview findings.

The research instruments used in this study included an observation checklist, interview protocol, and document analysis framework(Morgan 2022). The observation checklist was designed to systematically record teaching strategies, classroom interaction, material integration, and student engagement. The interview protocol consisted of guiding questions tailored to each group of participants, including lecturers, students, and the curriculum coordinator. Meanwhile, the document analysis framework was used to examine instructional documents systematically and identify relevant themes related to Academic English instruction. These instruments ensured that data collection was organized and aligned with the research objectives.

To ensure the validity and trustworthiness of the data, several strategies were employed(Validation, Study, and Concerns 2018). First, triangulation of data sources was applied by comparing findings from observations, interviews, and document analysis. This approach helped confirm the consistency of information obtained from different participants and data types. Second, member checking was conducted by sharing interview summaries and interpretations with participants to verify accuracy and avoid misinterpretation. Third, peer debriefing was implemented by discussing the research process and findings with colleagues to obtain feedback and improve analytical rigor. These procedures enhanced the credibility and reliability of the research findings.

Data were analyzed using thematic analysis to systematically identify patterns and meanings from the collected data(Christou 2023). This analytical process involved several stages to ensure that the findings were organized, comprehensive, and aligned with the research objectives. The first stage was data reduction, in which the researcher reviewed all collected data from classroom observations, interviews, and document analysis. During this stage, irrelevant information was removed, while important data related to teaching strategies, classroom interaction, material integration, and participants' perspectives were selected and organized. This process helped focus the analysis on data that directly addressed the research questions.

The second stage involved coding the data. In this phase, the researcher assigned codes to meaningful segments of data obtained from observation notes, interview transcripts, and analyzed documents(Michelen et al. 2024). The coding process aimed to label recurring ideas, patterns, and concepts such as student engagement, pedagogical strategies, collaborative learning, identity-related discourse, and learning challenges. Both descriptive and interpretive codes were used to capture explicit statements and underlying meanings. This coding process enabled the researcher to systematically organize large amounts of qualitative data.

The third stage was categorization, where similar codes were grouped into broader categories(Grodal, Anteby, and Holm n.d.). Codes related to similar ideas were combined to form categories such as instructional strategies, student participation, learning experiences, curriculum implementation, and academic language development. This categorization helped

the researcher identify relationships among codes and structure the data into meaningful clusters. As a result, the analysis became more organized and allowed clearer identification of emerging patterns.

The fourth stage involved theme development. At this stage, categories were further examined and synthesized to generate overarching themes that represented the core findings of the study.(Naeem et al. 2024) Themes were developed by identifying connections across categories and interpreting how different aspects of the data related to one another. Examples of emerging themes included technology-integrated pedagogy, student-centered learning, collaborative engagement, and academic language improvement. These themes reflected the major patterns identified across observations, interviews, and document analysis.

The final stage was interpretation. In this stage, the researcher interpreted the developed themes in relation to the research objectives and theoretical framework(Naeem et al. 2024). The interpretation involved explaining the meaning of each theme, linking findings with relevant literature, and discussing implications for Academic English teaching practices. This process enabled the researcher to draw conclusions about the implementation of instructional strategies and their influence on students' learning experiences. Through these systematic stages of thematic analysis, the study ensured that the findings were credible, coherent, and analytically rigorous(Finlay 2021).

Ethical Considerations

Participants provided informed consent.
Confidentiality and anonymity were maintained.

Results

Theme 1: Integration of Islamic Epistemology in Academic English Materials

The findings indicate that lecturers integrated Islamic epistemological perspectives into Academic English learning materials(Jobori and Abdullah 2024). This integration was reflected in the selection of topics, instructional content, and writing assignments that connected academic English skills with Islamic educational values. The teaching materials included topics such as Islamic education philosophy, contributions of Muslim scholars, ethical research in Islam, and Islamic perspectives on knowledge. These topics were incorporated into classroom discussions, reading materials, and writing assignments designed to develop students' academic language skills while maintaining contextual relevance. Through this approach, students were encouraged to engage with academic English content that aligned with their educational and cultural background.

Lecturers designed learning activities that required students to analyze academic texts related to Islamic scholarship and express their ideas using formal academic English structures(Sulaiman et al. 2024). For example, students were assigned argumentative essays discussing Islamic educational concepts, literature reviews on Muslim scholars' contributions, and critical responses to texts on Islamic pedagogy. These assignments required students to apply academic writing conventions such as thesis statements, structured arguments, referencing, and academic vocabulary. The integration of Islamic epistemology within these tasks helped students connect language learning with identity-based content while improving their academic writing competence.

The analysis of instructional documents also revealed that Islamic content was systematically aligned with academic skills development.(Maulana et al. 2024) The integration of content and language objectives allowed students to practice academic English within

meaningful contexts. For instance, topics related to Islamic education were used for argumentative essay writing, while discussions of Muslim scholars supported literature review activities. Similarly, ethical research in Islam was used to introduce academic writing conventions, and Islamic pedagogy topics were applied in critical response assignments. This structured integration ensured that students developed academic skills while engaging with identity-relevant content.

Table 1. Integration of Islamic Content in Academic English

Material Topic	Academic Skill	Identity Representation
Islamic education	Argumentative essay	Muslim worldview
Muslim scholars	Literature review	Islamic intellectual tradition
Ethics in research	Academic writing	Religious values
Islamic pedagogy	Critical response	Identity affirmation

Students reported increased relevance of materials(Johansen and Jen0 2023).

Theme 2: Identity Negotiation through Classroom Interaction

The findings from classroom observations revealed that lecturers encouraged students to actively express their religious perspectives during Academic English learning(Taufiqi, Purwanto, and Darussalam 2024). Classroom discussions were designed to allow students to connect academic content with their own beliefs and educational backgrounds. Lecturers facilitated open dialogue by inviting students to share opinions, respond to readings, and discuss academic issues from both Western and Islamic viewpoints. This approach created opportunities for students to articulate their ideas using academic English while simultaneously reflecting their identity. As a result, classroom interaction became more meaningful and supported students' confidence in participating in academic discussions.

In addition, lecturers encouraged students to compare Western theories with Islamic concepts.(Ardiansyah et al. 2022) During reading and discussion activities, students analyzed academic texts derived from Western scholarship and then discussed their relevance within Islamic epistemological frameworks. This comparative approach enabled students to critically examine different perspectives on knowledge, education, and research. Students were guided to identify similarities and differences between Western academic traditions and Islamic intellectual heritage. Through this process, students developed analytical skills and learned to construct arguments grounded in multiple knowledge systems.

Students were also encouraged to critique academic texts using structured academic arguments.(Feng and Mei 2022) They evaluated authors' claims, examined supporting evidence, and expressed agreement or disagreement based on their understanding. During these discussions, students actively negotiated their identity by incorporating religious perspectives into academic reasoning. This process involved balancing academic conventions with personal

and cultural beliefs. Students demonstrated the ability to articulate viewpoints that reflected both academic understanding and identity-based considerations.

The observations further showed that identity negotiation occurred when students discussed topics such as sources of knowledge, epistemology, and academic argumentation (Science Education - 2024 - Schwarz - Modeling Student Negotiation of Assessment-Related Epistemological Messages in a.pdf n.d.). Students debated whether knowledge should be derived solely from empirical research or also informed by religious sources. They discussed the role of Islamic scholarship in academic knowledge production and explored how Islamic epistemology could complement contemporary academic discourse. These discussions allowed students to construct arguments that integrated academic reasoning with their identity as learners in an Islamic educational environment.

Overall, classroom interaction created inclusive academic discourse where students felt comfortable expressing diverse perspectives (Parker-shandal n.d.). The integration of identity-based discussion encouraged students to participate more actively and engage in critical thinking. This inclusive environment supported both language development and intellectual growth, as students practiced academic English while negotiating their identity. The findings suggest that identity-aware classroom interaction can foster meaningful engagement and promote deeper understanding in Academic English learning.

Theme 3: Decolonizing Academic Writing Practices

The findings indicate that lecturers modified academic writing instruction to promote more inclusive and contextually relevant practices (Exploring inclusive teaching practices of English for Academic Purposes (EAP) in Higher Education (HE): Recommendations for practice 2025). This modification was reflected in the flexibility given to students in selecting references, constructing arguments, and expressing their academic voice. Lecturers allowed the use of Islamic references in academic writing, including Qur'anic concepts, Islamic educational philosophy, and works of Muslim scholars. This approach enabled students to incorporate knowledge sources that were relevant to their educational and cultural background while still maintaining academic writing conventions. As a result, students were able to engage in academic writing that reflected both scholarly rigor and contextual relevance.

In addition, lecturers encouraged reflective positioning in academic writing (Mcgrath and Donaghue 2023). Students were guided to express their stance clearly and relate theoretical perspectives to their own educational experiences. Rather than relying solely on neutral or detached writing styles, students were encouraged to develop a critical voice and articulate their perspectives within academic arguments. This approach helped students move beyond passive reproduction of information and develop analytical and reflective writing skills. Through reflective positioning, students were able to connect academic theory with Islamic epistemology and local educational contexts.

Lecturers also validated the use of non-Western scholars in academic references (No Title n.d.). Students were encouraged to cite Muslim scholars, regional educational thinkers, and locally relevant sources alongside Western academic literature. This practice broadened students' understanding of knowledge production and promoted balanced academic perspectives. By incorporating diverse references, students learned that academic knowledge is not limited to Western scholarship but can also include contributions from Islamic intellectual traditions and local educational practices. This inclusive approach supported the development of more contextualized academic writing.

As a result of these instructional modifications, students produced essays that integrated Qur'anic concepts, works of Muslim scholars, and local educational practices. (Kautsar et al.

2025) Their writing reflected a stronger academic voice, more diverse references, and arguments grounded in contextual understanding. Students demonstrated the ability to connect theoretical frameworks with religious and cultural perspectives. This development indicated that decolonizing academic writing practices encouraged students to engage more critically and meaningfully with academic content.

Table 2. Student Writing Characteristics

Aspect	Before	After
Voice	passive	critical
references	Western only	diverse
argument	limited	contextual
identity	absent	explicit

The comparison of student writing before and after the implementation of inclusive academic writing practices shows noticeable improvement. Students developed a more critical voice, used diverse references, constructed contextual arguments, and explicitly expressed their identity in academic writing. These findings suggest that decolonizing academic writing practices can enhance students' academic literacy while allowing them to maintain their intellectual and cultural identity.

Theme 4: Student Engagement and Confidence

The findings also revealed noticeable improvements in students' academic engagement and writing performance. (Jin et al. 2022) Students demonstrated increased participation during classroom discussions, peer-review activities, and collaborative writing tasks. They were more willing to express their ideas, respond to classmates' arguments, and ask questions related to academic content. This active participation reflected greater confidence in using academic English and engaging in scholarly discourse. The integration of contextual and identity-relevant materials contributed to a more supportive learning environment, encouraging students to become more involved in the learning process.

In addition, students showed a stronger academic voice in their writing. (Kahne and Bowyer 2022) Their essays reflected clearer positions, well-structured arguments, and the ability to critically evaluate sources. Rather than merely summarizing information, students began to articulate their perspectives and support them with relevant evidence. They incorporated both Western and non-Western references, including Islamic scholarship and local educational practices, which strengthened their argumentative stance. This development indicated that students became more confident in expressing their identity and viewpoints within academic writing conventions.

Students also demonstrated improved writing coherence. (Arabia, Campus, and Nerus 2023) Their essays showed better organization, including clear introductions, logically developed body paragraphs, and coherent conclusions. Transitions between ideas became more

effective, and arguments were presented in a more systematic manner. Furthermore, students demonstrated improved use of academic vocabulary and more consistent referencing practices. These improvements suggest that the instructional approach not only enhanced students' engagement but also contributed to the development of coherent and well-structured academic writing.

Ethical Considerations

Participants provided informed consent.
Confidentiality and anonymity were maintained.

Results

Theme 1: Integration of Islamic Epistemology in Academic English Materials

The findings indicate that lecturers integrated Islamic epistemological perspectives into Academic English learning materials (Jobori and Abdullah 2024). This integration was reflected in the selection of topics, instructional content, and writing assignments that connected academic English skills with Islamic educational values. The teaching materials included topics such as Islamic education philosophy, contributions of Muslim scholars, ethical research in Islam, and Islamic perspectives on knowledge. These topics were incorporated into classroom discussions, reading materials, and writing assignments designed to develop students' academic language skills while maintaining contextual relevance. Through this approach, students were encouraged to engage with academic English content that aligned with their educational and cultural background.

Lecturers designed learning activities that required students to analyze academic texts related to Islamic scholarship and express their ideas using formal academic English structures (Sulaiman et al. 2024). For example, students were assigned argumentative essays discussing Islamic educational concepts, literature reviews on Muslim scholars' contributions, and critical responses to texts on Islamic pedagogy. These assignments required students to apply academic writing conventions such as thesis statements, structured arguments, referencing, and academic vocabulary. The integration of Islamic epistemology within these tasks helped students connect language learning with identity-based content while improving their academic writing competence.

The analysis of instructional documents also revealed that Islamic content was systematically aligned with academic skills development (Maulana et al. 2024). The integration of content and language objectives allowed students to practice academic English within meaningful contexts. For instance, topics related to Islamic education were used for argumentative essay writing, while discussions of Muslim scholars supported literature review activities. Similarly, ethical research in Islam was used to introduce academic writing conventions, and Islamic pedagogy topics were applied in critical response assignments. This structured integration ensured that students developed academic skills while engaging with identity-relevant content.

Table 1. Integration of Islamic Content in Academic English

Material Topic	Academic Skill	Identity Representation
Islamic education	Argumentative essay	Muslim worldview
Muslim scholars	Literature review	Islamic intellectual tradition
Ethics in research	Academic writing	Religious values
Islamic pedagogy	Critical response	Identity affirmation

Students reported increased relevance of materials(Johansen and Jen0 2023).

Theme 2: Identity Negotiation through Classroom Interaction

The findings from classroom observations revealed that lecturers encouraged students to actively express their religious perspectives during Academic English learning(Taufiqi, Purwanto, and Darussalam 2024). Classroom discussions were designed to allow students to connect academic content with their own beliefs and educational backgrounds. Lecturers facilitated open dialogue by inviting students to share opinions, respond to readings, and discuss academic issues from both Western and Islamic viewpoints. This approach created opportunities for students to articulate their ideas using academic English while simultaneously reflecting their identity. As a result, classroom interaction became more meaningful and supported students' confidence in participating in academic discussions.

In addition, lecturers encouraged students to compare Western theories with Islamic concepts.(Ardiansyah et al. 2022) During reading and discussion activities, students analyzed academic texts derived from Western scholarship and then discussed their relevance within Islamic epistemological frameworks. This comparative approach enabled students to critically examine different perspectives on knowledge, education, and research. Students were guided to identify similarities and differences between Western academic traditions and Islamic intellectual heritage. Through this process, students developed analytical skills and learned to construct arguments grounded in multiple knowledge systems.

Students were also encouraged to critique academic texts using structured academic arguments.(Feng and Mei 2022) They evaluated authors' claims, examined supporting evidence, and expressed agreement or disagreement based on their understanding. During these discussions, students actively negotiated their identity by incorporating religious perspectives into academic reasoning. This process involved balancing academic conventions with personal and cultural beliefs. Students demonstrated the ability to articulate viewpoints that reflected both academic understanding and identity-based considerations.

The observations further showed that identity negotiation occurred when students discussed topics such as sources of knowledge, epistemology, and academic argumentation(Science Education - 2024 - Schwarz - Modeling Student Negotiation of Assessment-Related Epistemological Messages in a.pdf n.d.). Students debated whether

knowledge should be derived solely from empirical research or also informed by religious sources. They discussed the role of Islamic scholarship in academic knowledge production and explored how Islamic epistemology could complement contemporary academic discourse. These discussions allowed students to construct arguments that integrated academic reasoning with their identity as learners in an Islamic educational environment.

Overall, classroom interaction created inclusive academic discourse where students felt comfortable expressing diverse perspectives (Parker-shandal n.d.). The integration of identity-based discussion encouraged students to participate more actively and engage in critical thinking. This inclusive environment supported both language development and intellectual growth, as students practiced academic English while negotiating their identity. The findings suggest that identity-aware classroom interaction can foster meaningful engagement and promote deeper understanding in Academic English learning.

Theme 3: Decolonizing Academic Writing Practices

The findings indicate that lecturers modified academic writing instruction to promote more inclusive and contextually relevant practices (Exploring inclusive teaching practices of English for Academic Purposes (EAP) in Higher Education (HE): Recommendations for practice 2025). This modification was reflected in the flexibility given to students in selecting references, constructing arguments, and expressing their academic voice. Lecturers allowed the use of Islamic references in academic writing, including Qur'anic concepts, Islamic educational philosophy, and works of Muslim scholars. This approach enabled students to incorporate knowledge sources that were relevant to their educational and cultural background while still maintaining academic writing conventions. As a result, students were able to engage in academic writing that reflected both scholarly rigor and contextual relevance.

In addition, lecturers encouraged reflective positioning in academic writing (Mcgrath and Donaghue 2023). Students were guided to express their stance clearly and relate theoretical perspectives to their own educational experiences. Rather than relying solely on neutral or detached writing styles, students were encouraged to develop a critical voice and articulate their perspectives within academic arguments. This approach helped students move beyond passive reproduction of information and develop analytical and reflective writing skills. Through reflective positioning, students were able to connect academic theory with Islamic epistemology and local educational contexts.

Lecturers also validated the use of non-Western scholars in academic references (No Title n.d.). Students were encouraged to cite Muslim scholars, regional educational thinkers, and locally relevant sources alongside Western academic literature. This practice broadened students' understanding of knowledge production and promoted balanced academic perspectives. By incorporating diverse references, students learned that academic knowledge is not limited to Western scholarship but can also include contributions from Islamic intellectual traditions and local educational practices. This inclusive approach supported the development of more contextualized academic writing.

As a result of these instructional modifications, students produced essays that integrated Qur'anic concepts, works of Muslim scholars, and local educational practices. (Kautsar et al. 2025) Their writing reflected a stronger academic voice, more diverse references, and arguments grounded in contextual understanding. Students demonstrated the ability to connect theoretical frameworks with religious and cultural perspectives. This development indicated that decolonizing academic writing practices encouraged students to engage more critically and meaningfully with academic content.

Table 2. Student Writing Characteristics

Aspect	Before	After
Voice	passive	critical
references	Western only	diverse
argument	limited	contextual
identity	absent	explicit

The comparison of student writing before and after the implementation of inclusive academic writing practices shows noticeable improvement. Students developed a more critical voice, used diverse references, constructed contextual arguments, and explicitly expressed their identity in academic writing. These findings suggest that decolonizing academic writing practices can enhance students' academic literacy while allowing them to maintain their intellectual and cultural identity.

Theme 4: Student Engagement and Confidence

The findings also revealed noticeable improvements in students' academic engagement and writing performance.(Jin et al. 2022) Students demonstrated increased participation during classroom discussions, peer-review activities, and collaborative writing tasks. They were more willing to express their ideas, respond to classmates' arguments, and ask questions related to academic content. This active participation reflected greater confidence in using academic English and engaging in scholarly discourse. The integration of contextual and identity-relevant materials contributed to a more supportive learning environment, encouraging students to become more involved in the learning process.

In addition, students showed a stronger academic voice in their writing.(Kahne and Bowyer 2022)Their essays reflected clearer positions, well-structured arguments, and the ability to critically evaluate sources. Rather than merely summarizing information, students began to articulate their perspectives and support them with relevant evidence. They incorporated both Western and non-Western references, including Islamic scholarship and local educational practices, which strengthened their argumentative stance. This development indicated that students became more confident in expressing their identity and viewpoints within academic writing conventions.

Students also demonstrated improved writing coherence.(Arabia, Campus, and Nerus 2023) Their essays showed better organization, including clear introductions, logically developed body paragraphs, and coherent conclusions. Transitions between ideas became more effective, and arguments were presented in a more systematic manner. Furthermore, students demonstrated improved use of academic vocabulary and more consistent referencing practices. These improvements suggest that the instructional approach not only enhanced students' engagement but also contributed to the development of coherent and well-structured academic writing.

DISCUSSION (5%)

The findings demonstrate that decolonizing academic English pedagogy enables students to construct academic voice while maintaining Muslim identity.(Canagarajah n.d.) The integration of Islamic epistemology aligns with culturally responsive pedagogy theory emphasizing contextual knowledge construction.(Mustafa et al. 2025) Previous research indicates that identity-affirming pedagogy enhances motivation and participation. This study extends these findings by focusing on academic English learning. (Xodabande and Boroughani 2023)

This identity-affirming approach is reflected in classroom interaction, where identity negotiation occurred through collaborative learning(Cook 2025). The identity negotiation observed in classroom interaction reflects sociocultural learning theory in which knowledge is co-constructed(Vedder-weiss, Segal, and Shaby 2020). Students actively engaged in comparing Western and Islamic knowledge traditions, allowing them to critically examine multiple perspectives. This supports prior research suggesting that multilingual learners benefit from culturally inclusive academic discourse. However, this study further highlights the importance of explicit identity positioning in academic writing(Padang et al. 2024).

Furthermore, the modification of academic writing practices challenges traditional norms that emphasize Western citation patterns(Title : Academic writing tradition and how to model it n.d.). Allowing students to use diverse sources broadened epistemic representation and legitimized alternative knowledge systems(Pierson et al. 2023). This finding is consistent with decolonizing curriculum scholarship advocating plural knowledge systems. Through engagement with multiple perspectives, students developed critical thinking skills and demonstrated stronger analytical abilities in constructing academic arguments(Measuring Pedagogical Transformation: A Quantitative Analysis of Critical Thinking Integration in Literary Criticism for Heightened Student Engagement and Learning Outcomes 2024).

In addition, the increased engagement and confidence indicate that contextualized materials reduce epistemic alienation in academic learning(Jones 2021). Students felt represented in the learning content, which encouraged them to participate more actively in discussions and writing activities(Production et al. 2021). This finding supports previous research demonstrating that culturally relevant pedagogy improves academic literacy development and promotes meaningful learning experiences.(Gumartifa and Mirizon 2025)

However, this study has several limitations(Dave 2022). The research involved a single institution, which may limit the generalizability of the findings across Islamic higher education contexts.(Mardhiah, Amaliyah, and Hermawan 2024) Institutional differences may influence the implementation of decolonizing pedagogy. Therefore, future research should include multiple institutions and employ mixed-methods designs to provide more comprehensive evidence regarding the effectiveness of identity-based academic English pedagogy.

Another important aspect emerging from the findings is the role of academic English as a space for identity construction rather than mere language practice.(Block, Moncada-comas, and Block 2019) Students were not only learning grammatical structures and academic conventions but also negotiating their intellectual positioning(Khuder 2025). By incorporating Islamic perspectives and culturally relevant examples, students developed a stronger sense of ownership over their writing. This suggests that academic English learning becomes more meaningful when it allows learners to connect language use with their sociocultural and religious identities.

Consequently, academic writing functions as a medium for expressing both knowledge and identity.

Moreover, the lecturer's role was crucial in facilitating inclusive academic discourse(Wang 2024). The lecturer encouraged students to explore multiple sources, question dominant perspectives, and reflect on their own viewpoints(Southworth 2022). This guidance created a supportive environment where students felt comfortable expressing culturally grounded ideas(Kaiser et al. 2022). Such scaffolding helped students gradually adapt to academic writing conventions without abandoning their identity.(Arbitrer 2025) This finding aligns with pedagogical perspectives emphasizing that teachers play a central role in mediating culturally responsive and identity-affirming learning environments.

The findings also indicate that the integration of plural knowledge systems promotes deeper academic engagement(People and Nature - 2022 - Hakkarainen - Place-embedded agency Exploring knowledge place connections for enabling.pdf n.d.). When students were exposed to both Western and Islamic scholarly traditions, they demonstrated greater curiosity and analytical thinking.(Science et al. 2024) They compared arguments, evaluated sources, and synthesized ideas from different epistemological frameworks. This process strengthened their ability to construct balanced and critical academic arguments(Rights n.d.). Therefore, decolonizing academic English pedagogy not only supports identity development but also enhances higher-order thinking skills.

Additionally, students' increased participation suggests that identity-inclusive pedagogy fosters a more dialogic classroom atmosphere(Breshears 2025). Discussions became more interactive as students contributed personal insights and culturally grounded interpretations(Social Constructivism Theory n.d.). This collaborative exchange allowed students to learn from peers and broaden their understanding of academic topics. The dialogic interaction also improved their confidence in using English for academic purposes(Jocuns and Jocuns 2021). As a result, academic English learning shifted from teacher-centered instruction to a more student-centered and participatory process.

Despite these positive outcomes, further investigation is needed to explore long-term impacts on academic writing proficiency(Taye and Teshome 2025). The present study primarily examined classroom interaction and students' perceptions within a limited timeframe. Longitudinal studies could provide deeper insights into how identity-based academic English pedagogy influences sustained academic development. Future research may also examine differences across disciplines, student proficiency levels, and institutional contexts. Such studies would contribute to a more comprehensive understanding of decolonizing practices in academic English learning(Canagarajah n.d.).

CONCLUSION

This study explored the repositioning of Muslim identity through decolonizing academic English pedagogy in Islamic boarding school-based higher education. The findings reveal that integrating Islamic epistemology, identity-based classroom interaction, and decolonizing writing practices support students in constructing academic voice while maintaining religious identity. These pedagogical practices promote inclusive knowledge production and culturally responsive academic literacy.

The study contributes to English language pedagogy by providing empirical evidence for decolonizing academic English instruction in faith-based institutions. The results demonstrate that identity-affirming pedagogy enhances student engagement, confidence, and critical

thinking. This research also offers practical implications for curriculum development and teacher training in Islamic higher education.

Future research is recommended to investigate longitudinal impact, comparative institutional contexts, and quantitative measurement of academic writing improvement. Further studies may also explore digital learning environments for decolonizing English pedagogy.

REFERENCES

- Approach, Study. 2024. "Edu Spectrum." 1(1):1-14.
- Arabia, Saudi, Gong Badak Campus, and Kuala Nerus. 2023. "ISSUES AND CHALLENGES IN THE USE OF COHERENCE AMONG Anas Hashem Alsariera & 2 Kamariah Yunus Faculty of Humanities and Sciences , Fahad Bin Sultan University , Faculty of Languages and Communication , Universiti Sultan Zainal Abidin , Corresponding Author : Alsarieraa@fulbrightmail.Org Writing Is a Critical Skill Viewed as a Human Means of Communication That Enables Humans to Convey Messages , Thoughts , and Experiences (Tankovica , Kapes , & Benazic , 2023 ; Ngoc Anh , 2019) . Nunan (2003) Provides Another Definition of Writing as ' a Physical and Mental Act ' (p . 9) since It Is about Composing Words and Generating and Organizing Ideas in an Appropriate Form for Its Reader . Emmons (2003) Conceives This Skill as a ' Basic Skill That Needs to Be Mastered by All English Language Major Students ' (p . 33) . It Is a Demanding Skill for Students to Become Proficient and Effective Writers . Teaching Academic Writing to ESL and EFL Learners Is an English Language Skill That Plays a Key Role in Learning English in an ESL / EFL Context . Abdulwahed (2010) , on the Other Hand , English Writing Allows Students to Think Critically and Motivates Them to Study Other Aspects of Academic Writing , Such as the Appropriate Use of Words and Expressions . Academic Writing , Moreover , Is Prepared by Students or Academics , and It Is Seen as the Utilization of Methods and Techniques Taught by Writing Instructors in Various Academic Institutions , Such as Planning , Generating Ideas , Organizing , Critical Thinking , and Developing Structure and Academic Writing Can Take Many Forms , Such as Journals , Textbooks , and Genres , to Address and Discuss Problematic Academic Issues . In This Prospect , Tardy and Courtney (2008) Argued That This Type of Writing " Is Used to Describe a Wide Range of Writing , from Personal." 8(2):141-56.
- Arbitrer, Jurnal. 2025. "Writer Identity in Transition : A Narrative Study of Pakistani MA TESOL Students ' Academic Writing." 12(3):424-36.
- Ardiansyah, Arief, Thoriq Al-anshori, Zukhkriyan Zakaria, and Bagus Cahyanto. 2022. "Principles of Online Learning Assessment : A Literature Review Between Western Education Theory and Islamic Education Theory." 19(1).
- Baker, Ryan S., Stephen Hutt, Nigel Bosch, and Jaclyn Ocumpaugh. n.d. "Detector-Driven Classroom Interviewing : Focusing Qualitative Researcher Time by Selecting Cases in Situ ." 1-45.
- Block, David, Balbina Moncada-comas, and David Block. 2019. "International Journal of Bilingual Education and English-Medium Instruction in Higher Education and the ELT Gaze : STEM Lecturers ' Self-Positioning as NOT English Language Teachers STEM Lecturers ' Self-Positioning as NOT English Language Teachers." 0050. doi:10.1080/13670050.2019.1689917.
- Breshears, Diana. 2025. "Towards an Inclusive and Identity-Conscious Approach to Higher Education in South Africa." 13(3):13-36.
- Canagarajah, Suresh. n.d. "Decolonizing Academic Writing Pedagogies for Multilingual Students." 58(1):280-306. doi:10.1002/tesq.3231.

- Chand, Satish Prakash. 2025. "Methods of Data Collection in Qualitative Research : Interviews , Focus Groups , Observations , and Document Analysis Triangulation in Qualitative Research Interviews in Qualitative Research." 6(1):303–17. doi:10.25082/AERE.2025.01.001.
- Christou, Prokopis A. 2023. "How to Use Thematic Analysis in Qualitative." (January). doi:10.4337/jqrt.2023.0006.
- Collett, Jennifer, and Jennifer Collett. 2019. "Researching the Complex Nature of Identity and Learning : Positioning , Agency , and Context in Learners ' Identities Positioning , Agency , and Context in Learners ' Identities." 8398. doi:10.1080/09518398.2019.1687955.
- Cook, James. 2025. "Students : Implication for Educational Practice DEVELOPMENT FOR MULTIRACIAL HIGH SCHOOL STUDENTS : IMPLICATION FOR."
- Dave, Tirth. 2022. "ChatGPT in Medicine : An Overview of Its Applications , Advantages , Limitations , Future Prospects , and Ethical Considerations."
- Emilio, Hermes, Martinez Barrios, Ema Yuselsy, Molina Roys, Bautita Ochoa Maestre, Heyner Alexander, Aroca Araujo, Universidad Popular, Universidad Popular, and Universidad Popular. 2024. "Contributions to the Application of Non-Participant Observation as a Research Technique. 1*." 48(4):5–11.
- Exploring inclusive teaching practices of English for Academic Purposes (EAP) in Higher Education (HE): Recommendations for practice. 2025.
- Feng, Mark, and Teng Mei. 2022. "And Academic Writing Performance : A Structural Equation Modeling Approach." *Metacognition and Learning* (0123456789). doi:10.1007/s11409-022-09328-5.
- Finlay, Linda. 2021. "Thematic Analysis : The ' Good ' , the ' Bad ' and the ' Ugly .'" 11:103–16.
- Fitrianto, Ibnu, and Ali Saif. 2024. "The Role of Virtual Reality in Enhancing Experiential Learning : A Comparative Study of Traditional and Immersive Learning Environments." 2(2):97–110.
- Flowerdew, Lynne, and Lynne Flowerdew. 2019. "Studies in Higher Education The Academic Literacies Approach to Scholarly Writing : A View through the Lens of the ESP / Genre Approach The Academic Literacies Approach to Scholarly Writing : A View through the Lens of the ESP / Genre Approach." 5079. doi:10.1080/03075079.2019.1576165.
- Githinji, Lydia, and Daphine Nyangoma. 2023. "Systematic Review of Culturally Responsive Teaching and Multilingual Support Programs for Advancing Student Success in U . S . Higher Education." 41–51.
- Grodal, Stine, Michel Anteby, and Audrey L. Holm. n.d. "Achieving Rigor in Qualitative Analysis : The Role of Active Categorization in Theory Building." 1–52.
- Gumartifa, Asti, and Soni Mirizon. 2025. "ENHANCING ENGLISH LITERACY THROUH ETHNOPEDAGOGY : A FOCUS ON CULTURAL RELEVANCE IN TEACHING PRACTICE." 13(1):294–305.
- Jin, Xinquan, Qiang Jiang, Weiyan Xiong, Yanan Feng, and Wei Zhao. 2022. "Effects of Student Engagement in Peer Feedback on Writing Performance in Higher Education." *Interactive Learning Environments* (May):1–16. doi:10.1080/10494820.2022.2081209.
- Jobori, Amina Al, and Mohamad Ridhuan Abdullah. 2024. "Blending Beliefs : How Epistemology and Islamic." 7(2):40–51.
- Jocuns, Kamolwan Fairee, and Kamolwan Fairee Jocuns. 2021. "Dialogic Teaching as a Way to Promote Students ' English Language Use in EFL Classroom Dialogic Teaching as a Way to Promote Students ' English Language Use in EFL Classroom." 62(1):173–203.
- Johansen, Marius Ole, and Lucas Matias Jenö. 2023. "“ Why Is This Relevant for Me ?”: Increasing Content Relevance Enhances Student Motivation and Vitality." (September):1–12. doi:10.3389/fpsyg.2023.1184804.
- Jones, Caroline Sarah. 2021. "An Investigation into Barriers to Student Engagement in Higher Education : Evidence Supporting ' the Psychosocial and Academic Trust Alienation Theory ' 1 Introduction." 2(2):153–65. doi:10.25082/AERE.2021.02.002.

- Kahne, Joseph, and Benjamin Bowyer. 2022. "Is Responsiveness to Student Voice Related to Academic Outcomes ? Strengthening the Rationale for Student Voice in School Reform." 128(3).
- Kaiser, Kim, Michele E. Villalobos, Jill Locke, Iheoma U. Iruka, Camille Proctor, and Brian Boyd. 2022. "A Culturally Grounded Autism Parent Training Program with Black Parents." doi:10.1177/13623613211073373.
- Kautsar, Emir Surya, Umni Alwiyah, Asniati Jabbar, Prodi Pendidikan Biologi, Pascasarjana Universitas, and Negeri Makassar. 2025. "The Practice of Qur ' Anic and Tafsir Integration in Thesis Writing : Challenges and Patterns at Biology Education Department UIN Alauddin Makassar." 23(1). doi:10.32729/edukasi.v23i1.1942.
- Khuder, Baraa. 2025. "Enhancing Disciplinary Voice through Feedback-Seeking in AI-Assisted Doctoral Writing for Publication." (May):1–16.
- Kyles, Candace M. 2024. "Loyola ECommons Exploring the Relationship between Teachers ' Religious Identity and Culturally Responsive Pedagogy EXPLORING THE RELATIONSHIP BETWEEN TEACHERS ' RELIGIOUS."
- Mahat-shamir, Michal, Robert A. Neimeyer, Shani Pitcho-prelorentzos, Robert A. Neimeyer, and Shani Pitcho-prelorentzos. 2021. "Designing In-Depth Semi-Structured Interviews for Revealing Meaning Reconstruction after Loss." doi:10.1080/07481187.2019.1617388.
- Mardhiah, Izzatul, Amaliyah Amaliyah, and Wawan Hermawan. 2024. "The Development of a Fiqh Study Learning Model with a Contextual Approach in the Department of Islamic Education in Higher Education." 2024:802–13. doi:10.18502/kss.v9i2.14901.
- Maulana, M. Irsyad, Universitas Islam, Negeri Maulana, and Malik Ibrahim. 2024. "Vol. 3 No.2 Edisi Oktober 2024." 3(2):241–58.
- Mcgrath, Lisa, and Helen Donaghue. 2023. "Embedding Students ' Academic Writing Development in Early-Career Disciplinary Lecturers ' Practice." 17(1):134–51.
- Measuring Pedagogical Transformation: A Quantitative Analysis of Critical Thinking Integration in Literary Criticism for Heightened Student Engagement and Learning Outcomes. 2024. 0299:39–50. doi:10.32996/ijllt.
- Michelen, Melina, Madeleine Phan, Arianna Zimmer, Natalie Coury, Brittany Morey, Gloria Montiel Hernandez, Patricia Cantero, Salvador Zarate, Mary Anne Foo, Sora Tanjasiri, John Billimek, and Alana M. W. Lebrón. 2024. "Practical Qualitative Data Analysis for Public Health Research : A Guide to a Team-Based Approach With Flexible Coding." 23:1–16. doi:10.1177/16094069241289279.
- Milliken, Hannah, Bonnie Amelia Dean, Michelle J. Eady, and Bonnie Amelia. 2021. "The Journal of Teaching and Learning for Graduate Employability The Value of Embedding Work-Integrated Learning and Other Transitional Supports into the First Year Curriculum : Perspectives of First Year Subject Coordinators." 3815:51–64.
- Moradian, Mahmood Reza. 2022. "A Critical Examination of Western and Islamic Orientations to English Language Education in Iran : A Call for Dialogue across Various Perspectives in a Non-Native Context." 14(29). doi:10.22034/ELT.2021.46325.2396.
- Morgan, Hani. 2022. "Conducting a Qualitative Document Analysis." 27(1):64–77.
- Mustafa, Sahidi, Universitas Bina, Sarana Informatika, Universitas Bina, Sarana Informatika, Ellya Verawati, Universitas Bina, and Sarana Informatika. 2025. "Integrating Islamic Epistemology , Cultural Context , And Deep Learning for Multicultural Islamic Education."
- Naeem, Muhammad, Wilson Ozuem, Kerry Howell, and Silvia Ranfagni. 2024. "A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research." 22(October):1–18. doi:10.1177/16094069231205789.
- No Title. 2024.
- No Title. n.d.
- Nuryazidi, Mohammad. n.d. "University of Southampton Research Repository."

- Odutayo, Adesegun Olayide, Udem Samuel Jacob, Oluwaseyi Aina, Gbolade Opeyemowo, and Habeeb Omoponle. 2024. "Lecturer-Student Interaction Patterns and Academic Engagement : The University Dynamics." 5(3):230-46. doi:10.51454/jet.v5i3.427.
- Oloo, James. 2020. "DigitalCommons @ University of Nebraska - Lincoln Identity Negotiation in Multilingual Contexts : A Narrative Inquiry into Experiences of an African Immigrant High School Student Identity Negotiation in Multilingual Contexts : A Narrative Inquiry into Experiences of an African Immigrant High School Student."
- Padang, Universitas Negeri, Universitas Samudra, Universitas Islam, Negeri Sultan, Syarif Kasim, and Bright Technical. 2024. "Exploring the Interplay between Writing Practices and Identity Formation in Academic Contexts." 2(12):838-48.
- Parker-shandal, Crystena. n.d. "Participation in Higher Education Classroom Discussions : How Students ' Identities Influence Perspective Taking and Engagement."
- People and Nature - 2022 - Hakkarainen - Place-embedded agency Exploring knowledge place connections for enabling.pdf. n.d.
- Pierson, Ashlyn E., D. Teo Keifert, Sarah J. Lee, Andrea Henrie, J. Heather, Noel Enyedy, Ashlyn E. Pierson, D. Teo Keifert, Sarah J. Lee, Andrea Henrie, and Andrea Henrie. 2023. "Multiple Representations in Elementary Science : Building Shared Understanding While Leveraging Students ' Diverse Ideas and Practices Multiple Representations in Elementary Science : Building Shared Understanding While Leveraging Students ' Diverse Ideas and Practices." *Journal of Science Teacher Education* 34(7):707-31. doi:10.1080/1046560X.2022.2143612.
- Production, Cleaner, Digital Object Identifier, Explorer Document, and Cleaner Production General. 2021. "Edinburgh Research Explorer Engaging Students in Education for Sustainable Development."
- Quintero, Luz Mary. 2023. "Decolonizing ELT Teacher Education by Incorporating Knowledge of Local Communities in the Teaching Practicum [Version 1 ; Peer Review : 1 Approved , 2 Approved with Reservations]." 1-24.
- Rights, Moral. n.d. "University of Southampton Research Repository University of Southampton."
- Science Education - 2024 - Schwarz - Modeling Student Negotiation of Assessment-Related Epistemological Messages in a.pdf. n.d.
- Science, Procedia Environmental, Abdulmumini Inda, Nawal Adam, Idris Gibreil, Eshraga Mohamed, Nour Elbadawi, Sahar Meirghani, Suliman Salem, Asma Mohamedahmed, and Hagahmed Gurafi. 2024. "DEVELOPING CRITICAL THINKING IN ISLAMIC EDUCATION : A COMPARATIVE ANALYSIS OF TRADITIONAL AND MODERN." 11:53-63.
- Social Constructivism Theory. n.d.
- Southworth, James. 2022. "Bridging Critical Thinking and Transformative Learning: The Role of Perspective-Taking." doi:10.1177/14778785221090853.
- Sulaiman, Muhammad, Suci Madiarti Isman, Ardik Ardianto, Liana Sari, Universitas Terbuka, South Tangerang, Universitas Sriwijaya, South Sumatra, Universitas Islam, Negeri Raden, Fatah Palembang, and South Sumatra. 2024. "DEVELOPMENT OF ENGLISH FOR SPECIFIC PURPOSES MODULES IN ISLAMIC EDUCATION LEARNING AT HIGHER EDUCATION INSTITUTIONS." 24(2):307-20.
- Taufiqi, Aulia, Bambang Purwanto, and Politeknik Darussalam. 2024. "Promoting Religious Moderation through English Language Teaching : Strategies and Challenges in Islamic Educational Settings." 15(2):192-202.
- Taye, Tamirat, and Gemechis Teshome. 2025. "The Impact of Extensive Reading on Academic Writing Proficiency in EFL Undergraduate Students."
- Taylor, Mary, and P. Sherwyn. 2002. *C Olars : N an Learnin*.
- The Integration of Islamic Epistemology in Ethical and Multicultural Education : Pedagogical
- Copyright © 2026, Najah, Online ISSN: 2477-2992

- Strategies and Challenges. 2024. 02(02).
- Title : Academic writing tradition and how to model it. n.d.
- Trembath, Sarah J., and Sarah J. Trembath. 2023. "© COPYRIGHT By."
- Validation, Participant, Your Study, and Address Ethical Concerns. 2018. "Participant Validation: A Strategy to Strengthen the Trustworthiness of Your Study and Address Ethical Concerns." 225-39.
- Vedder-weiss, Dana, Aliza Segal, and Neta Shaby. 2020. "Identity Construction in Informal Learning Environments : Applying Socio-Cultural Situative Theory Through Linguistic Ethnographic Microanalysis."
- Wang, Yuchen. 2024. "' It Is the Easiest Thing to Do ' : University Students ' Perspectives on the Role of Lecture Recording in Promoting Inclusive Education in the UK." 2517. doi:10.1080/13562517.2022.2162814.
- Xodabande, Ismail, and Tahereh Boroughani. 2023. "Mobile-Assisted Focus on Forms in English for Academic Purposes Instruction : Investigating the Impacts on Learning Academic Words." (January):1-8. doi:10.3389/fpsyg.2023.1071555.
- Zou, Tracy X. P., Jetty C. Y. Lee, Ka Sing, Yu King, L. Chow Tom, Lily Y. Y. Leung, and Angela Brew. 2024. "Faculty Members ' Perceptions and Students ' Experiences of Research - Based Curricula : A Multiple Case Study of Four Undergraduate Programmes." *Higher Education* 88(3):1205-25. doi:10.1007/s10734-023-01166-x.

REFERENCES

- Approach, Study. 2024. "Edu Spectrum." 1(1):1-14.
- Arabia, Saudi, Gong Badak Campus, and Kuala Nerus. 2023. "ISSUES AND CHALLENGES IN THE USE OF COHERENCE AMONG Anas Hashem Alsariera & 2 Kamariah Yunus Faculty of Humanities and Sciences , Fahad Bin Sultan University , Faculty of Languages and Communication , Universiti Sultan Zainal Abidin , Corresponding Author : Alsarieraa@fulbrightmail.Org Writing Is a Critical Skill Viewed as a Human Means of Communication That Enables Humans to Convey Messages , Thoughts , and Experiences (Tankovica , Kapes , & Benazic , 2023 ; Ngoc Anh , 2019) . Nunan (2003) Provides Another Definition of Writing as ' a Physical and Mental Act ' (p . 9) since It Is about Composing Words and Generating and Organizing Ideas in an Appropriate Form for Its Reader . Emmons (2003) Conceives This Skill as a ' Basic Skill That Needs to Be Mastered by All English Language Major Students ' (p . 33) . It Is a Demanding Skill for Students to Become Proficient and Effective Writers . Teaching Academic Writing to ESL and EFL Learners Is an English Language Skill That Plays a Key Role in Learning English in an ESL / EFL Context . Abdulwahed (2010) , on the Other Hand , English Writing Allows Students to Think Critically and Motivates Them to Study Other Aspects of Academic Writing , Such as the Appropriate Use of Words and Expressions . Academic Writing , Moreover , Is Prepared by Students or Academics , and It Is Seen as the Utilization of Methods and Techniques Taught by Writing Instructors in Various Academic Institutions , Such as Planning , Generating Ideas , Organizing , Critical Thinking , and Developing Structure and Academic Writing Can Take Many Forms , Such as Journals , Textbooks , and Genres , to Address and Discuss Problematic Academic Issues . In This Prospect , Tardy and Courtney (2008) Argued That This Type of Writing " Is Used to Describe a Wide Range of Writing , from Personal." 8(2):141-56.
- Arbitrer, Jurnal. 2025. "Writer Identity in Transition : A Narrative Study of Pakistani MA TESOL Students ' Academic Writing." 12(3):424-36.
- Ardiansyah, Arief, Thoriq Al-anshori, Zukhkriyan Zakaria, and Bagus Cahyanto. 2022. "Principles of Online Learning Assessment : A Literature Review Between Western Education Theory and Islamic Education Theory." 19(1).

- Baker, Ryan S., Stephen Hutt, Nigel Bosch, and Jaclyn Ocumpaugh. n.d. "Detector-Driven Classroom Interviewing : Focusing Qualitative Researcher Time by Selecting Cases in Situ ." 1-45.
- Block, David, Balbina Moncada-comas, and David Block. 2019. "International Journal of Bilingual Education and English-Medium Instruction in Higher Education and the ELT Gaze : STEM Lecturers ' Self-Positioning as NOT English Language Teachers STEM Lecturers ' Self-Positioning as NOT English Language Teachers." 0050. doi:10.1080/13670050.2019.1689917.
- Breshears, Diana. 2025. "Towards an Inclusive and Identity-Conscious Approach to Higher Education in South Africa." 13(3):13-36.
- Canagarajah, Suresh. n.d. "Decolonizing Academic Writing Pedagogies for Multilingual Students." 58(1):280-306. doi:10.1002/tesq.3231.
- Chand, Satish Prakash. 2025. "Methods of Data Collection in Qualitative Research : Interviews , Focus Groups , Observations , and Document Analysis Triangulation in Qualitative Research Interviews in Qualitative Research." 6(1):303-17. doi:10.25082/AERE.2025.01.001.
- Christou, Prokopis A. 2023. "How to Use Thematic Analysis in Qualitative." (January). doi:10.4337/jqrt.2023.0006.
- Collett, Jennifer, and Jennifer Collett. 2019. "Researching the Complex Nature of Identity and Learning : Positioning , Agency , and Context in Learners ' Identities Positioning , Agency , and Context in Learners ' Identities." 8398. doi:10.1080/09518398.2019.1687955.
- Cook, James. 2025. "Students : Implication for Educational Practice DEVELOPMENT FOR MULTIRACIAL HIGH SCHOOL STUDENTS : IMPLICATION FOR."
- Dave, Tirth. 2022. "ChatGPT in Medicine : An Overview of Its Applications , Advantages , Limitations , Future Prospects , and Ethical Considerations."
- Emilio, Hermes, Martinez Barrios, Ema Yuselsy, Molina Roys, Bautita Ochoa Maestre, Heyner Alexander, Aroca Araujo, Universidad Popular, Universidad Popular, and Universidad Popular. 2024. "Contributions to the Application of Non-Participant Observation as a Research Technique. 1*." 48(4):5-11.
- Exploring inclusive teaching practices of English for Academic Purposes (EAP) in Higher Education (HE): Recommendations for practice. 2025.
- Feng, Mark, and Teng Mei. 2022. "And Academic Writing Performance : A Structural Equation Modeling Approach." *Metacognition and Learning* (0123456789). doi:10.1007/s11409-022-09328-5.
- Finlay, Linda. 2021. "Thematic Analysis : The ' Good ' , the ' Bad ' and the ' Ugly ' ." 11:103-16.
- Fitrianto, Ibnu, and Ali Saif. 2024. "The Role of Virtual Reality in Enhancing Experiential Learning : A Comparative Study of Traditional and Immersive Learning Environments." 2(2):97-110.
- Flowerdew, Lynne, and Lynne Flowerdew. 2019. "Studies in Higher Education The Academic Literacies Approach to Scholarly Writing : A View through the Lens of the ESP / Genre Approach The Academic Literacies Approach to Scholarly Writing : A View through the Lens of the ESP / Genre Approach." 5079. doi:10.1080/03075079.2019.1576165.
- Githinji, Lydia, and Daphine Nyangoma. 2023. "Systematic Review of Culturally Responsive Teaching and Multilingual Support Programs for Advancing Student Success in U . S . Higher Education." 41-51.
- Grodal, Stine, Michel Anteby, and Audrey L. Holm. n.d. "Achieving Rigor in Qualitative Analysis : The Role of Active Categorization in Theory Building." 1-52.
- Gumartifa, Asti, and Soni Mirizon. 2025. "ENHANCING ENGLISH LITERACY THROUH ETHNOPEDAGOGY : A FOCUS ON CULTURAL RELEVANCE IN TEACHING PRACTICE." 13(1):294-305.
- Jin, Xinquan, Qiang Jiang, Weiyan Xiong, Yanan Feng, and Wei Zhao. 2022. "Effects of Student Engagement in Peer Feedback on Writing Performance in Higher Education." *Interactive*

- Learning Environments* (May):1–16. doi:10.1080/10494820.2022.2081209.
- Jobori, Amina Al, and Mohamad Ridhuan Abdullah. 2024. “Blending Beliefs : How Epistemology and Islamic.” 7(2):40–51.
- Jocuns, Kamolwan Faiee, and Kamolwan Faiee Jocuns. 2021. “Dialogic Teaching as a Way to Promote Students ’ English Language Use in EFL Classroom Dialogic Teaching as a Way to Promote Students ’ English Language Use in EFL Classroom.” 62(1):173–203.
- Johansen, Marius Ole, and Lucas Matias Jenö. 2023. “ ‘ Why Is This Relevant for Me ? ’ : Increasing Content Relevance Enhances Student Motivation and Vitality.” (September):1–12. doi:10.3389/fpsyg.2023.1184804.
- Jones, Caroline Sarah. 2021. “An Investigation into Barriers to Student Engagement in Higher Education : Evidence Supporting ‘ the Psychosocial and Academic Trust Alienation Theory ’ 1 Introduction.” 2(2):153–65. doi:10.25082/AERE.2021.02.002.
- Kahne, Joseph, and Benjamin Bowyer. 2022. “Is Responsiveness to Student Voice Related to Academic Outcomes ? Strengthening the Rationale for Student Voice in School Reform.” 128(3).
- Kaiser, Kim, Michele E. Villalobos, Jill Locke, Iheoma U. Iruka, Camille Proctor, and Brian Boyd. 2022. “A Culturally Grounded Autism Parent Training Program with Black Parents.” doi:10.1177/13623613211073373.
- Kautsar, Emir Surya, Umni Alwiyah, Asniati Jabbar, Prodi Pendidikan Biologi, Pascasarjana Universitas, and Negeri Makassar. 2025. “The Practice of Qur ’ Anic and Tafsir Integration in Thesis Writing : Challenges and Patterns at Biology Education Department UIN Alauddin Makassar.” 23(1). doi:10.32729/edukasi.v23i1.1942.
- Khuder, Baraa. 2025. “Enhancing Disciplinary Voice through Feedback-Seeking in AI-Assisted Doctoral Writing for Publication.” (May):1–16.
- Kyles, Candace M. 2024. “Loyola ECommons Exploring the Relationship between Teachers ’ Religious Identity and Culturally Responsive Pedagogy EXPLORING THE RELATIONSHIP BETWEEN TEACHERS ’ RELIGIOUS.”
- Mahat-shamir, Michal, Robert A. Neimeyer, Shani Pitcho-prelorentzos, Robert A. Neimeyer, and Shani Pitcho-prelorentzos. 2021. “Designing In-Depth Semi-Structured Interviews for Revealing Meaning Reconstruction after Loss.” doi:10.1080/07481187.2019.1617388.
- Mardhiah, Izzatul, Amaliyah Amaliyah, and Wawan Hermawan. 2024. “The Development of a Fiqh Study Learning Model with a Contextual Approach in the Department of Islamic Education in Higher Education.” 2024:802–13. doi:10.18502/kss.v9i2.14901.
- Maulana, M. Irsyad, Universitas Islam, Negeri Maulana, and Malik Ibrahim. 2024. “Vol. 3 No.2 Edisi Oktober 2024.” 3(2):241–58.
- Mcgrath, Lisa, and Helen Donaghue. 2023. “Embedding Students ’ Academic Writing Development in Early-Career Disciplinary Lecturers ’ Practice.” 17(1):134–51.
- Measuring Pedagogical Transformation: A Quantitative Analysis of Critical Thinking Integration in Literary Criticism for Heightened Student Engagement and Learning Outcomes. 2024. 0299:39–50. doi:10.32996/ijllt.
- Michelen, Melina, Madeleine Phan, Arianna Zimmer, Natalie Coury, Brittany Morey, Gloria Montiel Hernandez, Patricia Cantero, Salvador Zarate, Mary Anne Foo, Sora Tanjasiri, John Billimek, and Alana M. W. Lebrón. 2024. “Practical Qualitative Data Analysis for Public Health Research : A Guide to a Team-Based Approach With Flexible Coding.” 23:1–16. doi:10.1177/16094069241289279.
- Milliken, Hannah, Bonnie Amelia Dean, Michelle J. Eady, and Bonnie Amelia. 2021. “The Journal of Teaching and Learning for Graduate Employability The Value of Embedding Work-Integrated Learning and Other Transitional Supports into the First Year Curriculum : Perspectives of First Year Subject Coordinators.” 3815:51–64.
- Moradian, Mahmood Reza. 2022. “A Critical Examination of Western and Islamic Orientations to English Language Education in Iran : A Call for Dialogue across Various Perspectives in

- a Non-Native Context.” 14(29). doi:10.22034/ELT.2021.46325.2396.
- Morgan, Hani. 2022. “Conducting a Qualitative Document Analysis.” 27(1):64–77.
- Mustafa, Sahidi, Universitas Bina, Sarana Informatika, Universitas Bina, Sarana Informatika, Ellya Verawati, Universitas Bina, and Sarana Informatika. 2025. “Integrating Islamic Epistemology , Cultural Context , And Deep Learning for Multicultural Islamic Education.”
- Naeem, Muhammad, Wilson Ozuem, Kerry Howell, and Silvia Ranfagni. 2024. “A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research.” 22(October):1–18. doi:10.1177/16094069231205789.
- No Title. 2024.
- No Title. n.d.
- Nuryazidi, Mohammad. n.d. “University of Southampton Research Repository.”
- Odutayo, Adesegun Olayide, Udeme Samuel Jacob, Oluwaseyi Aina, Gbolade Opesemowo, and Habeeb Omoponle. 2024. “Lecturer-Student Interaction Patterns and Academic Engagement : The University Dynamics.” 5(3):230–46. doi:10.51454/jet.v5i3.427.
- Oloo, James. 2020. “DigitalCommons @ University of Nebraska - Lincoln Identity Negotiation in Multilingual Contexts : A Narrative Inquiry into Experiences of an African Immigrant High School Student Identity Negotiation in Multilingual Contexts : A Narrative Inquiry into Experiences of an African Immigrant High School Student.”
- Padang, Universitas Negeri, Universitas Samudra, Universitas Islam, Negeri Sultan, Syarif Kasim, and Bright Technical. 2024. “Exploring the Interplay between Writing Practices and Identity Formation in Academic Contexts.” 2(12):838–48.
- Parker-shandal, Crystena. n.d. “Participation in Higher Education Classroom Discussions : How Students ’ Identities Influence Perspective Taking and Engagement.”
- People and Nature - 2022 - Hakkarainen - Place-embedded agency Exploring knowledge place connections for enabling.pdf. n.d.
- Pierson, Ashlyn E., D. Teo Keifert, Sarah J. Lee, Andrea Henrie, J. Heather, Noel Enyedy, Ashlyn E. Pierson, D. Teo Keifert, Sarah J. Lee, Andrea Henrie, and Andrea Henrie. 2023. “Multiple Representations in Elementary Science : Building Shared Understanding While Leveraging Students ’ Diverse Ideas and Practices Multiple Representations in Elementary Science : Building Shared Understanding While Leveraging Students ’ Diverse Ideas and Practices.” *Journal of Science Teacher Education* 34(7):707–31. doi:10.1080/1046560X.2022.2143612.
- Production, Cleaner, Digital Object Identifier, Explorer Document, and Cleaner Production General. 2021. “Edinburgh Research Explorer Engaging Students in Education for Sustainable Development.”
- Quintero, Luz Mary. 2023. “Decolonizing ELT Teacher Education by Incorporating Knowledge of Local Communities in the Teaching Practicum [Version 1 ; Peer Review : 1 Approved , 2 Approved with Reservations].” 1–24.
- Rights, Moral. n.d. “University of Southampton Research Repository University of Southampton.”
- Science Education - 2024 - Schwarz - Modeling Student Negotiation of Assessment-Related Epistemological Messages in a.pdf. n.d.
- Science, Procedia Environmental, Abdulmumini Inda, Nawal Adam, Idris Gibreil, Eshraga Mohamed, Nour Elbadawi, Sahar Meirghani, Suliman Salem, Asma Mohamedahmed, and Hagahmed Gurafi. 2024. “DEVELOPING CRITICAL THINKING IN ISLAMIC EDUCATION : A COMPARATIVE ANALYSIS OF TRADITIONAL AND MODERN.” 11:53–63.
- Social Constructivism Theory. n.d.
- Southworth, James. 2022. “Bridging Critical Thinking and Transformative Learning: The Role of Perspective-Taking.” doi:10.1177/14778785221090853.

- Sulaiman, Muhammad, Suci Madiarti Isman, Ardik Ardianto, Liana Sari, Universitas Terbuka, South Tangerang, Universitas Sriwijaya, South Sumatra, Universitas Islam, Negeri Raden, Fatah Palembang, and South Sumatra. 2024. "DEVELOPMENT OF ENGLISH FOR SPECIFIC PURPOSES MODULES IN ISLAMIC EDUCATION LEARNING AT HIGHER EDUCATION INSTITUTIONS." 24(2):307-20.
- Taufiqi, Aulia, Bambang Purwanto, and Politeknik Darussalam. 2024. "Promoting Religious Moderation through English Language Teaching : Strategies and Challenges in Islamic Educational Settings." 15(2):192-202.
- Taye, Tamirat, and Gemechis Teshome. 2025. "The Impact of Extensive Reading on Academic Writing Proficiency in EFL Undergraduate Students."
- Taylor, Mary, and P. Sherwyn. 2002. *C Olars : N an Learnin*.
- The Integration of Islamic Epistemology in Ethical and Multicultural Education : Pedagogical Strategies and Challenges. 2024. 02(02).
- Title : Academic writing tradition and how to model it. n.d.
- Trembath, Sarah J., and Sarah J. Trembath. 2023. "© COPYRIGHT By."
- Validation, Participant, Your Study, and Address Ethical Concerns. 2018. "Participant Validation: A Strategy to Strengthen the Trustworthiness of Your Study and Address Ethical Concerns." 225-39.
- Vedder-weiss, Dana, Aliza Segal, and Neta Shaby. 2020. "Identity Construction in Informal Learning Environments : Applying Socio-Cultural Situative Theory Through Linguistic Ethnographic Microanalysis."
- Wang, Yuchen. 2024. "' It Is the Easiest Thing to Do ' : University Students ' Perspectives on the Role of Lecture Recording in Promoting Inclusive Education in the UK." 2517. doi:10.1080/13562517.2022.2162814.
- Xodabande, Ismail, and Tahereh Boroughani. 2023. "Mobile-Assisted Focus on Forms in English for Academic Purposes Instruction : Investigating the Impacts on Learning Academic Words." (January):1-8. doi:10.3389/fpsyg.2023.1071555.
- Zou, Tracy X. P., Jetty C. Y. Lee, Ka Sing, Yu King, L. Chow Tom, Lily Y. Y. Leung, and Angela Brew. 2024. "Faculty Members ' Perceptions and Students ' Experiences of Research - Based Curricula : A Multiple Case Study of Four Undergraduate Programmes." *Higher Education* 88(3):1205-25. doi:10.1007/s10734-023-01166-x.