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Digital Literacy Practices and Identity Negotiation among Thai Students in Indonesian EFL Classrooms: Advancing SDG 4 through Quality and Inclusive Education

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ABSTRACT

Objective: To investigate how Thai students in Indonesia negotiate their identities through digital literacy practices in an English as a Foreign Language (EFL) classroom, contributing to Sustainable Development Goal 4 (SDG 4) by examining how digital practices support quality and inclusive education in multilingual higher education contexts. **Method:** Employing a qualitative approach, the study involved three Thai students from the English Education Department at Universitas K.H. Abdul Chalim. Data were collected through classroom observations and self-administered interviews and analyzed using thematic analysis. **Result:** The findings indicate that digital literacy practices facilitated language learning, classroom participation, and identity negotiation as international EFL learners. The participants utilized digital tools, including translation applications, social media, online learning platforms, and artificial intelligence tools, to adapt to academic and sociocultural environments. Their identity construction was shaped by cross-cultural experiences, multilingual communication, and digital engagement within the EFL classroom. **Novelty:** The study contributes to the growing literature by demonstrating the interconnected role of digital literacy and identity construction among international students in higher education EFL contexts. It also provides novel insights from the underexplored context of Thai students studying in Indonesia, highlighting how digital literacy practices support both academic adaptation and identity development.

INTRODUCTION

In recent years, digital technology has become an inseparable part of English language learning, particularly in higher education contexts. The rapid development of digital platforms, social media, online translation tools, and artificial intelligence applications has transformed the ways students learn, communicate, and construct their identities in English as a Foreign Language (EFL) classroom. Digital literacy is no longer limited to the ability to access information, but also involves the capacity to interact, communicate, and participate in digital environments critically and meaningfully. Within EFL contexts, digital literacy practices influence not only students' language learning experiences but also the ways they perceive and negotiate their identities as language learners (Le Ha, 2009a, 2009b; Shahrehabaki, 2018; Varghese et al., 2005).

Identity construction has become an important issue in language education studies because language learning is closely connected with social interaction, culture, and self-representation. Identity refers to how individuals understand their relationship with the world and how they position themselves across time and space. In EFL classrooms, students continuously negotiate their identities through communication practices, classroom participation, and interaction with peers and teachers. This process becomes more complex for international students who must adapt to different linguistic, academic, and sociocultural environments (Bith-Melander et al., 2010; Perry, 2012; Wooyoung, 2025).