

DESIGNING A FUNCTIONAL APPROACH DAILY CONVERSATION MODULE FOR BEGINNER EFL LEARNERS

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ABSTRACT

Communicating effectively in daily conversations remains a challenge for many Indonesian EFL learners, particularly beginners, who often struggle with fluency, vocabulary limitations, and a lack of confidence. This study aimed to design, develop, and validate a contextual daily conversation module using the Functional Approach within the ADDIE instructional model. A needs analysis involving students, alumni, and a course coordinator revealed learners' preference for contextual topics, scaffolded practice, and bilingual support. The design phase translated these findings into structured lesson plans and communicative tasks, while the development phase involved expert validation to refine the module. The novelty of this study lies in its integration of the Functional Approach with bilingual scaffolding, a combination rarely explored in Indonesian tertiary EFL contexts. The resulting module features functional expressions, bilingual glossaries, authentic conversational topics, and reflective activities, all validated as highly appropriate by experts. Beyond its immediate context, the module provides a scalable model for other institutions seeking to enhance students' communicative competence through context-responsive materials.

ARTICLE INFO

Article History:

Received: 18 June 2025

1st revision: 17 October 2025

2nd revision: 5 November 2025

Accepted: 20 November 2025

Published: 30 December 2025

Keywords:

Functional approach;

Speaking skills;

Bilingual module;

EFL learners;

ADDIE model

How to cite: Aprianti, A. D. I., Jazadi, I., Sartika, S., & Marliana, E. (2025). Designing a Functional Approach Daily Conversation Module for Beginner EFL Learners. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 12(2), 299–311. <https://doi.org/10.33394/jo-elt.v12i2.16466>

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INTRODUCTION

Developing communicative competence has become a central pedagogical goal in contemporary English language education, especially at the tertiary level. This is particularly pertinent in daily conversation courses where students are expected to know and use the language effectively in socially and contextually appropriate ways (Canale & Swain, 1980; Richards, 2006). Despite this, a persistent challenge remains: many university students, especially beginners, struggle with fluency and appropriateness in spoken English. This difficulty is often exacerbated by the absence of structured, functionally oriented, and contextually relevant instructional materials supporting both in-class learning and self-directed practice (Al-Mousawi, 2020; Thornbury, 2005; Tomlinson, 2011).

Current resources frequently focus on grammatical accuracy or rote memorization of dialogues rather than developing the capacity to perform specific language functions in real-world scenarios (Edwards & Burns, 2016; Krashinsky, 1979). As a result, learners may produce

structurally correct sentences yet falter in spontaneous communication involving making requests, refusing offers, or expressing opinions (Hedia, 2022). Recent classroom-based studies further indicate that Indonesian EFL learners often lack access to pragmatic, interaction-focused materials, leaving a persistent gap between curricular objectives and learners' real communicative needs (Menggo et al., 2025; Wulandari et al., 2021). This disconnect signals the need for a more pragmatic, learner-centered approach to speaking instruction.

The Functional Approach, grounded in Halliday's systemic functional linguistics, views language as a means of achieving communicative purposes in social contexts (Halliday, 1978; Wilkins, 1976). It focuses on equipping learners with the ability to perform language functions such as inviting, apologizing, or offering help within authentic and contextually meaningful situations (Bardovi-Harlig, 2020; Richards & Rodgers, 2001). For beginner learners, especially in EFL contexts like Indonesia, functional teaching materials can scaffold the use of English for practical purposes, enhancing both competence and confidence (Asi et al., 2022; DemiRöz, 2023; Nurdiana, 2017). In addition, recent evidence highlights the effectiveness of functional modules that integrate digital or multimodal support, which can significantly improve speaking fluency and interactional competence among undergraduates (Al-Khresheh, 2024; Muntaha et al., 2023).

Additionally, empirical findings underscore the importance of task-based, bilingual, and modular materials. Tools such as bilingual glossaries, functional expression lists, model dialogues, and formative assessments have been shown to support vocabulary acquisition, language awareness, and autonomy in language use (Fauziah et al., 2018; Shen & Xia, 2011; Wittwer & Renkl, 2010). Mobile-assisted language learning (MALL) platforms and role-play techniques enhance engagement and contextualization (Alzieni, 2024; Isnaeni et al., 2022; Rusmawan, 2020). More recently, studies emphasize that bilingual scaffolding can lower learners' affective barriers and boost communicative confidence, especially when applied in functional, task-based modules (Buhari et al., 2023; Syam & Ermawati, 2024). However, few studies have explicitly explored the integration of the Functional Approach with bilingual scaffolding in the Indonesian EFL university context. This signals a crucial research gap, as such integration can bridge the persistent mismatch between students' communicative needs and the materials available to them. Addressing this gap, the present study aims to (1) design a contextual daily conversation module using the Functional Approach, (2) develop the module following the ADDIE instructional design model, and (3) validate its appropriateness and effectiveness through expert review.

The theoretical foundations of this study lie at the intersection of the Functional Approach, communicative competence theory, and recent innovations in materials development. Halliday's (1978) conception of language as a semiotic system operating within social contexts underpins this framework. This paradigm views language as a system of forms and a resource for creating meaning in interaction (Germain, 1982; Wilkins, 1976). Consequently, teaching speaking from a functional perspective involves equipping learners with the linguistic tools to perform various social functions; greeting, suggesting, complaining, or apologizing in contextually appropriate ways (Kramersch, 1979; Thornbury, 2005).

Canale and Swain's (1980) communicative competence framework, encompassing grammatical, sociolinguistic, discourse, and strategic competencies, provides an important rationale for focusing on functionality in speaking instruction. Rather than reiterating communicative competence as a separate theoretical construct, this study operationalizes it through the Functional Approach, training learners to use English in purposeful, socially situated interactions (Bardovi-Harlig, 2020; Buhari et al., 2023). In this way, communicative competence serves as a guiding principle, but is translated into practical pedagogy.

Contemporary research supports a range of strategies for developing functional materials. For instance, authentic materials, such as unscripted videos or real-life texts, have proven

effective in enhancing learners' awareness of pragmatic language use and improving speaking fluency (Belaid & Murray, 2015; Sambou, 2012). Similarly, multimedia-based and mobile-assisted resources help lower learners' affective barriers and facilitate personalized, on-the-go practice (Akmal, 2020; Alzieni, 2024). Recent studies further highlight the value of multimodal design and bilingual scaffolding in module development, showing that combining functional expressions with L1 support increases learners' confidence and autonomy (Muntaha et al., 2023). Task-based activities such as role-plays, debates, and simulations have also been essential for fostering interactional competence and strategic language use (Al-Khresheh, 2024; Nurdiana, 2017).

In terms of curriculum and instructional design, the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) has been widely applied in ELT to create learner-centered and pedagogically sound materials (Borg & Gall, 1983; Melrose, 2015; Misesani et al., 2020). Studies by Monica (2019) and Isnaeni et al. (2022) demonstrate how needs analysis and iterative design lead to contextually relevant and engaging student modules. Key components of successful speaking modules include bilingual support, expression glossaries, model dialogues, communicative tasks, and formative assessments, all of which support incremental skill development and learner autonomy (Al-Mousawi, 2020; Fauziah et al., 2018; Wittwer & Renkl, 2010). More recent applications of ADDIE in language pedagogy stress integrating reflective and visual elements to strengthen learner engagement, particularly for beginner-level EFL students (Rybina et al., 2023; Salam et al., 2020; Syam & Ermawati, 2024).

Thus, the present study is conceptually framed by three interlinked elements: (1) a needs analysis that identifies students' challenges in speaking English and their preferences for contextual, bilingual support; (2) the Functional Approach, which provides the pedagogical lens for teaching language as social action; and (3) the ADDIE model, which offers a systematic pathway to design, develop, and validate a daily conversation module. This framework ensures the module is theoretically grounded and practically aligned with learners' communicative needs.

RESEARCH METHOD

Research Design

This study employed the Research and Development (R&D) approach, structured around the ADDIE instructional design model, comprising the phases of Analysis, Design, Development, Implementation, and Evaluation. In this research, only the first three stages, Analysis, Design, and Development, were executed to produce a validated prototype of a Daily Conversation module grounded in the Functional Approach for beginner-level university students. The Implementation and Evaluation stages were intentionally excluded because this study focused on prototype validation rather than full classroom deployment, ensuring that the developed module met pedagogical and design standards prior to field application. The ADDIE model is widely recognized for its systematic, iterative nature in developing educational materials tailored to learner needs (Misesani et al., 2020; Molenda, 2003).

The research design adhered to the formative stages of the ADDIE instructional model, progressing through the phases of Analysis, Design, and Development. In the Analysis phase, a comprehensive needs assessment was conducted using surveys, interviews, and document reviews to identify learner challenges and instructional gaps. The Design phase then translated these findings into structured instructional plans, lesson outlines, and language tasks, all guided by the principles of functional language use. Subsequently, the Development phase involved drafting, refining, and validating the module through iterative feedback from expert reviewers. This methodological approach is consistent with established research and development (R&D) practices in English Language Teaching (ELT), particularly in the creation of functional and communicative learning materials (Handayani & Prasetyo, 2022; Isnaeni et al., 2022).

Participants

Thirty-five participants were involved in this study, including 26 undergraduate students currently enrolled in the Daily Conversation course and eight alumni who had completed the course in prior semesters. Additionally, the course coordinator participated in interviews to provide curricular and pedagogical insights. Participants were selected through purposive sampling due to their direct engagement with the course. This purposive sampling represents a typical case strategy (Patton, 2015), appropriate for instructional design research, where the focus is on participants most representative of the target learner population (Etikan, 2016; Gay et al., 2012).

Instruments

Data collection for this study employed a triangulated approach to ensure depth and validity in the needs analysis. First, student surveys were administered to all 26 current students to evaluate their speaking confidence, learning challenges, preferred topics, and expectations for the proposed module. Second, semi-structured interviews were conducted with eight alumni and the course coordinator to gather retrospective learner insights and institutional perspectives on the existing course structure. Third, a document analysis was carried out on the course syllabus (RPS), lesson plans, and instructional materials to align learner needs with curricular goals. This combination of sources provided methodological triangulation, strengthening construct validity by cross-verifying findings (Creswell & Guetterman, 2024; Dörnyei & Ushioda, 2011).

Data Analysis

Quantitative survey data were tabulated and analyzed using descriptive statistics (frequencies and percentages), highlighting learner needs and patterns. Qualitative data from interviews were transcribed, coded, and thematically analyzed to extract insights about learners' experiences and pedagogical constraints. The coding process followed open and axial coding techniques, and reliability was enhanced through peer checking and inter-coder discussion (Miles et al., 2019). Document analysis contributed to identifying misalignments between course goals and existing instructional materials. Findings from all data sources informed the module's design parameters and content, ensuring alignment with learners' linguistic proficiency and the contextual use of English in daily life scenarios.

Three ELT experts reviewed the developed module to assess content appropriateness, instructional clarity, functional alignment, and visual design. Reviewers evaluated each aspect using a 5-point Likert scale and provided qualitative comments. The average expert score was 4.70, indicating high quality across evaluation criteria. Importantly, expert feedback included (1) calls for additional open-ended tasks to foster learner autonomy, (2) recommendations to improve visual presentation with more icons and illustrations, and (3) suggestions to enhance reflective components to deepen learner engagement. These inputs were incorporated during revision: open-ended speaking prompts were added at the end of each unit, sample visuals and icons were embedded for clarity, and short reflection tasks were introduced to encourage self-assessment. This iterative process ensured the module's pedagogical robustness and responsiveness to expert evaluation, consistent with best practices in R&D validation (Boesch et al., 2013; Sugiono, 2016; Zulkepli et al., 2024).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings of this study are presented in three parts, corresponding to the ADDIE model's Analysis, Design, and Development stages. Survey, interview, and document data are synthesized in Tables 1–3 to highlight learners' needs, challenges, and expectations, which informed the development of the module.

Analysis of Learner Needs

Table 1 presents the results of the needs analysis survey, focusing on students' confidence, perceived challenges, and preferences in learning daily conversation.

Table 1
Summary of student survey results (n = 34)

| Focus area | Option | Percentage (%) |
|--|--|----------------|
| Confidence in speaking | Confident | 7.7 |
| | Moderately confident | 57.7 |
| | Not confident | 36.4 |
| Speaking practice | Very often | 7.7 |
| | Often | 3.8 |
| | Occasionally | 61.5 |
| Key difficulties | Rarely | 26.9 |
| | Vocabulary | 38 |
| | Grammar | 34 |
| Preferred topics | Fluency | 23 |
| | Pronunciation | 23 |
| | Daily life | 30.8 |
| Preference for small group or pair speaking activities | Hobbies | 23.1 |
| | Education/life experiences | 19.2 |
| | Very often | 3.8 |
| Module expectations | Often | 11.5 |
| | Sometimes | 73.1 |
| | Rarely | 11.5 |
| Module expectations | Structured, bilingual, task-based modules with real-life content | 100 |

The analysis reveals a significant need for targeted support in developing speaking skills. Only 7.7% of students reported feeling confident in speaking English, while 57.7% felt moderately confident and 34.6% were not confident. This indicates a clear need for confidence-building strategies, such as low-pressure speaking tasks, positive reinforcement, and supportive classroom dynamics. Regarding speaking practice, 61.5% of students reported speaking English only occasionally, and 26.9% rarely. Additionally, 73.1% preferred group-based activities, underscoring the importance of designing lessons that include collaborative speaking opportunities, such as group discussions, role-plays, and peer interviews. Regarding language difficulties, the most common issues identified were vocabulary (38%), grammar (34%), fluency (23%), and pronunciation (23%). This suggests the need for focused instructional support, especially vocabulary and grammar, and practical fluency and pronunciation drills integrated into speaking tasks. When it comes to content, students favored personally relevant topics like daily life (30.8%), hobbies (23.1%), and life experiences and education (19.2%). This indicates that lessons should be built around familiar, engaging themes to maximize learner interest and participation. Most notably, 100% of students desired a structured, bilingual, and flexible speaking module with real-life expressions, guided examples, and self-study support. This calls for a learner-centered curriculum that blends classroom instruction with accessible, real-world practice opportunities.

Complementing the survey findings, insights drawn from curriculum documents, including the RPS and CPMK, and interviews with the course coordinator revealed three core

pedagogical needs. First, there is substantial demand for explicit integration of learning outcomes, with CPMK goals clearly embedded in each unit to enhance transparency and instructional alignment. Second, learners expressed a need for modular, reusable resources that effectively support both in-class participation and self-directed learning. Third, the data emphasized the importance of incorporating real-life language tasks such as role-plays, simulations, and interviews that mirror authentic communication and better align with CPL targets. Collectively, these findings reinforce the urgency of developing a learner-centered module grounded in communicative functionality and coherent with institutional curriculum standards.

Design Features of the Module

Table 2 summarizes the alignment between identified learner needs and the specific features incorporated into the module.

Table 2
Module Table of Contents by Communicative Function

| Unit | Theme | Communicative Function |
|------|------------------------------------|--|
| 1 | Greeting, pre-closing, and closing | Opening and ending conversations |
| 2 | Introducing oneself and others | Giving personal information/making introductions |
| 3 | Making offers | Offering help, goods, or services |
| 4 | Making and accepting apologies | Apologizing and responding to apologies |
| 5 | Asking for and giving suggestions | Giving advice or recommendations |
| 6 | Asking for and giving directions | Asking for and explaining how to get somewhere |
| 7 | Asking for and expressing opinions | Seeking and stating points of view |

Based on the analysis, three key design principles were adopted: functionality, contextual relevance, and scaffolding. For instance, role-play activities were designed to increase in difficulty to address learners' lack of confidence, starting with guided dialogues and progressing to freer interactions. Each unit provides a glossary of expressions with Indonesian translations to meet the demand for bilingual support. Finally, to reflect students' thematic preferences, topics such as "shopping," "hospital visits," and "campus interactions" were included to ensure immediate applicability.

For instance, in Unit 3 ("At the Campus Canteen"), learners complete a scaffolded role-play where one student acts as a customer and another as a canteen staff member, using functional expressions such as "Can I get...?", "Would you like something to drink?", and "That'll be twenty thousand rupiah, please." A bilingual glossary accompanies this task, providing equivalents in *Bahasa Indonesia* (e.g., "Can I get...?" – "Boleh saya pesan...?") to lower learners' anxiety and support comprehension. Similarly, each unit concludes with a brief Reflection Prompt, such as "Which expressions did you find most natural to use in today's conversation? How could you use them outside class?" This reflective activity encourages self-assessment and consolidates learning through personalized awareness.

The design phase also emphasized multimodality, with visual aids such as icons, illustrations, and sample dialogues included to support comprehension. This decision was influenced by expert feedback and survey results showing that 62% of learners preferred materials with strong visual elements.

Development Output

During the Development phase, the initial module was built according to the design parameters: writing content, designing visuals and layout elements, and developing instructional materials. The development process involved the following key steps.

First, the content creation for each module unit involves carefully designing and selecting materials that facilitate meaningful language learning. This includes developing dialogues, exercises, expression glossaries, and assessments directly connected to the unit's communicative goals. Dialogues aim to show realistic or semi-authentic interactions to help learners hear and use language as it is used in everyday life, thereby aiding understanding of context, tone, and cultural considerations. The target communicative function is supported with exercises to provide opportunities for controlled and freer language use, from drills and matching to role-plays and problem-solving conversations. These are supported by Expression Glossaries, which list the key expressions and sentence structures needed for the lesson's language focus, often with translations, to support learning. The assessment exercise checks the learner's ability to use the communicative function, providing a valid checkpoint to track progress and target further practice.

Materials should be authentic or semi-authentic throughout content creation to maintain relevance and increase learner motivation. Authenticity refers to language that occurs naturally in real-life situations, while semi-authentic materials are adapted to suit the learners' proficiency level without losing realism. Authentic and semi-authentic materials in educational settings have attracted significant attention for their impact on learner motivation and engagement. Authentic materials, defined as those drawn from real-life contexts, expose learners to the actual language used by native speakers. This exposure fosters a more genuine understanding and application of the language. For instance, Belaid and Murray (2015) emphasize that authentic materials can create meaningful situations for language learners, thereby enhancing communicative proficiency and instilling a positive attitude towards language learning. In addition, semi-authentic materials serve as a crucial bridge by modifying authentic texts to suit learners' proficiency levels while retaining their realistic quality. The importance of selecting texts that match learners' levels was corroborated by O'Donnell, who argues that pedagogical modifications can improve comprehension while preserving the essential characteristics of the original text (O'Donnell, 2009). This suggests that well-designed semi-authentic materials can preserve the essence of authentic texts while ensuring accessibility for learners. Finally, all content must be carefully aligned with the lesson's learning objectives and communicative functions. This alignment ensures that every activity and resource contributes purposefully toward developing the targeted speaking skills, making the learning process coherent and goal-oriented.

Second, all learning materials were produced in PDF format for accessibility, ease of distribution, and flexibility in both in-class and independent learning environments. PDF format allows materials to be accessed digitally or in print, making them adaptable to various teaching and learning contexts.

Thus, as shown in Figure 1, the materials follow a consistent layout and learner-friendly formatting to support clarity and usability. This includes standardized headings, readable fonts, structured sections, and sufficient spacing. Visual elements such as icons, tables, and highlights will be incorporated to help learners navigate different lesson components, including instructions, expression glossaries, and speaking activities. A clear and organized format enhances learner engagement, reduces cognitive load, and reinforces the communicative goals of each unit.

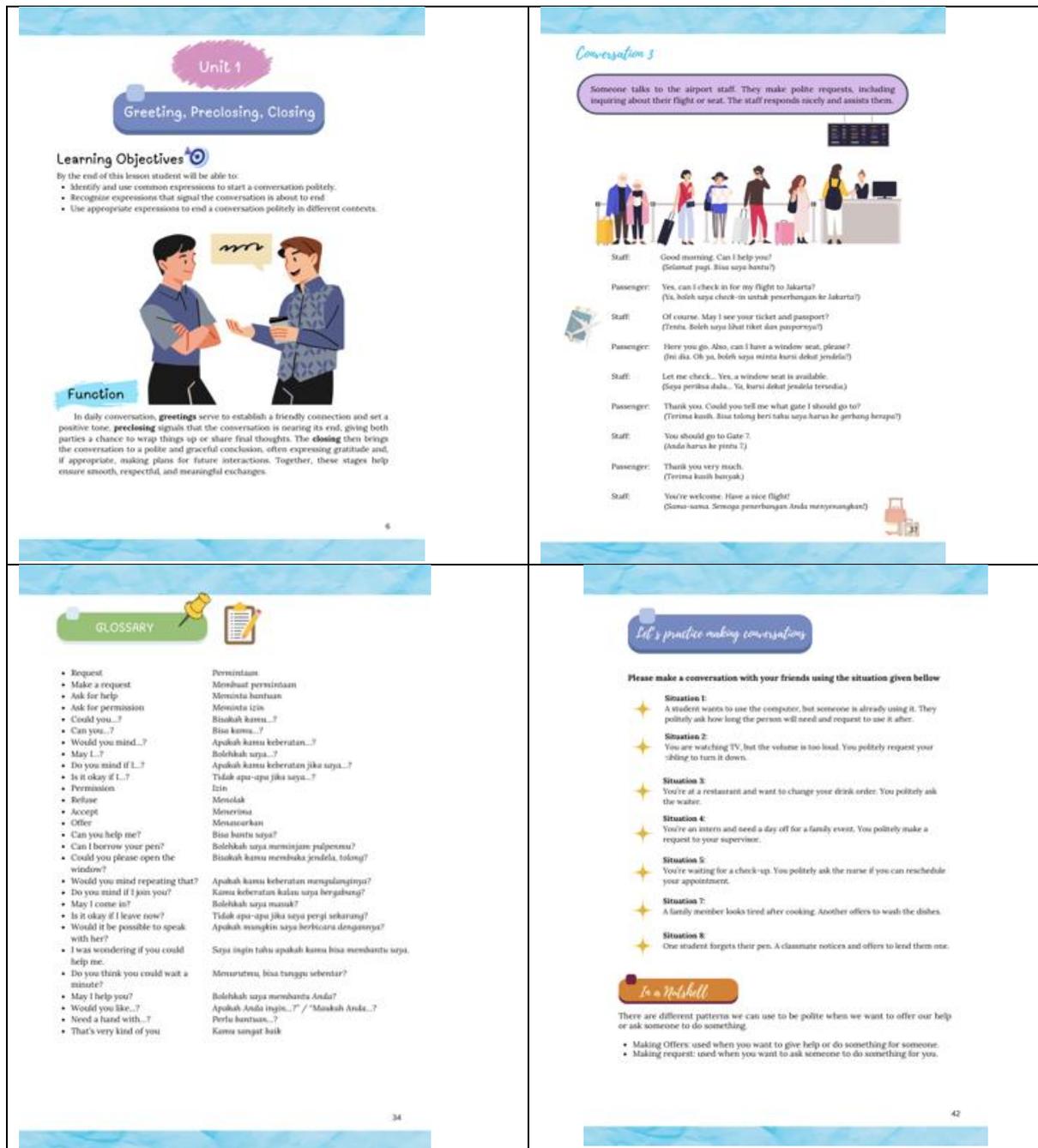


Figure 1. Sample visual layout of module page

Expert Validation

Table 3 presents the outcomes of the expert validation process.

Table 3
Summary of expert evaluation scores

| Category | Mean Score (Max = 5.00) | Weight Contribution |
|-------------------------|-------------------------|---------------------|
| Content appropriateness | 5.00 | 26.3% |
| Language use | 4.88 | 25.7% |
| Instructional design | 4.75 | 25.0% |
| Layout & presentation | 4.17 | 22.0% |
| Overall average | 4.70 | 100% |

Experts rated the module highly on content accuracy, contextual appropriateness, and pedagogical clarity, with an overall mean score of 4.70 on a 5-point scale. However, they suggested three main improvements: (1) inclusion of more open-ended communicative tasks, (2) enhanced visual design, and (3) reflective activities for learner self-assessment. In response, the development phase incorporated additional “free talk” prompts at the end of each unit, inserted icons and illustrations to strengthen visual clarity, and added reflection checklists encouraging learners to evaluate their performance.

Thus, the findings reveal a clear trajectory: students expressed needs shaped the initial design choices, and expert feedback further refined the module to ensure both usability and pedagogical soundness. The resulting product is a contextual, function-based daily conversation module aligned with learners’ preferences and supported by expert validation.

Discussion

This study's purpose was to design, develop, and validate a contextual daily conversation module for beginner-level EFL learners, drawing on the Functional Approach and the ADDIE instructional model. The findings confirm that such an approach can address learners’ low confidence, need for bilingual support, and preference for contextualized materials.

Rather than repeating the survey results, this discussion focuses on situating the outcomes within broader theoretical and empirical debates. Including scaffolded prompts, bilingual glossaries, and authentic topics aligns with earlier research emphasizing the role of functional materials in bridging the gap between linguistic knowledge and communicative ability (Thornbury, 2005; Tomlinson, 2011). However, the present study advances this discussion by integrating bilingual scaffolding more explicitly than previous functional module designs. While Buhari et al. (2023) also reported that bilingual support lowers learners’ affective barriers, their focus remained at the lexical level. In contrast, the current module embeds bilingual scaffolding across instructions, tasks, and reflection activities. This extension demonstrates how bilingual support can be a translation tool and a structured scaffold for functional learning.

In contrast, Alzieni (2024) highlights the role of mobile-assisted platforms in promoting speaking engagement. Unlike Alzieni’s technology-driven approach, the present study emphasizes face-to-face functional interaction supported by print-based but visually enriched materials. Both approaches aim to enhance pragmatic competence, but this study underscores the continued relevance of well-designed classroom modules, especially in contexts where digital access may be uneven.

Adopting the ADDIE model further situates this work within instructional design scholarship. Previous studies applying ADDIE to ELT (Isnaeni et al., 2022; Monica, 2019) demonstrated its usefulness in creating relevant and structured materials. This study builds on that evidence by showing how iterative expert validation, an often underemphasized stage, led to concrete improvements, such as the addition of open-ended communicative tasks and reflection activities. Boesch et al. (2013) and Zulkepli et al. (2024) similarly, emphasize that iterative validation strengthens content reliability and learner engagement, confirming the value of this step in R&D-based pedagogy.

Comparable R&D-based module studies, such as those by Menggo et al. (2025) and Muntaha et al. (2023), also emphasize contextualization and learner engagement in Indonesian EFL settings. However, the present study diverges from Menggo et al. (2025) by embedding bilingual scaffolding as an integral design principle rather than an optional linguistic aid. Likewise, whereas Muntaha et al. (2023) focused primarily on multimodal enrichment through digital media, the current research highlights the integration of bilingual support within a functional framework to enhance both linguistic confidence and pragmatic competence. This dual integration (Functional Approach and bilingual scaffolding) constitutes the study’s

distinctive contribution to R&D-based material development in Indonesian higher-education contexts.

From a pedagogical standpoint, the results directly affect curriculum developers and lecturers. First, incorporating bilingual scaffolding suggests that lecturers should not perceive L1 use as interference but as a strategic resource for building confidence and autonomy. Second, the module's functional organization highlights the importance of selecting topics that mirror learners' immediate communicative contexts, thereby supporting curriculum localization in Indonesian universities. Third, the iterative integration of expert feedback demonstrates how collaboration among teachers, researchers, and designers can yield theoretically grounded, practically implementable materials. These implications align with recent calls in Indonesian ELT for more context-responsive curriculum design (Menggo et al., 2025; Syam & Ermawati, 2024; Wulandari et al., 2021).

Finally, while the developed module has been validated at the design and development levels, further classroom-based implementation and testing are recommended to examine its impact on learners' communicative performance. Future studies could also explore blending this functional, print-based module with digital supports to address the increasingly hybrid nature of EFL instruction (Muntaha et al., 2023; Rybina et al., 2023).

CONCLUSION

This study set out to design, develop, and validate a contextual daily conversation module for beginner-level EFL learners by applying the Functional Approach within the ADDIE instructional framework. Grounded in a needs analysis, the module responds to learners' linguistic challenges and preferences, while iterative expert validation ensured its pedagogical robustness and contextual relevance.

The findings lead to three key conclusions. First, the study successfully addressed an empirical gap by integrating functional language teaching with bilingual scaffolding in the Indonesian university context, an area rarely explored in prior research. Second, the validated module provides a practical, theoretically grounded resource that aligns with learners' communicative needs and curricular goals, combining functional expressions, bilingual glossaries, contextual tasks, and reflective activities. Third, the study demonstrates the potential for classroom implementation of the module, as its design reflects student needs and expert recommendations, making it adaptable for lecturers and curriculum developers seeking context-responsive materials.

From a pedagogical perspective, the module provides clear guidance for practical classroom use. Teachers can adopt the bilingual scaffolding strategies embedded in each unit to lower speaking anxiety, facilitate comprehension, and encourage gradual fluency development. Curriculum developers can adapt the module's functional sequencing, task types, and reflective activities to design other contextually relevant materials for beginner-level EFL learners.

Future research is recommended to implement and evaluate the module in classroom settings, examining its impact on learners' fluency, interactional competence, and confidence over time. Integrating multimedia or digital components may further enhance accessibility and learner engagement, contributing to the evolving practice of functional, bilingual-based EFL pedagogy in diverse contexts.

ACKNOWLEDGEMENT

This research was funded by the 2025 Competitive Teaching Applied Research Grant of STKIP Paracendekia NW Sumbawa.

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