

Genre Analysis of Mr. Hundert and Sedgewick Bell's Dialogues in *The Emperor's Club*

Erwan Rahman¹, Maida Norahmi², Emerald³, Fadila Umi Khodijah⁴, Siti Munawarah⁵

¹²³⁴⁵University of Palangka Raya

erwan.rahman09@gmail.com¹, maida.norahmi12@edu.upr.ac.id²,
emerald_pspbi@fkip.upr.ac.id³, fadilaumi2004@gmail.com⁴, ssmunawarah@gmail.com⁵

APA Citation:

Rahman, E., Norahmi, M., Emerald., Khodijah, F. U., Munawarah, S., (2025). Genre Analysis of Mr. Hundert and Sedgewick Bell's Dialogues in *The Emperor's Club*. *EDUCASIA*, 10(2), 137-146. doi: <http://dx.doi.org/10.21462/educasia.v10i2.341>

Abstract

This study aims to analyse the conversations between Mr. Hundert and Sedgewick Bell in *The Emperor's Club* through a qualitative case study with genre-based discourse analysis, grounded in Halliday's Systemic Functional Linguistics. By employing techniques such as framing, foregrounding, backgrounding, and presupposition, the study reveals how linguistic choices reinforce ideological conflicts between moral idealism and pragmatic ambition. The findings suggest that these ideological tensions reflect broader dilemmas in character education, especially relevant to Indonesia's *Kurikulum Merdeka* and the *Pancasila* Student Profile. The study has implications for literature-based pedagogy and ethical development in classroom settings.

Keywords: Discourse, Education, Genre Analysis, Ideology, Systemic Functional Linguistics

1. INTRODUCTION

Discourse analysis looks at how language shapes perceptions, communicates meaning, and creates identities in a variety of settings. It examines both the overt and covert assumptions that are present in communication. This method is proving to be especially effective in educational settings, where language is essential for forming moral development, forming interpersonal relationships, and forming ideologies (Gee, 2014; Fairclough, 2013).

The ideological struggle between Mr. Hundert, a morally upright teacher, and Sedgewick Bell, a practical and aspirational student, is depicted in the movie *The Emperor's Club*, which offers a rich backdrop for discourse analysis. Their exchanges reflect more than just a private conversation; they represent a larger conflict of values—honesty versus ambition, virtue versus outcome. Deeper societal issues are being brought to light by these divergent viewpoints, especially in the area of character education.

Mr. Hundert's educational philosophy, which places a strong emphasis on moral values, integrity, and character development, is being contested by Sedgewick Bell (Noddings, 2005; Kohlberg, 1981). The demands of a results-driven culture are reflected in Sedgewick's emphasis on ambition and material success. As they cultivate ethical values in increasingly competitive environments, educators constantly struggle between moral idealism and pragmatism, as their conversations demonstrate.

The Emperor's Club provides plenty of opportunity for discourse-based inquiry because it is a story about a teacher's moral and educational journey with his students. Ideological conflicts and larger societal discussions about whether moral growth or quantifiable achievement should be given priority in education are reflected in the conversations between Mr. Hundert and Sedgewick Bell (Halliday & Matthiessen, 2014). Genre-based discourse analysis finds these interactions to be an engaging topic.

Few studies explicitly examine how genre-based discourse analysis affects value-based education in the Indonesian context, despite the fact that many examine discourse in educational films. This gap is especially notable considering how cinematic texts have been proven to convey deep human values through semiotic layers (Santoso et al., n.d.). Film narratives, such as *The Giver*, have shown rich potential in embodying ethical tensions suitable for classroom reflection. Given Indonesia's *Kurikulum Merdeka*, which prioritizes character education as a national priority, this disparity is becoming more and more significant (Kemendikbudristek, 2022). Thus, the purpose of this study is to investigate how Mr. Hundert and Sedgewick Bell's conversations use genre-specific discourse elements to construct ideological conflict and how these patterns relate to character education in the context of Indonesian education.

Despite growing interest in educational discourse, a noticeable gap persists in Indonesian research concerning genre-based discourse analysis within the context of character education—particularly through the use of films as authentic materials. Much of the existing literature focuses on the thematic portrayal of moral values or the general use of literary texts in teaching, yet often lacks a systematic linguistic or ideological framework for analysis. For example, Suryani (2020) highlights the role of literature in fostering ethical reasoning, but her study does not incorporate discourse analytical tools that reveal how values are constructed, reinforced, or challenged through language.

According to data from Kemendikbudristek (2023), only 18% of secondary schools systematically integrate character education through narrative texts or media, indicating a gap in practical implementation. This points to a significant disconnect between curricular policy and classroom practice, suggesting that discourse-based approaches remain underutilized in helping educators align teaching materials with national character-building goals. Films, with their emotionally engaging and ideologically rich narratives, hold strong potential for stimulating moral reflection, yet their use as tools for discourse-based character education remains limited.

This study addresses this gap by applying genre-based discourse analysis, informed by Systemic Functional Linguistics and Critical Discourse Analysis, to examine how ideological tension and moral values are articulated through the dialogue in *The Emperor's Club*. By analyzing how language frames identity, power, and ethical stance, the research demonstrates how discourse tools support reflective pedagogy and offer practical alignment with the goals of *Profil Pelajar Pancasila* in the Indonesian educational context.

2. LITERATURE REVIEW

The study of genres looks at how recurrent linguistic patterns serve social contexts for communication (Swales, 1990; Bhatia, 1993). An important framework for comprehending how linguistic decisions reflect meaning, ideology, and social function is provided by Halliday's Systemic Functional Linguistics (SFL) (Halliday & Matthiessen, 2014). According to Noddings (2005) and Kohlberg (1981), moral education posits that exposure to narratives and continuous interpersonal reflection foster the development of ethical reasoning. Teachers are exposing students to moral quandaries in ways that are increasingly relatable and contextually significant by incorporating literature and film into their pedagogy (Suryani, 2020; Widodo, 2018). In particular, semiotic and discourse-based approaches to films have proven to support reflective pedagogy and moral sensitivity (Purnomo et al., 2022; Santoso et al., n.d.). Such methods allow teachers to make abstract values visible through concrete narrative structures.

According to Tilaar (2002) and Kemendikbudristek (2022), character education in Indonesia must be grounded in civic and cultural values, like those found in the *Profil Pelajar Pancasila*. Critical discourse analysis is still required to examine how fictional stories like *The Emperor's Club* are reiterating those ideals. That gap is being filled by this study. Complementing this, recent discourse-based studies in EFL classrooms have demonstrated how textbooks and films can reinforce or subtly shape students' values, whether peace-related (Pasha et al., 2025) or multicultural (Sitio et al., 2023).

In addition to SFL and genre theory, Critical Discourse Analysis (CDA) offers tools to uncover how power, ideology, and identity are embedded in language (Fairclough, 2013; van Dijk, 2008). This complements genre analysis by interpreting the ideological undercurrents in character interaction. Recent reports on character education in Indonesia (Kemendikbudristek, 2023) highlight the need for dialogic and reflective pedagogy. The *Profil Pelajar Pancasila* emphasizes integrity and critical thinking, aligning closely with the moral stance of Mr. Hundert. CDA has also been applied to classroom discourse, revealing power asymmetries and the role of teacher feedback in shaping student identity (Maghfur, 2021; Deli et al., 2020; Raharja & Ghazali, 2020), which resonates with the ideological negotiations portrayed in *The Emperor's Club*.

3. RESEARCH METHODOLOGY

For the purpose of to examine how genre-specific discourse elements express ideological tension, this study uses a qualitative case study approach to examine the conversations between Mr. Hundert and Sedgewick Bell in *The Emperor's Club*.

3.1. Research Design

An in-depth examination of language use within a specific narrative context is made possible by the case study design. The approach is based on SFL and genre analysis, specifically referencing Halliday and Matthiessen (2014) work, which offers a framework for analyzing how linguistic choices in discourse reflect ideational and interpersonal meanings. This strategy also makes use of narrative structure theory (Chatman, 1980), which makes it possible to combine linguistic analysis with the film's thematic and dramatic components.

3.2. Data Collection

Selected scenes from films that emphasize the moral and ideological tension between the two main characters serve as the study's data. The selection process is based on narrative significance and thematic relevance. The first classroom exchange, the Julius Caesar contest, and the reunion discussion are cited as the three main scenes. These selections are supported by previous studies that suggest emotionally charged scenes and teacher-student conflicts often reveal deeper ideological and affective layers in narrative data (Hipson & Mohammad, 2021; Chandra et al., 2025). These scenes show how the characters' relationship has developed over time and emphasize how their ideologies have changed. Since the conversations between Mr. Hundert and Sedgewick Bell constitute the ideological center of the movie, they are the sole subject of the analysis. To preserve the analytical clarity, dialogue from unrelated scenes or other characters is not included.

3.3. Instruments

The study views each chosen scene several times in order to detect recurrent discourse elements and minute variations in tone, framing, and presupposition. This ensures validity. Applying triangulation involves contrasting how scenes are interpreted with pertinent secondary literature as well as earlier discourse and genre studies. Cross-checking the consistency of analytical coding and interpretation throughout the process is facilitated by peer review from other researchers.

3.4. Data Analysis Techniques

The analysis looks at how the movie uses language to create ideological positions by combining genre analysis with qualitative discourse techniques like framing, foregrounding, backgrounding, and presupposition. Foregrounding and backgrounding indicate which narrative elements are emphasized or minimized, presupposition analysis reveals underlying assumptions embedded in linguistic structures, and framing evaluates how characters are ideologically positioned through their speech. When combined, these resources offer a thorough understanding of how discourse in the drama genre shapes meaning. This approach is strengthened by comparative discourse studies that differentiate scripted dialogue from spontaneous classroom talk, showing how films often intensify ideological framing (Pilan et al., 2024).

It is crucial to remember that because this is a qualitative analysis of a fictional story, the results are interpretive and context-specific rather than generalizable. The study narrows its scope but deepens its analytical understanding by concentrating on a single movie and two main characters. Instead of trying to reach generalizations, this study aims to shed light on how discourse operates ideologically within a structured narrative, providing information that helps with educational discourse analysis and character education, especially in the Indonesian context.

3.5. Limitations

This study is context-bound to a fictional narrative and two central characters. As such, findings are not generalizable but offer interpretive insight relevant for educational discourse and character-building discussions.

4. RESULTS

The dialogues between Mr. Hundert and Sedgewick Bell in *The Emperor's Club* exemplify genre-specific and ideological elements that are central to drama narratives. Using genre analysis and discourse techniques such as framing, foregrounding, backgrounding, and presupposition, several key findings have been identified. Genre-Specific Elements, the conversations reflect classic elements of the drama genre. These include emotional intensity in moral dilemmas, a teacher-student dynamic that reflects ideological contrast, and tension arising from the clash between educational ideals and personal ambition.

Framing Techniques, Framing is used in the dialogues to construct contrasting ideologies between the characters. Mr. Hundert is framed as a moral idealist who values integrity, while Sedgewick Bell is framed as a realist who values success over principles. The following table illustrates how specific dialogues reflect these ideological stances:

Table: 1 Framing and Ideological Contrast

Dialogue Excerpt	Character	Ideological Framing	Implication
<i>"I believe in you. It's entirely up to you."</i>	Mr. Hundert	Moral Idealism	Emphasizes education as a tool for character development rather than achievement.
<i>"Who gives a shit about your principles?"</i>	Sedgewick Bell	Realism / Pragmatism	Undermines moral authority; prioritizes outcomes over ethics.
<i>"It had nothing to do with your father."</i>	Mr. Hundert	Defensive / Ethical Framing	Attempts to preserve integrity and fairness in evaluation.

Foregrounding and backgrounding are used to emphasize or downplay certain narrative elements. Mr. Hundert's educational values are consistently foregrounded, such as when he lends Sedgewick a personal textbook as a sign of belief. In contrast, Sedgewick's relationship with his father is backgrounded, subtly shaping our understanding of his cynical worldview. The table below highlights these uses:

Table: 2 Foregrounding and Backgrounding

Technique	Dialogue Example	Function	Narrative Implication
Foregrounding	<i>"I'm lending you this book because I believe in you."</i>	Emphasizes moral investment and belief in student growth	Reinforces Mr. Hundert's character as an educator driven by integrity.
Backgrounding	<i>"Tell him I said hello." (about Sedgewick's father)</i>	Suggests strained familial ties without elaboration	Offers subtle insight into Sedgewick's emotional detachment and cynicism.

Presupposition analysis reveals the underlying beliefs of the characters. Mr. Hundert assumes that education should build character, while Sedgewick presupposes that outcomes are the true measure of success. This contrast exposes the core ideological conflict in their relationship. The following table summarizes these presuppositions:

Table: 3 Presupposition and Ideological Assumptions

Character	Presupposition	Implied Meaning	Ideological Impact
Mr. Hundert	Education is meant to build moral character	Teachers should guide ethical development	Supports value-based education and moral leadership.
Sedgewick Bell	Success is defined by outcomes, not process	Morality is secondary to power and performance	Reflects a utilitarian, results-driven worldview.

5. DISCUSSION

These findings are consistent with Widodo (2018), who argues that school discourse often fails to represent moral complexity unless purposefully structured. Similarly, Suryani (2020) emphasizes the power of narrative engagement in developing empathy and ethical reasoning in literature classes.

Mr. Hundert and Sedgewick Bell's conversations in *The Emperor's Club* reveal an intriguing ideological conflict that is central to both the story of the movie and larger educational discussions, especially in the Indonesian setting. This study examines how language frames educational values, creates identity, and transmits ideological meaning through dramatic interaction by using a genre-based discourse analysis framework that is centered on framing, foregrounding, backgrounding, and presupposition. Similar to how teacher discourse shapes ethical orientation in real-world classrooms (Fauzan & Saparuddin, 2023), the film demonstrates how ideological stances can be discursively encoded in language, framing, and tone.

A different ideological divide between pragmatic ambition and moral idealism is revealed at the core of the story. As an experienced and thoughtful teacher, Mr. Hundert frequently employs positive, morally charged language that demonstrates his conviction that moral growth can be achieved via education. His foregrounding statements, like "I'm lending you this book because I believe in you," establish him as a person of moral rectitude and empathy. The film aligns Mr. Hundert's character with the fundamental objectives of character education by framing him as someone who values moral virtue over academic or material success.

Sedgewick Bell, on the other hand, represents a utilitarian viewpoint that puts results ahead of morality. His thought-provoking statement, "Who gives a shit about your principles?" reveals a mindset motivated by performative success and self-interest. His speech reflects a larger cultural shift toward competitive individualism rather than just depicting a disobedient student. The film's backgrounding implies that Sedgewick's parents are not involved in his life, suggesting that his cynicism is a result of emotional distance and unresolved social problems.

A significant ideological divide between the two characters is also revealed by the presupposition analysis. Sedgewick believes that the ultimate aim of education is measurable success, whereas Mr. Hundert believes that education should develop morally upright people. These opposing presumptions are consistent with two opposing educational paradigms: one that emphasizes performance and prestige, and the other that values moral development on an internal level.

According to Halliday's SFL, these results show how language serves ideational, interpersonal, and textual purposes all at once. By focusing on resistance, power, and outcomes, Sedgewick's language subverts the moral positioning and interpersonal solidarity established by Mr. Hundert's speech. The conventions of drama, which frequently depend on emotional intensity and moral conflict to develop characters and advance the plot, are reflected in these language patterns from a genre standpoint.

The educational issues that Indonesia is currently facing are reflected in this ideological divide. In addition to cognitive development, character education is highly valued in the Kurikulum Merdeka (Kemendikbudristek, 2022). The principles of integrity, critical thinking, and social responsibility that are outlined in the *Profil Pelajar Pancasila* are strongly reflected in Mr. Hundert's speech. His teaching style is a prime example of the moral guidance ideal that Indonesian curricula increasingly aim to uphold. This aligns with findings from recent CDA-based EFL studies, where discourse patterns in textbooks and films contribute to shaping learners' civic and ethical perspectives (Pasha et al., 2025; Sitio et al., 2023).

However, Sedgewick Bell's practical approach highlights the increasing demands placed on educators and students in results-driven settings. In many Indonesian schools, efforts to foster civic values and personal ethics are frequently overshadowed by standardized tests, performance-based rankings, and digital social validation. According to Widodo (2018) and Suryani (2020), character education implementation usually finds it difficult to permeate regular classroom activities, particularly when it is not accompanied by dialogic and reflective teaching strategies.

This study thus positions genre-based discourse analysis as a pedagogical tool as well as a theoretical lens. Teachers can help students have meaningful conversations about values, responsibility, and decision-making by having them analyze fictional dialogues that reflect ethical conflicts in real life. Examining the differences between Mr. Hundert and Sedgewick, for example, in literature or civics classes motivates students to consider their own moral convictions and values, especially with regard to ambition, authority, and integrity. Furthermore, information literacy studies suggest that discourse analysis enhances students' capacity to evaluate ethical dimensions of messages (Azi et al., 2024), a skill urgently needed in both academic and digital spheres.

Although this study offers valuable insights, its scope is still restricted to a single film and two main characters. Future studies might think about broadening the approach to incorporate more genres, Indonesian movies, or even real-world classroom discussions. Teachers could also create useful modules that incorporate discourse and genre analysis into national curricula, bringing more consistency to language awareness and ethical reflection in the classroom. This also resonates with Karatza (2022), who advocates for integrating multimodal discourse training in pre-service teacher programs to enable richer ethical and linguistic interpretation in the classroom.

In conclusion, the ideological dispute between Mr. Hundert and Sedgewick Bell provides more than just dramatic entertainment; it also reflects current discussions in education regarding the importance of success, virtue, and values. The results of this study confirm that language serves as a tool for communication as well as a tool for forming culture, ethics, and identity in educational settings.

6. CONCLUSION

Mr. Hundert and Sedgewick Bell's conversations capture a strong ideological conflict—virtue against ambition—articulated through genre-specific discourse devices. The movie shows how language shapes moral values by means of frame, foregrounding, and presupposition.

According to the study's findings, The Emperor's Club's conversations between Mr. Hundert and Sedgewick Bell provide a wealth of information about how language both reflects and supports ideological viewpoints. It is clear from genre analysis and systemic functional linguistics that drama as a genre promotes character development and moral confrontation. Sedgewick's positioning as a pragmatic challenger and Mr. Hundert's constant framing as a moral educator highlight a fundamental ideological gap that still exists in contemporary education. These descriptions reflect persistent conflicts in educational settings, especially in Indonesia, where the requirements of quantifiable academic achievement and character education must coexist.

Investigation into character education, consistent with *Kurikulum Merdeka's* principles. Teachers can use this kind of analysis to help students become more ethically conscious. Future studies could look more closely at how discourse develops character by examining other genres or actual classroom conversations.

REFERENCES

- Azi, Y., Abdullah Hamdi, S., & Okasha, M. (2024). Information literacy and discourse analysis for verifying information among EFL learners. *HOW*, 31(1), 148–166. <https://doi.org/10.19183/how.31.1.748>
- Bhatia, V. K. (1993). *Analyzing genre: Language use in professional settings*. Longman.
- Chandra, R., Ren, G., & Group-H. (2025). *Longitudinal Abuse and Sentiment Analysis of Hollywood Movie Dialogues using LLMs*. <http://arxiv.org/abs/2501.13948>
- Deli, M., Allo, G., & Rahman, A. (2020). A critical discourse analysis on lecturers' language power in EFL teaching (An ethnography study at a higher education). *Asian EFL Journal Research Articles*, 27(3).
- Fairclough, N. (2013). *Critical discourse analysis: The critical study of language* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315834368>
- Fauzan, U., & Saparuddin, M. (2023). Discourse-based teaching in English language teaching at Islamic universities in Borneo: A critical discourse analysis perspective. *International Journal of Membrane Science and Technology*, 10(3).
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). Routledge. <https://doi.org/10.4324/9781315819679>
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge. <https://doi.org/10.4324/9780203783771>
- Hipson, W. E., & Mohammad, S. M. (2021). Emotion dynamics in movie dialogues. *PLOS ONE*, 16(9), e0256153. <https://doi.org/10.1371/journal.pone.0256153>
- Karatza, S. (2022). The “Multimodal Literacy in the EFL Classroom” workshop as a design for learning. *Designs for Learning*, 14(1), 112–128. <https://doi.org/10.16993/dfl.188>
- Kemendikbudristek. (2022). *Kurikulum Merdeka dan Profil Pelajar Pancasila*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

- Kemendikbudristek. (2023). *Laporan implementasi pendidikan karakter di sekolah menengah*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice* (Vol. 1). Harper & Row.
- Long, K., & O'Connell, C. (2022). Public discourse and public policy on foreign interference in higher education. *Journal of Comparative & International Higher Education*, 14(5), 15–42. <https://doi.org/10.32674/jcihe.v14i5.4650>
- Maghfur, B. (2021). Classroom discourse analysis of teacher-students interaction. *Journal of English Language and Pedagogy*, 4(1), 40–47. <https://doi.org/10.36597/jelp.v4i1.9272>
- Mengistu, A. A. (2020). A critical discourse analysis of teacher-student interaction in MA thesis oral examination: Reflections from Ethiopia. *International Journal of Research in Social Sciences and Humanities*, 10(1), 356–370. <https://doi.org/10.37648/ijrssh.v10i01.037>
- Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed.). Teachers College Press.
- Pasha, N. A., Oktavianti, I. N., & Muslim, M. (2025). Representation of peace values in an Indonesian EFL textbook: A critical discourse analysis. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 10(1), 185–205. <https://doi.org/10.21093/ijeltal>
- Pilan, I., Prévot, L., Buschmeier, H., & Lison, P. (2024). Conversational feedback in scripted versus spontaneous dialogues: A comparative analysis. *Proceedings of the 25th Annual Meeting of the Special Interest Group on Discourse and Dialogue*, 440–457. <https://doi.org/10.18653/v1/2024.sigdial-1.38>
- Purnomo, A., Alamiyah, S. S., Suratnoaji, C., & Juwito. (2022). Semiotic analysis of multiculturalism representation on child characters in the film “Cuties.” *JOSAR (Journal of Students Academic Research)*, 7(1), 67–85. <https://doi.org/10.35457/josar.v8i1.2122>
- Puskurmer. (2021). *Modul Profil Pelajar Pancasila: Dimensi Berakhlak Mulia*. Kementerian Pendidikan dan Kebudayaan.
- Raharja, B. J., & Ghozali, I. (2020). Discourse analysis on teacher-students interaction pattern of English teaching learning process. In *Journal of Applied Linguistics, Translation, and Literature* (Vol. 1, Issue 1).
- Santoso, D. A., Haryadi, R. N., Poetri, M. S., Rifai, I., & Sunarsi, D. (n.d.). Semiotics analysis of human value in the film “The Giver.” *Jurnal Sinestesia*, 13(1). <https://sinestesia.pustaka.my.id/journal/article/view/331>
- Sitio, I. T., Sinar, T. S., & Rangkuti, R. (2023). Textbooks as value-laden: A critical discourse analysis of moral values in Indonesian. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 8(2). <https://doi.org/10.21093/ijeltal>
- Stubbs, M. (1983). *Discourse analysis: The sociolinguistic analysis of natural language*. University of Chicago Press.
- Suryani, L. (2020). Integrating character education in literature teaching. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8(1), 45–52.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press. <https://doi.org/10.1017/S0272263100011773>

- Tannen, D., Hamilton, H. E., & Schiffrin, D. (Eds.). (2015). *The handbook of discourse analysis* (2nd ed., Vol. 1). Wiley Blackwell.
- Tilaar, H. A. R. (2002). *Perubahan sosial dan pendidikan*. Grasindo.
- van Dijk, T. A. (2008). *Discourse and Power*. Macmillan Education UK.
<https://doi.org/10.1007/978-1-137-07299-3>
- Widodo, H.P. (2018) A Critical Micro-Semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook. In: Widodo, H.P., Perfecto, M.R., Canh, L.V. and Buripakdi, A., Eds., *Situating Moral and Cultural Values in ELT Materials: The Southeast Asian Context*, Springer, Cham, 131-152. https://doi.org/10.1007/978-3-319-63677-1_8