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CONTENTS

		Page Number
	Editors of MIRCELE Online 2020	3
	ACADEMICS / TEACHER EDUCATOR	
1	**Leveraging on TED talks videos in developing students' public speaking skills.** *Noraini Said & Khong See Moi* **e-Poster**	9 13
2	**Game-based teaching in a remote classroom – A gateway to teachers' professional development.** *Revathi Viswanathan* **e-Poster**	14 17
3	**The Influence of ESL Learners' Learning Styles toward Online Game-based Learning Acceptance.** *Surindar Kaur A/P Gurmukh Singh* **e-Poster**	18 21
4	**An analysis of situational motivation among visual and performing arts undergraduates during their development of the macro English language skills** *R.M. Sumudu Nisala Embogama* **e-Poster**	24 28
	TEACHER	
5	**Blended learning through Google Search Engine, Google Classroom and Telegram Application in enhancing writing skills amongst Form Six students.** *Aishah Hj. Othman* **e-Poster**	29 32
6	**AuLStra: Teaching on the Go, Learning on the Cloud.** *Chin Da A/P Bun Tiang* **e-Poster**	33 36
7	**Impact and effectiveness of CEFR in fostering critical thinking and communication skills through PBL** *Chok Sze Jin* **e-Poster**	37 40
8	**Hands on visual and 4Cs' to increase the proficiency level of prepositions by using handphone applications.** *Deebamalar A/P Pandi* **e-Poster**	41 45

9 **E-PALS: Alternative to pen-pals activity.** 46
Hazwan bin Hamdan
e-Poster 49

10 **The use of Process-based approach to enhance descriptive writing in ESL secondary classroom.** 50
Hii Wei Wei
e-Poster 53

11 **Globetrotting: I need a Seoul mate.** 54
Ho Jia Yiing
e-Poster 56

12 **Improving writing skills through stages – Oriented reading project.** 57
Mohana Ram Murugiah
e-Poster 60

13 **Using SiWri Kit to help level two pupils write simple sentences in five basic sentence patterns.** 61
Nashiha binti Mad Jais & Mohamad Afiq bin Johari
e-Poster 65

14 **Foodies project: Lockdown trending and real-life tasks improve pupils' communicative skills in English.** 66
Nurul Salina binti Abdul
e-Poster 69

15 **The effectiveness of Google classroom in secondary school for lessons during movement control order.** 70
Ong Ma Vin
e-Poster 73

16 **Enhancing knowledge retention through reflective journal: Kolb's experiential learning cycle in a *Kampung* primary school.** 74
Shazlin Elaiza binti Lazim
e-Poster 77

17 **Bun+Moji Attack through videos to improve the confidence in speaking.** 78
Savina A/P A.Saiman
e-Poster 84

18 **The use of Plickers QR smart ring: As a formative assessment in English language education.** 85
Shee Yuen Ling
e-Poster 92

19 **Improving ESL learners' spelling through WITS strategy** 93
Khong See Moi, Noraini Said
e-Poster 96

20 **Get into the game: Experiences of students on using online games in vocabulary learning** 97
Cherryl Campos
e-poster 101

STUDENT TEACHER

19 **The use of interactive learning tools in promoting independent learning among young learners.** 102
Adelaide Woo & Lim Seong Pek
e-Poster 105

20 **The use of ICT tools as part of 21st Century Education among pre-service teachers.** 106
Farah Hannan binti Mohamad Zamri & Ho Theen Theen
e-Poster 110

21 **Teaching English in rural schools: Preparations, expectations, and challenges.** 111
Shurren Nathan & Sumathi Renganathan
e-Poster 113

22 **Using English speaking activities to encourage 21st century learning skills.** 114
Thashalini Sanjilatheeban & Sumathi Renganathan
e-Poster 117

23 **Learners' motivation in English language learning through analogue gamification in local primary schools.** 118
Yugeshineey Subba Rao & Rita Wong Mee Mee
e-Poster 121

24 **Teacher-trainees' experiences and challenges in using language games to teach English.** 122
Yuuvatra Mani Selvan & Sumathi Renganathan
e-Poster 124

26 **The integration of ICT in the teaching and learning process for the L2 learners** 125
Violeta N. Basca
e-poster 127

PHD

25 **Facilitating the educator in reading and studying Malaysian literature in English through co-construction in meaning using digital ethnography.** 128
Kalai Vaani Rajandram
e-Poster 134

26 **Written languaging effects of written corrective feedback on low proficiency L2 learners' writing accuracy.** 135
Sabariah Abd Rahim
e-Poster 138

27 **It is worked /wɜrkt/ not /wɔrkɪd/ RMCR to Pronounce Lexical Stress Right!** 139
Samah Yaslam Saleh Baagbah
e-Poster 143

28 **An empirical study of ESP learners' experiences using Edmodo in a virtual community of practice** 144
Jayanthi Muniandy
e-Poster 149

29 **The effect of graphic organizers and instructional scaffolding on argumentative writing performance among TESL undergraduates** 150
Jayasri Lingaiah
e-Poster 155

MASTER

30 **Developing and assessing oral fluency through self-assessment, peer assessment and reflective practices using VLOG portfolio in an ESL classroom.** 156
Muhammad Asyraf Shuib & Lilliati Ismail
e-Poster 161

31 **Learning to spell among primary school ESL pupils using Google classroom** 162
Emily Lau Yen Yen & Maslawati Mohamad
e-Poster 167

32 **The use of Multisensory techniques for a Malaysian child with Dyslexia.** 168
Harmit Kaur & Chew Shin Yi
e-Poster 172

33 **Aesthetic reading of English literature component texts through reader response activities.** 173
Mohamad Iadid Ashrai Bin Hassannudin & Ravichandran Vengadasamy
e-Poster 178

34 **Effect of creative pedagogy-based workbook on students' language proficiency.** 179
Djet Mae T. Jao
e-Poster 182

35 **Investigating mentor teachers' roles in mentoring pre-service teachers in the Malaysian context.** 183
Phang Biao Li
e-Poster 187

36 **Exploring the potential of massively multiplayer online role-playing games as a means of acquiring vocabulary for ESL learners.** 188
Rino Shafierul Azizie bin Shahrir Raghbir & Ng Lee Luan
e-Poster 191

37 **Web-based applications supporting English language education for learners with Dyslexia: An evaluative toolkit** 192
Saima Khan
e-Poster 197

38 **Attributes of a good teacher: as perceived by digital media design undergraduates and teachers.** 198
Tan Chin Seng
e-Poster 202

39 **Direct and indirect written corrective feedback amongst ESL learners: a Malaysian tertiary context** 203
Tang Tuck Mun
e-Poster 208

40 **The effects of simulation towards English verbal communication skills of coaching program students** 209
Tang Tsiao Yin & Nor Safinas binti Raja Harun
e-Poster 214

41 **Biodata of authors** 216

10th MELTA International Conference in English Language Education. 7 November 2020.
ACADEMICS/TEACHER EDUCATOR CATEGORY

LEVERAGING ON TED TALKS VIDEOS IN DEVELOPING STUDENTS' PUBLIC SPEAKING SKILLS

Noraini Said & Khong See Moi

Abstract

This case study attempted to explore the affordances of TED talks video in improving students' public speaking performance. This study also highlighted the role of TED talk videos in providing authentic models for public speaking. 30 college students were involved, where they watched and analysed at least 10 videos over a course of a month. Qualitative data were obtained from multiple sources. Questionnaires mainly consisting open-ended items on students' perceptions towards the importance and usefulness of TED talk videos and their perceived speaking ability were distributed. Apart from that, qualitative data were gleaned from instructors' notes on students' public speaking performance before and after the intervention of TED talk videos, classroom observation and focus group discussion. Findings showed that students perceived TED talk videos as important and useful especially in boosting their confidence, engaging audience, using appropriate language, and organizing their speech. Instructors' observation also supported the findings as the students appeared to be more at ease by employing appropriate gesture when they delivered their speeches. They also seemed to improve especially in stage manner and engaging with audience by maintaining eye contact and using personal anecdotes.

Key Words

TED talks videos, public speaking, case study

Background of Study

Malaysian University English Test (MUET) is a formally taught subject at all form six colleges in Malaysia to prepare students for their university admission. Eight periods per week are dedicated to preparing students for the test based on the four language skills: listening, speaking, reading, and writing. At form 6 colleges, it is a common practice to have a dedicated lesson for each skill. Speaking lesson would usually focus on the students' speaking skills by asking them to practice appropriate language. Public speaking is regarded as an important task especially in gauging students' mastery of the language. However, public speaking is no easy feat as there are a lot of variables that may affect performance such as language issues and lack of confidence (D'Silva, 2019). Recent literature on public speaking has highlighted how Technology, Entertainment, and Design (TED) talk videos can be used as teaching and learning resources (Farid, 2019; Leopold, 2016; Salem, 2019). TED talks videos are available online and range from 3 to 18 minutes, and they generally deal with one's life experiences and anecdotes where people talk about their own start-ups, inventions, and life experiences. Karunakar (2019) conceded that the use of videos as a teaching-learning tool for English language learning is gaining momentum due to their appeal to learners due to the auditory narrative and visual presence.

Statement of Problem

There are several studies that have proven the effectiveness of videos in English language learning (Farid, 2019; Leopold, 2016; Salem, 2019). Farid (2019) in his mixed-method study for instance has highlighted the role of TED talks in sharing speakers' experience and giving motivation to the audiences since 1984. His findings showed that students' public speaking skills greatly improved after students gained motivation and confidence from watching the videos. Leopold (2016) created an immersive language environment using TED talk videos which serve as dynamic speech models for her 58 students. The students listened to several TED speeches and identified techniques for public speaking, which later were applied to their own speeches. Leopold (2016) attributed the students' improvement to TED talks as they energized or relaxed students for the learning exercise. They promote affability, and decrease anxiety and tension, thus providing a conducive atmosphere for English language production. Salem (2019) conducted an experimental study which studied the effectiveness of TED talks on public speaking skills among students. The results showed that students' presentation skills and vocabulary uptake/retention levels were improved. He also discovered that the experimental group are more enthusiastic, energetic, and motivated to give excellent presentations as they became more confident since they were not anxious during the performance. Despite this positive outlook on the use of TED talks in improving students' public skills, not much has been researched in the local context, especially involving MUET candidates at public schools nor tertiary education. TED talks videos offer advantages as a learning tool due to the 'Internet' generation which mainly made up of students nowadays. They are constantly surfing various sites, watching videos, playing virtual games and are also very active on social media.

Significance of Study

The study can provide insights into how instructors can expand their selection of teaching and learning resources in order to improve students' language skills. This study in particular, focuses on using curated TED talks videos which are free and readily accessible to serve as models for public speaking activities. This study also highlights the needs for teachers to critically evaluate the teaching resources in order to benefit the students, especially in engaging students for meaningful learning.

Research Questions

1. What are college students' perceptions towards TED-ed talks videos?
2. How do college students perceive their speaking performance before and after watching TED talk videos?
3. How do TED-ed talks videos help college students in public speaking?

Method

Participants were 29 college students of heterogenous proficiency level. The study started at the beginning of this year and lasted for a month. Students watched specially curated TED-ed talks videos on general themes for four weeks. The teachers used guidelines in selecting the videos such as the level of difficulty in understanding the talk, the vocabulary used, the average number of words per minute, the accent of the speaker, and the cultural context. Students were instructed to watch closely the body language, visual aids used, eye contact, speakers' pose, organization of ideas, and speakers' techniques to appeal to the audience. Critical discussion on the content and the speakers' delivery techniques of speeches was also conducted during the class. After a month, students were asked to do public speaking performance which was evaluated by the teachers. Prior to this, a speaking task was done last earlier which served as comparison in terms of students' performance and teachers' observation.

For this study, multiple qualitative data sources were obtained to answer the research questions. Questionnaires mainly consisted of open-ended items on students' perceptions towards the importance and usefulness of TED talk videos and their perceived speaking ability was distributed. Qualitative data were also gleaned from instructors' notes on students' public speaking performance before and after the intervention of TED talk videos, classroom observation and focus group discussion. All data were qualitatively analysed using thematic analysis.

Findings and Discussion

i. What are students' perceptions towards TED talks videos?

All students seem to hold favourable attitudes towards TED talks videos that they watched during the study based on the number of mentions in their responses. They used words such as useful (23), educational (17), entertaining (15), inspiring (14), and relevant (9) in describing their general view of the videos. From the teachers' observation, students seemed to be more enthusiastic and more prepared for the speaking lessons when the videos were played. Some were also seen to play the videos on their phones when they did not have a clear view of the videos on the projected screen. Past studies also show similar pattern where students hold positive attitudes towards the use of TED talks in language classroom (Farid, 2019; Salem, 2019).

ii. How do students perceive their speaking performance before and after watching TED talk videos?

Based on the rating item in the questionnaire, students generally rated their speaking skills at a higher level after learning from the TED talks videos. Before the intervention, most students rated their skills as average (11) and fair (9). After the intervention, findings indicated a higher number of students who rated their skills as fair (15) and good (10). Findings also indicated that none of the students viewed their speaking skill as poor at the end of the study. Nevertheless, the number of students who viewed their speaking skill as excellent remained low (2). A number of studies also cited similar findings in which students felt that their skills have improved after the intervention of TED talks (Farid, 2019; Karunakar, 2019; Leopold, 2016; Salem, 2019). They attributed the change in students' perception of ability to the boost of confidence that the students felt when/after accomplishing the task compared to their previous attempts/experiences.

iii. How do TED-ed talks videos help students in public speaking?

Based on students' responses, they stated that watching the videos made them feel confident. During the focus group discussion, they explained that they were struck at how at ease and sincere the speakers were, and how simple public speaking could be. The students also felt confident because they did not have to worry about accent or grammar errors as long as they could convey their message. Apart from that, students were also drawn to how the speakers engaged with audience by using personal anecdotes, having two-way communication with the audience, using appropriate gesture and stage manner. Teachers' observation also confirmed that students appeared to be relaxed on the stage by taking their time to deliver their speeches. They also interacted with the audience by asking relevant questions and maintaining eye contact. In terms of the speech, the videos taught them on how to organize their speeches and using appropriate language. The findings are consistent with Farid (2019), Karunakar (2019), Leopold (2016) and Salem (2019). The studies highlighted how TED talks improved students' confidence and served as authentic speech models for students to adopt in their speaking task.

Limitations

This study has potential limitations. As it was restricted to a class, the sample size is too small to yield more significant data. Another is the fact that this study was conducted within a considerably short time. Better and more descriptive results could be yielded if more students were recruited, and the time to be extended. Apart from that, the findings are also subject to the teachers' and students' bias towards the new intervention of TED talk videos.

Conclusion

The findings lend a strong support to the use of TED talk videos as teaching and learning resources in the language classroom, especially in speaking lessons. The advantages of TED talk videos which function as authentic and meaningful objects in providing students real examples for public speaking should not be missed, especially by language teachers. In addition, students' high confidence after the mediation of TED talk videos can induce and promote more positive and rich language classroom, which eventually would contribute to the students' success as proficient language learners.

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Leveraging on TED Talks Videos in Developing Students' Public Speaking Skills

Noraini Said[1] & Khong See Moi[2]
[1]*Universiti Malaysia Sabah* & [2]*Kolej Tingkatan 6 Tawau*

Abstract

This case study attempted to explore the affordances of TED talks video in improving students' public speaking performance. This study also highlighted the role of TED talk videos in providing authentic models for public speaking. 30 college students were involved, where they watched and analysed at least 10 videos over a course of a month. Qualitative data were obtained from multiple sources. Questionnaires mainly consisting open-ended items on students' perceptions towards the importance and usefulness of TED talk videos and their perceived speaking ability were distributed. Apart from that, qualitative data were gleaned from instructors' notes on students' public speaking performance before and after the intervention of TED talk videos, classroom observation and focus group discussion. Findings showed that students perceived TED talk videos as important and useful especially in boosting their confidence, engaging audience, using appropriate language, and organizing their speech. Instructors' observation also supported the findings as the students appeared to be more at ease by employing appropriate gesture when they delivered their speeches. They also seemed to improve especially in stage manner and engaging with audience by maintaining eye contact and using personal anecdotes.

Keywords: TED talks, public speaking, case study

Support for the Use of TED talks for Public Speaking

- Farid (2019; Karunakar (2019)
- Leopold (2016) Salem (2019)

Research Questions	Data Sources	Findings
What are college students' perceptions of TED-ed talks videos?	Questionnaire (open-ended) Teachers' observation	Positive outlook- useful (23), educational (17), entertaining (15), inspiring (14), and relevant (9) - Engagement in speaking lessons
How do college students perceive their speaking performance before and after watching TED talk videos?	Questionnaire (open-ended) – 1 rating item Focus Group Discussion	Improved perceived skills. 25 students rated their skills better than the previous task/ performance.
How do TED-ed talks videos help college students in public speaking?	Teachers' observation & evaluation Focus group discussion	Boost confidence on stage. Less worried about errors and audience. Better audience engagement. Teachers observed students to be more at ease.

Implications

- Teachers can expand their selection of teaching and learning resources by using curated TED talks videos
- Teachers to critically evaluate the teaching resources in order to benefit the students, especially in engaging students for meaningful learning.

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ACADEMICS/TEACHER EDUCATOR CATEGORY

GAME-BASED TEACHING IN A REMOTE CLASSROOM – A GATEWAY TO TEACHERS' PROFESSIONAL DEVELOPMENT

Revathi Viswanathan

Abstract

Teachers, who teach in remote classrooms, have a lot of scope to develop their professional skills by designing game-based tasks using digital tools. This poster presentation would discuss the outcome of the teacher training offered through an online course in using a few tools like Nearpod, Kahoot and Flipgrid. Teachers were given hands-on experience in using those tools and were encouraged to share their game-based tasks that exhibited their effective use of each one of them. After the completion of the four-week training, teachers shared their learning experience as part of the course evaluation survey.

Key Words

Gamification, Digital tools, Teacher Training, Online teaching

Background of Study

Students of this digital era look for a learning experience that is flexible, interesting and challenging. In the meantime, teachers, who handle remote classes, most often complain about students' lack of participation in online learning and their reluctance to complete assignments on time. This necessitates teachers to equip their professional skills in using gamification strategies, in order to address the above-stated issues. Considering the aspect of professional development, teachers generally believe that conference or workshop participation and learning an online course would help them to enhance their skills. However, it is observed that teachers are rarely trained in game-based teaching through an online platform like Moodle. Similarly, most of them are yet to get exposed to the use of digital tools for designing game-based tasks. Hence, it was decided to offer a four-week course that focuses on training teachers in using a few digital tools, which in turn would facilitate students' active participation in learning.

Statement of Problem

With the outbreak of the current pandemic, teachers have to be specially trained in using digital tools to address students' needs and offer game-based teaching in a remote class. In a research study conducted by Mese and Dursun (2019), the researchers have used gamification elements such as giving instructions, progress bar, badge, level, experience point, leaderboard, award and restrictions of activities, and reviewed their effectiveness in the blended learning environments. Alsawaier (2017) has mentioned in his research study that the gamification elements present in activities would kindle the motivation level of students. However, no research has been done so far on the effectiveness of training teachers online in using digital gamification tools and developing teachers' professional skills. Thus, the current researcher has taken the effort to train teachers in using Nearpod, Kahoot and Flipgrid for designing game-based activities. It was hoped that teachers would be able to provide

flexibility in learning a chosen topic to students. In addition to this, teachers would be able to exhibit their professional expertise in using gamification strategies.

Significance of Study

The research is based on the online training given to teachers (who do remote teaching) in using digital gamification tools such as Nearpod, Kahoot and Flipgrid, as part of professional development activity. The four-week online training aimed to help the teachers in designing gamified tasks for facilitating learning among students. Teachers' responses about the course indicated the need for integrating the use of technology in teaching to increase students' interest in learning, particularly in remote teaching contexts.

Research Questions

The action research was conducted to find answers to the following research questions.

1. How far does an online training help teachers to use digital tools?
2. How can digital technology be used to offer a varied learning experience to tertiary level students?
3. Does training teachers in using gamification strategies offer scope for teachers' professional development?

Method

The research focused on developing teachers' professional skills through a four-week course and training by using the Moodle platform. The samples were practicing teachers, who were doing remote teaching. The main objective was to train teachers in using a few digital tools and designing gamified tasks for tertiary level students' active participation in learning. Teachers were given hands-on experience in using the tools, such as, Nearpod, Kahoot and Flipgrid and were asked to submit their gamified tasks prepared by using those tools. After the completion of the four-week training, teachers were asked to give their evaluation about the knowledge they had gained. The data collected from the assignments submitted by teachers in the Moodle and their reviews (about the efficacy of training) in the Google form were then analysed.

Findings and Discussion

The purpose of developing teachers' professional skills was to help them address the learning needs of their students in a remote classroom. The analysis of teachers' assignments showed that they could use the digital tools and prepare gamified tasks for teaching not only in English language but also science subjects. Similarly, their reviews (in the Google form) indicated that the online training had exposed them to the new gamification tools like Nearpod, Kahoot, and Flipgrid and given them the confidence in offering a fruitful learning experience to their students. Thus, this study has shown the prospects of training teachers using the online platform, Moodle and enhancing their teaching skills. It is worthwhile to mention that the hands-on experience in using the tools has demonstrated the possibility of integrating technological tools in remote teaching.

Limitations

This study could only be done with seven teachers, who had the inclination to do an online course and develop their professional skills. Similarly, with the growing stress of adapting to a new teaching scenario, teachers could not attend all Zoom meetings that were conducted periodically for the online course participants to discuss their ongoing experience in using digital tools.

Conclusion

The active learning of the teacher participants indicated that the online training had enhanced their use of new technology in their teaching. The study has highlighted the need for introducing various digital tools to teachers for them to use as teaching platforms and to encourage collaborative learning among students. It is hoped that future research studies can focus on offering online training in language skills to students (by using the Moodle platform) and evaluate the effectiveness of using gamification strategies with students. It is believed that such studies would help teachers understand the extent to which students practice the target language skills even in a remote classroom with the help of new digital tools.

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Game-Based Teaching in a Remote Classroom- A Gateway to Teachers' Professional Development

10th MELTA International Conference in English Language Education.
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ACADEMICS/TEACHER EDUCATOR CATEGORY

THE INFLUENCE OF ESL LEARNERS' LEARNING STYLES TOWARD ONLINE GAME-BASED LEARNING ACCEPTANCE

Surindar Kaur A/P Gurmukh Singh

Abstract

The paradigm shift from the conventional chalk and board teaching to the innovative 21st century teaching requires educators to adopt new teaching methods to cater to the learners' needs. Learners who are more technology savvy today look for fun learning that could evoke their enthusiasm. Hence, this study attempts to investigate how learners learning style influence their perception towards online game-based learning acceptance. Technology Acceptance Model (TAM) is employed. Perceived usefulness and perceived ease of use from the model serve as the mediating variables in strengthening the analysis. This study employs a questionnaire adopted from Selmes Learning Style Inventory comprising deep learning, surface learning, well organised learning, diligent learning and motivational learning, targeting 240 undergraduate students from a private higher education institution in the northern region. Data obtained was analysed using Partial Least Square- Structural Equation Modelling (PLS-SEM) version 3.0. The expected outcome aims to enhance ESL learners' acceptance towards game-based learning according to their learning styles. This study provides insights to 21st century educators when preparing teaching materials based on the learners' game-based learning acceptance so as to produce better learners.

Key Words

Selmes Learning Style Inventory, Technology Acceptance Model (TAM), perceived usefulness, perceived ease of use, Game-based learning Acceptance

Background of Study

The rapid expansion of new technologies, further necessitated by the current pandemic, has propelled the need for online game-based learning acceptance that will not only ensure ESL learners with different learning styles are able to learn the language better, but also enhance English proficiency as suggested by Kamsin (2005) that the infusion of technology in learning gives positive effect to learners. With evolving technology, online learning has become easily accessible across the globe. Technology establishes a new platform for language learning known as gamification, a term coined by Nick Pelling in 2002 (Pelling, 2011), defined as the use of game design elements in non-game contexts (Deterding et al., 2011) when teaching. The perceived ease of use and perceived usefulness based on the Technology Acceptance Model are key factors in understanding computer use behaviours. Perceived usefulness (PU) and perceived ease of use (PEU) are defined as "the degree to which a person believes that using a particular system would enhance his or her job performance" and "the degree to which a person believes that using a particular system would be free from effort" (Davis,1989). Marangunic and Granic (2015) believe that those can directly or indirectly describe the outcomes. However, in a recent survey carried out at this private higher education institution found that only 30 percent of learners are keen to continue with online game-based learning for coming semesters despite it being known as a popular method where studies by Liu & Chen (2013), Wang & Lieberoth (2016), and Bakan & Bakan (2018) focuses on its positive effects on learners.

Statement of Problem

Game like elements are often infused in learning and teaching for the purpose of encouraging learners' participation. It is a popular method whereby most research focuses on its positive effects such as student performance, motivation and engagement of learners (Liu & Chen, 2013, Wang & Lieberoth, 2016, Bakan & Bakan, 2018). There is limited research which investigates the relationship between different learning styles and the varied perception to the use of online educational games during lecture. This could produce better 21st century learners who are able to move away from the conventional chalk and board learning.

Significance of Study

The findings are expected to provide policy makers the insights of learners different learning styles influencing their perception towards accepting educational online game-based learning that would in return enable learners to learn in a light and nonthreatening environment as suggested by Cho & Krashen, 2001; Elley, 1991; Rodrigo, 2011. Moreover, educational researchers have pointed out several features of online educational games that allow them to be used as learning tools. For example, games are engaging (Dickey, 2005) and motivating (Prensky, 2003). They also provide a lot of experiences (Arena and Schwartz, 2013) and an excellent feedback on performances (Shute, 2011). Finally, games support very well the learner centred education (Gee, 2005). The advantage of a broad range of online educational games platforms is that they foster their learners learning through fun learning. This is then expected to improve the English language mastery among learners.

Research Questions

1. What are the student learning styles based on Selmes Learning Inventory?
2. Is there any significant influence between student learning style and perceived usefulness on the game-based learning platform?
3. Is there any significant influence between student learning style and perceived ease of use on the game-based learning platform?
4. Is there any significant influence between student learning style and perception towards online game-based learning acceptance mediated by perceived usefulness and perceived ease of use?

Method

This quantitative study employed Technology Acceptance Model (TAM) and Selmes Learning Inventory to develop the questionnaire. Questionnaire was distributed to the undergraduate students across fields of study in a private higher institution in a northern state. This private institution was selected as the research location due to the large number of undergraduate students compared to other private institutions. There were 240 respondents from science and social science streams. Data obtained from the completed questionnaire will be inputted into the excel sheet. Thereafter, as PLS-SEM is considered the most suitable tool for making predictions and exploratory modelling such as in this study, data was later exported to the PLS-SEM software version 3.0 to generate descriptive and inferential analysis.

Findings and Discussion

Out of the five learning styles categorised by Selmes (1987) which are deep learning, surface learning, well organised learning, diligent learning and motivational learning, only (i) deep learning style has significant effect on the perceived usefulness of online educational game-based platform at 0.05 significance level, and (ii) diligent learning style has significant effect on the perceived ease of use on online educational game-based platform.

There are significant indirect effects between diligent learning style on perceived ease of use on online educational game-based learning acceptance and perceived ease of use on the students' learning acceptance via online educational game-based platforms. Thus, the influence of diligent learning style on the students' learning acceptance via online educational game-based platform is mediated by perceived ease of use.

Limitations

The findings cannot be generalized to the whole population of local learners without future work. Comparative studies between the different private and public higher learning institutions could be carried out to substantiate that there is an evidence of homogeneous generalization in this research.

Conclusion

Based on the results, it can be concluded that students have deep and diligent learning styles. It is also clear that perceived usefulness and perceived ease of use do influence the learners with deep and diligent learning styles on their perception towards online game-based learning acceptance. Implications of this study indicate that students with deep and diligent learning style are interested and motivated to learn via online educational game-based platforms such as Kahoot, and Zuvio. This will enable English language learners to engage with fun and interactive learning, thus improving their English language proficiency.

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The Influence of ESL Learners' Learning Styles toward Online Game-based Learning Acceptance

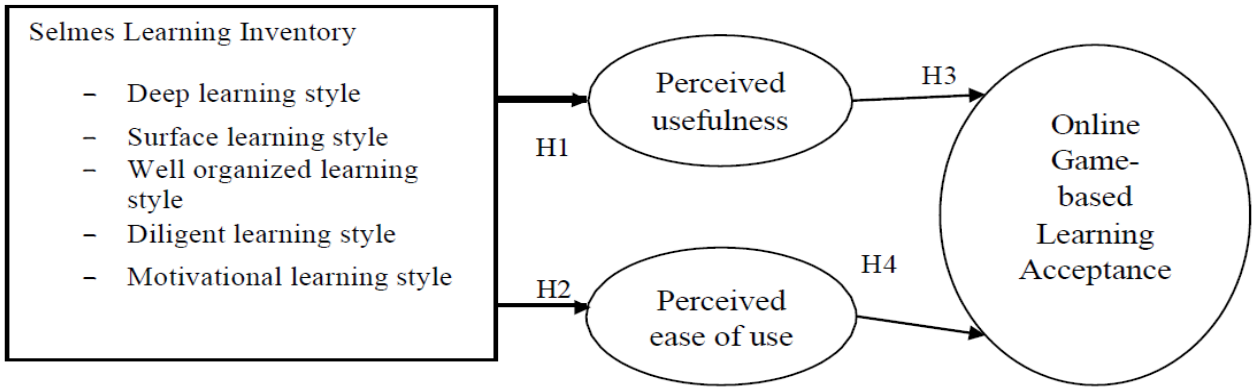
Background of Study

In a survey during the current pandemic, only 30 percent learners prefer online game-based learning as opposed to face-to-face learning.

Significance of Study

- expected to provide policy makers the insights of learners different learning styles influencing their perception towards accepting educational online game-based learning that would in return enable learners to learn in a light and nonthreatening environment as suggested by Cho & Krashen, 2001; Elley, 1991; Rodrigo, 2011 hence improve English language mastery among learners.

Research Framework



Hypotheses

H1: Student learning style will influence the perceived usefulness
H2: Student learning style will influence the perceived ease of use
H3: Student learning style will influence the behavioural intentional to learn via online game-based learning mediated by perceived usefulness
H4: Student learning style will influence the behavioural intentional to learn via online game-based learning mediated by perceived ease of use

Method

Instrument: Technology Acceptance Model (TAM) and Selmes Learning Inventory questionnaire. **Respondents:** 240 undergraduate arts and social science stream students from a private institution. **Data analysis procedure:** PLS-SEM software version 3.0 is used to generate inferential analysis.

Results and Discussions

The proposed model has a good fit by the sample data set as the Standardized Root Mean Square (SRMR) of the estimated model is 0.066 > 0.008 (Henseler et al., 2016).

	Findings	Interpretation
Convergent Validity	Cronback's α, Dijkstra-Henseler's rho, composite reliability and Average Variance Extracted (AVE) for all the latent constructs of the proposed model are 0.7 or more variance inflation factor (VIF) computed among indicators in each model construct	the scales used in all the model constructs have a good convergent validity indicating that all constructs are related there are no critical collinearity problems in the proposed model as all VIF values < 5 (Hair et al., 2018)
Discriminant Validity	as diagonal elements are larger than off-diagonal elements in Fornell-Larcker criterion analysis and Heterotrait-monotrait ratios (HTMT) between two constructs are <0.9	all constructs in the proposed model have satisfactory discriminant validity (Hair et al., 2016) hence all variables are unrelated
Path coefficients between latent variables	at 0.05 significance level	only deep learning style has significant effect on the PU of online game-based learning acceptance only diligent learning style has significant effect on the PEU on online game-based learning acceptance
Mediating effect	There are significant indirect effects between diligent learning style on PEU on online game-based learning acceptance, and PEU on online game-based learning acceptance	the influence of diligent learning style on the students' learning acceptance via online educational game-based learning is mediated by PEU.

Conclusion

- Students have deep and diligent learning styles.
- PU and PEU influence students' perception with deep and diligent learning styles on their perception towards online game-based learning acceptance.

Implications indicate that students with deep and diligent learning style are interested and motivated to learn via online game-based platforms such as Kahoot and Zuvio that will enable English language learners to engage with fun and interactive learning, thus improving their English language proficiency.

10th MELTA International Conference in English Language Education.
7 November 2020.
ACADEMICS/TEACHER EDUCATOR CATEGORY

AN ANALYSIS OF SITUATIONAL MOTIVATION AMONG VISUAL AND PERFORMING ARTS UNDERGRADUATES DURING THEIR DEVELOPMENT OF THE MACRO ENGLISH LANGUAGE SKILLS

R. M. Sumudu Nisala Embogama

Abstract
This study considered the extent of the situational motivation levels that three sets of undergraduates experienced in relation to the development of English as a Second Language. Using the theoretical premises stipulated in the Self-Determination theory, a comparative analysis of the L2 intrinsic and extrinsic motivation levels, and amotivation levels of visual arts, music, and dance students was conducted using the qualitative research approach. By means of the stratified random sampling method, 150 participants were selected and the Situational Motivation Scale (SIMS) was deployed to the participants during their engagement with language learning activities involving the development of the four macro language skills. The research findings indicate that there are notable variations in the mean scores generated with regard to the motivation levels displayed by the undergraduates following the visual arts degree programme as opposed to those engaged in completing the performing arts degree since higher scores were generated by the latter groups. Moreover, all three groups displayed high levels of situational motivation levels during their engagement with the speaking activity, and intrinsic motivation was the most prevalent type among the groups. The study findings reveal that learners' field of study can affect the drive to acquire ESL.

Keywords

English as a Second Language, situational motivation, performing arts, visual arts

Background to the study

Being the official second language used extensively in professional and tertiary educational contexts, the English language has been attributed a significant place in Sri Lanka. Consequently, the teaching of English as a second language (ESL) has been prioritized in the Sri Lankan education sector by virtue of its value in social, educational, economic and political contexts. In this study, the self-determination theory, propagated by Deci and Ryan (1985), is used as the theoretical framework in which the research is based. This theory posits that there are two main types of positive motivation -intrinsic and extrinsic- and that they both are powerful forces in shaping who we are and how we behave (Deci & Ryan, 2008). Conversely, the presence of amotivation reveals the lack of interest in performing an activity; in this case, that of acquiring the target language (TL).

Statement of Problem

In the field of education, an uncontestable premise that has been validated through numerous studies is the fact that learner motivation has a crucial role to play during the processes of knowledge acquisition. Although second language (L2) motivation is a crucial factor for the

development of a target language, very few studies have focused on how learners following different subject streams experience varied levels of motivation during their engagement with the learning of ESL through the exposure to different language learning activities involving the acquisition of speaking, reading, writing and listening skills. In fact, the researcher was unable to discover any research in either the global or local settings that had studied the impact of teaching the macro language skills; namely, speaking, reading, writing and listening skills on visual and performing arts undergraduates' situational motivation levels. As such, being an ESL curricular designer and an English educator, in such a context where little research has been conducted to identify such L2 learners' drive or lack of drive for developing English skills, this study was conducted in order to find out the extent of the target populations' levels of motivation during their engagement with lessons that teach them the macro language skills.

Significance of Study

In the study, the Situational Motivation Scale (SIMS) was used as the data collection tool to determine the extent of the visual and performing arts undergraduates' experience of autonomy, feelings of competence, levels of relatedness; and the extent of disinterest they experience during their engagement with ESL learning activities. Apart from measuring the respondents' situational motivation levels, an understanding was also reached as to what skills the target population prefers learning the most when acquiring English. Knowing which language skill/s they are most inclined to learn can enable the ESL teachers to enhance their students' most volitional and high-quality forms of motivation and engagement in acquiring the ESL by focusing more on developing the aspects of language that they wish to acquire the most.

SDT considers students as active participants in fulfilling their learning needs; in addition to asserting that the contexts in which they are situated while pursuing these objectives are also capable of either promoting or discouraging them from active engagement in an activity. As such, this study reveals the dialectic between the levels of motivation of these undergraduate ESL learners and the L2 learning context, in this case, that of acquiring a second language through their engagement with activities designed for teaching the four basic language skills: reading, writing, speaking and listening.

Research Questions

Two overarching research questions were developed at the onset of the study.

1. Are their significant similarities and/or differences in the situational motivation levels among the visual arts, dance and music undergraduates during their engagement with ESL activities focusing on the development of the four macro language skills?
2. What language skill has the most capacity to generate enhanced situational motivation levels among these learners?

Method

The research was conducted at the University of the Visual and Performing Arts in Sri Lanka. Equal numbers of respondents comprising of 3 sets of first year undergraduates specializing in the field of Music, Visual Arts, and Dance & Drama were selected using the stratified sampling technique. Data were gathered from a total of 150 undergraduates. The Situational Motivation Scale (SIMS), developed by Guay, Vallerand, and Blanchard (2000), was used for the purposes of data collection as it was created based on Deci and Ryan's self-determination theory. The SIMS was deployed to the respondents on four consecutive occasions during their engagement with the different language learning activities which taught the four macro skills to each set of learners. The same activities involving the teaching of reading, listening, speaking and writing were used for the three sets of participants.

The situational motivational triggers measured were intrinsic motivation, extrinsic motivation (dichotomized as identified regulation, external regulation), and amotivation. Data

were tabulated using the Statistical Package for Social Sciences software and the generated average mean scores for each motivational subscale and the total mean scores served as tabulated data to address the research questions.

Findings and Discussion

In terms of the motivation category that was most notably present among the students, intrinsic motivation ranked first (M=5.03) followed by the undesirable motivational concept “amotivation” (M=4.92). Identified regulation and external regulation, which incidentally fall under extrinsic motivation, took on third and fourth place respectively (M=4.89, M = 3.62). High levels of intrinsic motivation indicate that the respondents experienced high degrees of relevance in doing language learning tasks in order to acquire the TL whether it is for learning English for the pleasure of the activity itself generated by an internal sense of satisfaction and enjoyment, or as a result of the awareness of reaping material benefits for accomplishing the set objectives as empowered individuals capable of making the decision to accomplish them successfully.

Nevertheless, we can note that there is a lower motivational drive triggered by external forces that seem to pressure these learners to acquire the language which may have emerged as a result of the prerequisite imposed on them whereby they must pass their first-year English examination if they are to obtain their degree. In addition, the presence of high levels of amotivation exemplifies the dilemma faced by the learners with regard to the study of English at the tertiary level since the dichotomous relationship between the increase in positive motivational concepts as opposed to amotivation levels indicates that both visual arts and performing arts students, in spite of having positive feelings about learning ESL and feeling that they enjoy learning English for its own sake, experience a certain sense of disempowerment in the process of acquiring the language.

In terms of the macro skills, the highest levels of motivation experienced by the whole study population was during the speaking activity and the lowest motivation levels triggered were during the writing activity.

Limitations

The findings of the study quantified the participants’ motivation levels; however, other variables such as age, gender, socioeconomic status, and academic and non-academic achievements were not considered. Moreover, the results of the study are time bound and context bound and generalizations should be done with precaution when relating it to other groups of ESL learners. Moreover, this research only considered the situational motivation levels of visual and performing arts undergraduates during their engagement with ESL learning tasks. Therefore, further studies need to decipher the variations in L2 motivation in relation to students’ inclination to develop the macro language skills in other fields of study.

Conclusion

The fact that students display notable amotivation levels indicate the need for the teachers to device strategies to reduce its negative presence. This can be done by attempting to lower the affective filter experienced by L2 learners so that they are less intimated during their experience of developing English skills. Extrinsic motivation can be further enhanced by making available English medium degree programmes so that there is more impetus for developing the target language.

Ultimately, the relevant educators and administrators should evaluate the impact of teaching ESL using the four skills in evidence-based approaches to secure both controlled and autonomous types of L2 learner motivation while striving to minimize the presence of amotivation which can be detrimental to during the second language acquisition process.

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An analysis of situational motivation among visual and performing arts undergraduates during their development of the macro English language skills

R. M. Sumudu Nisala Embogama
English Language Teaching Unit, University of the Visual & Performing Arts, Sri Lanka

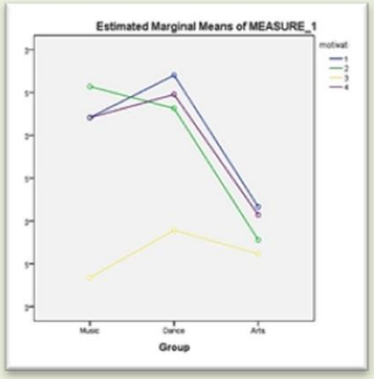
BACKGROUND

- English as a second language (ESL) has been prioritized in the Sri Lankan education sector by virtue of its value in social, educational, economic and political contexts
- L2 motivation is a crucial prerequisite for successful language acquisition
- Self-determination theory - positive motivation - intrinsic and extrinsic
- - negative motivation - amotivation
- Situational Motivation Scale (SIMS) – used to determine the extent of the visual and performing arts undergraduates' experience of autonomy, feelings of competence, levels of relatedness; and the extent of disinterest they experience during their engagement with ESL learning activities.
- Evaluate the levels of motivation to acquire a second language through the engagement with activities designed for teaching the four basic language skills: reading, writing, speaking and listening.

METHODS

- **Setting- University of the Visual and Performing Arts in Sri Lanka.**
- **Participants - 3 sets of first year undergraduates specializing in the field of Music, Visual Arts, and Dance & Drama**
- **Total number of respondents – 150**
- **Sampling method - Stratified Sampling technique.**
- **Data collection instrument -Situational Motivation Scale (SIMS)**
- **Procedure**
- **The situational motivational triggers measured were intrinsic motivation, extrinsic motivation (dichotomized as identified regulation, external regulation), and amotivation.**
- **Average mean scores for each motivational subscale and the total mean scores were generated**

1 –Intrinsic motivation
4- Amotivation
2- Identified regulation
3- External regulation



RESULTS

- Total mean scores for situational motivation:
- Intrinsic motivation (M=5.03)
- Amotivation (M=4.92)
- Identified regulation (M=4.89)
- External regulation (M=3.62)
- Higher levels of intrinsic motivation - respondents experienced high degrees of relevance in doing the language learning tasks
- Lower levels of extrinsic motivation - external forces seem to pressure these learners to acquire the language
- High levels of amotivation - lack of interest and learner autonomy experienced by the students.
- Overall, highest levels of motivation- experienced during the speaking activity
- Lowest motivation levels – experienced during the writing activity.

CONCLUSIONS

- High mean scores for intrinsic motivation and identified regulation
- Positive sign that the performing arts undergraduates are motivated to acquire ESL, for intrinsically as well as extrinsically driven reasons
- High levels of amotivation- sense of disempowerment in the process of acquiring the language.
- Learning English - just a part of their academic studies - no driving force to acquire the target language
- Minor variations in the mean scores for the motivation subscales experienced by the music and dance undergraduates
- Much lower means from the visual arts group
- Recommendations:
- Academic intervention to enhance the motivation to acquire the L2
- Gradually converting the study programmes into English medium courses
- Generate awareness of the importance of learning the L2
- Promote ubiquitous learning and empower learners.

BLENDED LEARNING THROUGH GOOGLE SEARCH ENGINE, GOOGLE CLASSROOM AND TELEGRAM APPLICATION IN ENHANCING WRITING SKILLS AMONGST FORM SIX STUDENTS

Aishah Hj Othman

Abstract

This study was aimed to evaluate the effectiveness of blended learning. Blended learning is the use of digital technology and traditional classroom instruction. The usage of Google search engine (search a sample of letter of job application and graphical curricular vitae), Google Classroom (received information) and Telegram Application (communication) were embraced by the students in order to implement the digital platform. This research was carried out among 20 Form six students of a secondary School in accomplishing task-based project which was Mock Interview (Simulation learning). The students had some difficulties in discussing, completing and submitting the project without the help of digital tools. The study focused mainly on the instrumentation of a pre-test and post-test together with a survey on collecting quantitative data including the comparison of mean from overall results. The findings suggest that the students demonstrated a significant improvement in their writing skills in terms of quality of writing.

Key Words

Blended learning, Simulation learning, Google classroom.

Introduction

Generally, the researcher constantly faces the difficulties in teaching students on how to write a curricular vitae and letter of application while completing the task-based project which is Mock Interview. Students will be confused and need a very close assistance in using a formal English Language skill when they are preparing the formal letter and graphic presentation of curricular vitae. The researcher will encounter the technical hitches whilst explaining the graphic presentation of the curricular vitae and the format of a formal letter.

The researcher continuously expands the students' learning abilities by exposing them to the usage of Google search engine, Google Classroom and Telegram Application as 'PAK 21' requires all these basic skills. Not only the teacher can become the moderator or facilitator but also the students will be at par with other pre-university students who regularly used the internet and technology as the source or medium of learning new knowledge (Blended Learning). The researcher wants to simplify the hardship of teaching English as a second language; face-to-face by implementing the usage of the internet and technology (smart phone) as the mean of teaching and learning process.

Significance of Study

This action research is based on the initiatives to improve students' writing skills in preparing the graphical presentation of curricular vitae and letter of application as part of the teaching and learning process in MUET subject unit. This task-based project is a part of enhancing the writing and speaking skills requisite for MUET writing and speaking examination later. An intervention activity is needed in order to boost students' writing skills and confidence in speaking so that they will be well prepared for their MUET examination.

Research Questions

1. To show the effectiveness of using Google search engine, Google Classroom and Telegram application in assisting the students to write and speak using English Language.
2. To guide the learners on the usage of 21 century Simulation Learning Strategy which is task-based project in teaching and learning process.
3. To evaluate the successful application of Blended Learning Strategy.

Method

Data collection is based on the pre-test and post-test procedures whereby the students had to write a letter of application before and after the intervention was carried out. The intervention activities were conducted by introducing the usage of Google search engine, Google Classroom and Telegram Application in order to complete the task-based activity. The analysis of average or mean value was carried out to compare the pre-test and post-test results. A survey with quantitative and open-ended questions were given to the students in order to know their opinion on Blended learning technique. The schedule of the research is as follows:

i Pre-test	: 2/1/2020
ii Intervention activities	: 3/1/2020-2/2/2020
ii Observation	: 2/1/2020-2/2/2020
iii Post-test	: 20/1/2020
iv Survey Questions	: 12/3/2020-13/3/2020

Findings and Discussion

The findings showed that the mean value for pre-test was 55.95 marks and mean value for post-test was 71.25 marks. There was an increment of 15.3 marks in the post-test results. None of the students got an excellent mark for pre-test but there were 6 students who scored excellent marks for post-test. The results of post-test showed that students' performance increased and they were excited to use technology as a tool of learning and source of information. With the combination of the teacher as the facilitator and technology as the secondary foundation for students' learning, learners achieved a meaningful teaching and learning process. The students also commented that by using Google search engine, Google Classroom and Telegram Application they could share ideas with friends, increase their knowledge, help to improve writing skills and grammar.

Limitations

Generally, the researcher believed that Blended Learning through task-based projects would enhance students' abilities in writing if the students render a positive response towards the teaching and learning process. There would be some pitfalls in accomplishing this type of teaching and learning strategy for instance, the lack of internet service, students' aptitude towards modern gadgets or teacher readiness towards technologies changes. However, one should try to adopt and adapt new methodologies in order to advance in teaching and improve students' interest in learning new

information. Teachers should be the facilitator and not the sole provider of information all the time.

Conclusion

The researcher supposes there will be a vast area of new teaching and learning approaches such as flipped classroom, gamification or HIP-HOP Education. The researcher is interested in adopting and adapting the teaching and learning strategies which include English language skills used in examinations and everyday authentic situations. The researcher is currently into teaching using smart phones through flipped classroom in any language skills of writing, listening, speaking or reading. The use of modern gadgets would interest the younger generation to progress.

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HAJAH AISHAH HAJI OTHMAN
M.EDU.(ELT) UUM, MALAYSIA

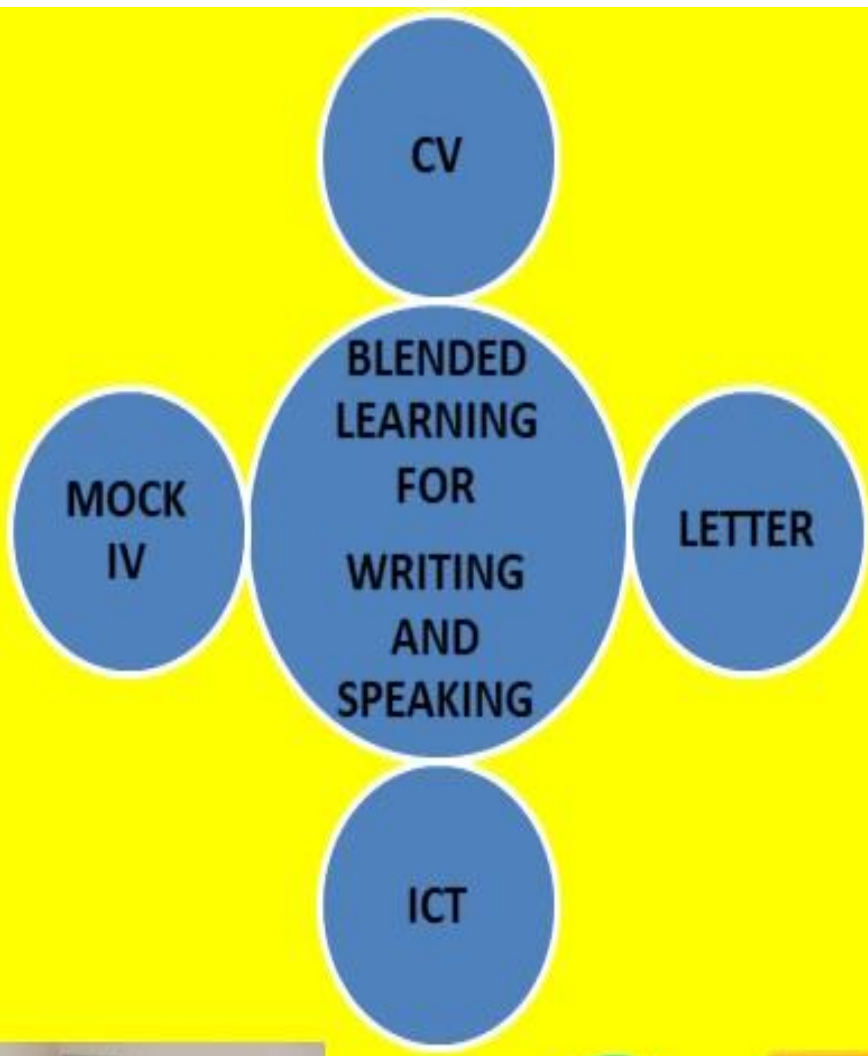
BLENDED LEARNING

Blended Learning Through Google Search Engine, Google Classroom, and Telegram Application in Enhancing Writing Skills Amongst Form Six Students

21ST CENTURY LEARNING

FOR 2020

FORM SIX CENTRE, KELADI SECONDARY SCHOOL, KULIM KEDAH MALAYSIA



Google Classroom

Google

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

AULSTRA: TEACHING ON THE GO, LEARNING ON THE CLOUD

Chin Da A/P Bun Tiang

Abstract

AuLStra is an innovation with reference to Authentic Learning Strategies (Herrington & Kervin, 2007). This innovation stems from situated learning theory, which emphasizes learning in the context of a social situation. **AuLStra** aims to provide primary school English teachers with strategies and suggested activities that can be implemented in conjunction with existing standards and frameworks. Teachers can apply **AuLStra** principles when planning instruction to support the development of writing skills among young English language learners in diverse contexts. Literacy skills are required of these learners who are usually immersed in a computer savvy world and rely on these types of technological devices for social and entertainment purposes. In order for young learners to wholly gain from digitalisation, teachers, should use technologies to innovate teaching. Teachers should do this while still maintaining a focus on excellent pedagogy (Paniagua & Istance, 2018). This resonates well with **AuLStra**, which provides strategies teachers need for their pedagogy, bearing in mind "Pedagogy is the driver, technology is the accelerator!"

Key Words

AuLStra, writing, teachers. mobile cloud computing environment, young learners

Introduction

Young learners' writing skill at the *UPSR (Ujian Pentaksiran Sekolah Rendah)* level in vernacular schools was dissatisfactory (Samuel & Bakar, 2006). This phenomenon is still widespread today. The *Pelaporan Pentaksiran Sekolah Rendah (PPSR) 2018* revealed the performance of vernacular school candidates in English language, and it is much lower than other language papers in this school type (KPM, 2018). English language is the weakest subject with 14.86% candidates scored grade A and 20.44% scored grade E compared with other subjects in term of writing. Due to the writing component, English language has been one of the most feared subjects among the *UPSR* candidates (Ien et al. 2017). Since writing in English language demands young learners to apply many cognitive and linguistic strategies of which mostly they are uncertain, young learners tend to perceive composing in English as tedious and challenging (Spanou & Zafiri, 2019). The young learners' anxiety and uncertainty caused disorganised ideas in their writing. The young learners might have ideas to compose in English language, but they find transforming the ideas into grammatically correct written form a big challenge. Thereby, these issues warrant urgent attention because the young learners are the future of our nation and English is the language of opportunity.

Significance of Study

This study will contribute to Malaysian education system in a number of ways. Firstly, the development of **AuLStra** is envisaged to add value in understanding the situation regarding authentic writing strategies and mobile cloud computing opportunities in Malaysia. Secondly, the study could assist teachers of English in utilising Google Classroom as an alternative tool for teaching and learning of writing. **AuLStra** has potentials in supporting the implementation of

'*teaching writing on the go*' in which teachers are capable of providing feedback at anytime and from anywhere. In addition, **AuLStra** also has potentials to complement the existing practices in assessing learners' writing assignment through integrated authentic assessment.

Research Questions

This study seeks to explore **AuLStra** and young learners' writing experience. For this qualitative study, the following questions will be discussed in order to explore the issues:
1. What is the role of **AuLStra** in English writing classrooms?
2. How does **AuLStra** contribute to the teaching and learning of English writing?

Method

AuLStra writing activities were carried out in Google Classroom during the Movement Control Order (MCO). Twelve young learners and their English teacher collaboratively performed authentic writing tasks from home. The young learners used mobile devices to create various articles of their interests and letters on Google Docs and had their letters sent to the frontliners. They also had their work published on various government organizations social media such as on government hospital and the district police official Facebook page. Data was collected through online participant observations and interviews. Five selected participants and the teacher of English were interviewed and each conversation was recorded using Google Meet. Field note was taken while watching the recorded session that lasted for 60 minutes. Semi-structured interview approach (Merriam, 2002) and a uniform set of open-ended questions were used to obtain participants' experiences with **AuLStra** and online collaborative writing in Google Classroom. The interview data were transcribed and the observations data coded. From the identification of similar themes from multiple participants, the final categories of themes (Braun & Clarke, 2006) were derived. The peer debriefing technique purported by Lincoln and Guba (1985) was adopted in ensuring rigour and trustworthiness of this qualitative case study.

Findings and Discussion

The study discovered that **AuLStra** is well received by the young learners and they found the writing tasks enjoyable because it provides them a real reason to write. This finding confirms the results of studies done by Gambrell et al. (2011) and Jones (2015). One possible explanation for the finding of this study is that the authentic nature of the writing tasks might have contributed in the changed of the learners' attitudes towards writing. In addition, young learners were observed to be more inclined to write when their teacher co-authored the writing and gave them written corrective feedback synchronously. They developed pragmatic teamwork and problem-solving skills, in line with the requirement of Standard-based English Language Curriculum for primary schools (CDC, 2011) While teachers of English used to be burden with a huge amount of markings, **AuLStra** might have potential to reduce teacher workload through synchronous personalised feedback. The benefits of **AuLStra** real-time markings were reported as two-fold. It was suggested that there had been a significant decrease in the teacher workload and the feedback was seen as having a significant impact on the young learners' writing. This is because the learners were able to rectify their mistakes and make improvements on the spot.

Limitations

Young learners and the English teacher said that user friendly and reliable technology is critical to a successful online program. However, breakdowns can occur at any point along the system. In situation like this, the technology is neither seamless nor reliable, and it can detract learners from the learning experience. The teacher also reported limited attention span and resource intensive nature of online learning as a limitation. In addition, the young learners also mentioned that some of their friends misbehaved and tried to access online games during the online writing class.

Conclusion

AuLStra plays a pivotal role in motivating young learners' to write in English. The result of this study showed that young learners prefer to write for real audiences and on topics that interest them using technology. Additionally, the young learners voiced their liking for real time comments and written corrective feedback offered by their teacher during the lessons. Further, the real-time feedback and the assessment technology offered by **AuLStra** shows a potential in reducing teachers' marking burden. In conclusion, the findings are encouraging but this study mainly focused on exploring the role of **AuLStra** while the learners' written products were not analysed. Future research should focus on examining young learners' writing content and types of teachers' written corrective given, which may help teachers gauge the effectiveness of **AuLStra**.

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MELTA

MIRCELE ONLINE 2020

AuLStra: Teaching on the go, Learning on the cloud

Chin Da a/p Bun Tiang
SJKC YEOK CHEE, BALING, KEDAH
cindylarb@yahoo.com

ISSUES

Learning strategies

Lacking confidence

Anxiety

Low English proficiency level (writing)

ISSUES

Pedagogy

Teaching strategies

Learners' interest

Workload & Teaching of writing

Teacher workload

Teaching on the go

AuLStra

Google Classroom

Utilizing for writing tasks

Anxiety & lacking confidence

Writing is fun

Existing standards & frameworks

Complementing pedagogy

Situated Learning Theory

Authentic Learning Strategies

(Herrington & Kervin, 2007)

AuLStra

AuLStra	AuLStra	AuLStra
Authentic Learning Strategies in a mobile cloud computing environment	Provides strategies teachers need for their pedagogy	Teachers use technologies & maintain focus on pedagogy (Paniagua & Istance, 2018)

"Pedagogy is the driver, technology is the accelerator!"

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http://dx.doi.org/10.1787/9789264085374-en

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

IMPACT AND EFFECTIVENESS OF CEFR IN FOSTERING CRITICAL THINKING AND COMMUNICATION SKILLS THROUGH PBL

Chok Sze Jin

Abstract

This action research aims to identify the impact and effectiveness of the new KSSM curriculum, in alignment with CEFR, to foster critical thinking and communication skills. Eight Form 4 students from a suburban school were chosen. Even as Malaysia showed improvement in both the Asia ranking of PISA test (2018) and EPI, the ability to communicate remains a stumbling block in job hunting among fresh graduates. Furthermore, one-way communication was detected in most speaking lessons conducted although prompters were provided during these lessons. Hence, a project based learning is modeled in the form of British Parliamentary Style Debate to evaluate students' learning. Data were collected using a rubric checklist, observation and questionnaire. As the four debating teams present the cases and arguments, the line of reasoning is made clear. In short, project based learning is essential to foster critical thinking and oral communication in a CEFR aligned curriculum.

Key Words

Common European Framework of Reference, Project Based Learning, Critical Thinking, Communication

Introduction

To what extent have the learners of English language grown during the adjustment and adaptation to the CEFR aligned curriculum is worth noting. Ten years have passed after the announcement was made by the then Minister of Education. CEFR contains skills specific descriptors of can do statements, that describe the language the learners have to learn in order to use language for communication. A purpose-driven task is needed to measure learners' ability. On the other hand, research has shown that critical thinking cannot be taught on its own (Willingham, 2007). The processes of thinking are intertwined with the content of thought, that is, domain knowledge. According to Willingham (2007), critical thinking is a cognitive domain. When a student reads a word problem, his mind interprets the problem in considering his prior knowledge. In Form 4 Scheme of Work, a PBL is structured at the end of the syllabus to complement the Learning Standard. To quote my previous research, my rural school students had gained tremendous benefits when PBL was administered in learning (Chok, 2017). As learning takes place in this study, the art of communicating information is manifested in the form of British Parliamentary Style Debate.

Significance of Study

This is to examine the relation between critical thinking and communication with the fundamental aim to help learners of the English language in communication. Undoubtedly, a successful communication fulfills elements as prescribed in the Standard-Based Curriculum and Assessment. Given the complete documents; from the Curriculum Framework to textbooks, I believe it is timely to investigate the impact that CEFR has on the students. Most importantly how the students have

benefited from this curriculum and demonstrate their soft skills, competence and confidence in using the language. Eventually a more practical practice could be designed to engage meaningful learning.

Research Questions

1. To what extent have the learners of English language grown under CEFR aligned curriculum in critical thinking and communication skills?
2. How do learners reflect Content Standard 2.1 and Learning Standard 2.1.4?
3. Can critical thinking and communication skills be groomed with the implementation of Project Based Learning?

Method

In Lesson 36, I led students to organise a class debate over the resolution “Supermarket are Bad for the Local Communities”. A British Parliamentary Style Debate is administered to examine the evidence of reasoning, judgement, decisions making and problem solving via communication, as stated in the Content Standard 2.1 communicate information, ideas, opinions and feeling intelligibly on familiar topics and Learning Standard 2.1.4 justify own point of view. This debate style was favoured because it required a minimum number of students in fulfillment of physical distancing. Each team consisted of 2 speakers and altogether 8 students participated in the actual debate. They were regarded as Speakers 1, 2, 3 and 4 from the Proposition Team (Opening/Closing), and Speakers 5, 6, 7 and 8 from the Opposition Team (Opening/Closing). The teams from each side attempt to maintain loyalty to one another while simultaneously demonstrating the unique qualities of their own arguments. Eventually the best team won the case as prescribed in the judging criteria. The position numbers were 1, 2, 3 and 4. To complete the debate, feedback and assessment will be given on their performance after the debate. Observation, notes taking (while debating) and questionnaire (post debating) were done to analyse the findings.

Findings and Discussion

Learners with the ability to think about an issue and see it from different perspectives will then most likely be better communicators, and less likely to act in repulsion. This observation can be deduced from a B2 speaker in which the user can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Apparently, the majority of the respondents agreed and perceived that the British Parliamentary Style Debate can help them to improve and become passionate about English learning. Another well-received benefit of the debate was it built collaboration, critical thinking and communication. The fundamental aspect of this action study was to provide significant insights into the connection between critical thinking and communication. It has shown that once the schemata were activated, learners were most probably able to think and reason an issue more appropriately. Another finding was the ability to learn how to follow another person’s thought process and line of reasoning. This strength was demonstrated in Speaker 3 of the Proposition team when she could refute the opponent’s case with reasons and facts. Generally, all responded in unison that the debate increased self-confidence more than other lessons.

Limitations

Individual pacing in the process of implementing PBL was limited due to physical distancing. If a completion chart is implemented, it could ensure that the project was going in a desirable pace and trace. In the meantime, assessment and feedback would be better carried out after the task. Plus, teachers will have a clearer point to intervene in every stage of the learning process. When this is done appropriately, the reflective process should enable the teacher researcher to examine his teaching methodology. Therefore, the complete cycle would be able to increase the validity of the

study and add value to the practice.

Conclusion

In conclusion, PBL fosters the soft skills essential for learning. Also, much reading is needed to deepen knowledge in order to transfer the thinking. This research stresses that critical thinking is not a skill that could be taught in a single programme alone. Rather, critical thinking is a subject matter. When the knowledge of how to analyse critically can be transferred to another problem with new surface structures, thinking can penetrate. Since getting learners to communicate is not automatic, the study of classroom communication is highly recommended in light of CEFR whose fundamental aim is to help learners communicate.

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"Impact and Effectiveness of CEFR in Fostering Critical Thinking and Communication Skills Through PBL"

BY. CHOK SZE JIN_SMK LAKE, BAU, SARAWAK

Research Questions:

1. To what extent have the learners under CEFR aligned curriculum develop soft skills in critical thinking and communication?
2. How do learners reflect Content Standard 2.1 and Learning Standard 2.1.4 in the research?
3. Can critical thinking and communication skills be groomed with the implementation of Project Based Learning?

Significance:

To investigate the impact the newly aligned syllabus has on the students; how the students have benefited from this curriculum and demonstrate the soft skills, competence and confidence in using the language.

Methodology:

British Parliamentary Styled Debate

A BP Styled Debate is administered to examine the evidence of reasoning, judgement, decisions making and problem solving via communication.

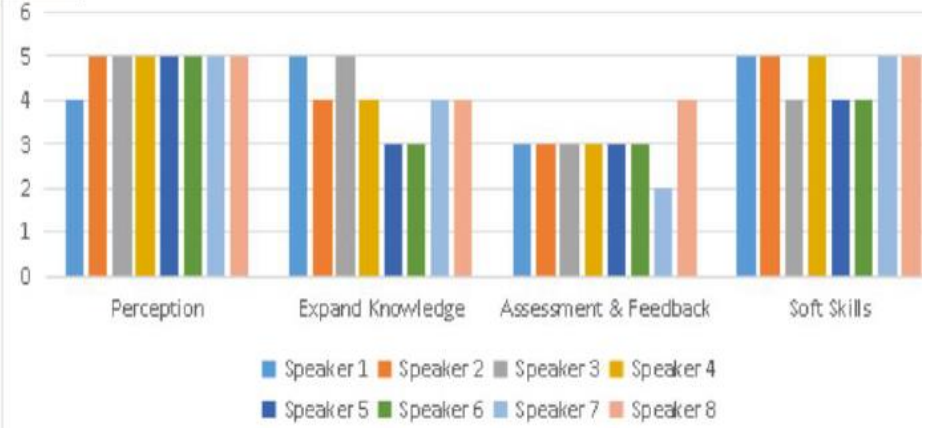
Speaker 1, 2, 3 and 4 from Proposition Team,

Speaker 5, 6, 7 and 8 from Opposition Team

Findings:

1. Learners with the ability to think about an issue and see it from different perspective will then most likely be better communicators, and less likely to act in repulsion.
2. BP Styled Debate can help them improve and become passionate about English learning.

Students' Voice of Debate as an Effective PBL to Foster Critical Thinking & Communication



10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

HANDS ON VISUAL AND 4CS' TO INCREASE THE PROFICIENCY LEVEL OF PREPOSITIONS BY USING HANDPHONE APPLICATIONS

Deebamalar A/P Pandi

Abstract

This research was carried out to increase the proficiency level on preposition among Form 4 students. The purpose and objective of this study is to help students to use correct preposition in constructing sentences. In addition, this study was also to identify the effectiveness of using home design apps to increase the proficiency level on prepositions. Observation and analysis of documents were used as the research instrument. Subject consisted of eighteen students. Data were analyzed using descriptive analysis (using percentage). Reflective studies have shown that problems in understanding the use of each preposition. The Hands on Visual and 4Cs have helped the students to understand preposition and with the implementation of the 4Cs, the learning process created talented and creative students which is towards 21st century learning. The implications after using Hand on Visual and 4Cs is that the proficiency level on preposition increases based on the results taken from the post test.

Key Words
Hands on visual, 4Cs' and Prepositions

Introduction

I am teaching in Sekolah Menengah Kebangsaan Pulau Ketam which is a National Secondary School located in Pulau Ketam, Port Klang.. Most of the students are Chinese students because Pulau Ketam is an island where 90 percent of the Chinese are Hokkien and Teochew and some other Chinese ethnic groups such as Hainan.

I am teaching class 4 Satria consisting of 18 students. From the previous experince through observation and pre-tests, and after giving variety of exercises, writing and comprehension, the students were still unable to understand the use of prepositions. This is because they failed to identify and do not understand the meaning of prepositions of place.

The students were unable to understand the meaning of prepositions of place because the students were not serious in learning prepositions. They were also not focused in class when the teacher was teaching, hence not being able to understand the meaning for each preposition of place.

Besides that, I also would like to list down my weaknesses while teaching prepositions of place to the students. My activities to teach prepositions of place did not gave a good understanding to my students. I thought they understood what I taught them because they did not ask any questions during the lesson. My appearance as a strict teacher might make them scared to ask any questions to me. For most my main focus is to finish up the syllabus within the duration time given. Plus their mother tongue influent, the lesson too.

I noticed that the exercises given on prepositions of place was not accurate and when I questioned them, they could not answer to me about the learnt prepositions.

Based on this, I realised that I should do something to make my students understand well on prepositions of place by using an interesting activity. I want to make sure my students can use prepositions of place correctly in their daily conversation confidently. So I have decided to carry out an action plan to overcome this problem. I suggested to carry out an activity to teach prepositions of place by using "Hands On Visual" and 4Cs.

In order to help the students to improve the proficiency level on prepositions of place I will implement the elements of 4Cs which is towards 21st century learning and teaching process.

21st century teaching and learning is an approach which has been emphasis in Malaysia in the past few years. The teaching approach of 21st century can improve and increase the quality of Malaysian's education system. This approach consists of 4Cs concept in the teaching process (*Communication, Collaboration, Critical Thinking and Creativity*). Today's students are moving beyond the basics and embracing the 4C's which is known as a "super skills" for the 21st century.

Significance of Study

In an initial survey conducted through a fill in the blank exercises and simple sentence construction using prepositions of place, it is obvious that the students were not aware of the usage and the meaning on prepositions of place. This aspect is quite complex and difficult for the students to understand on its usage. Therefore, I have decided that the action plan is to focus on how to teach and make the students understand on prepositions of place
using model house made from a box by using handphone application.

Research Questions

1. Can students construct sentences using 9 prepositions of place correctly by using the handphone application?

2. Why handphone application are used to design the model house?

Method

Before the steps are taken for this action plan, I have reviewed and understood the problems before carrying out this action plan.

Pre-test
The proficiency level of the students on prepositions of place is tested using pre-test. Based on the results of the pre-test, the level of the proficiency on prepositions of place are shown in percentage. The items of the pre-test are from ELS website and have been modified according to the students' level of understanding. After carrying out the pre-test I checked the answers and did not return the worksheet to the students. Then, I carried out my approach "Hands on Visual" and 4Cs to teach prepositions of place.

Observation
I observed the students' behaviour during the teaching and learning process which is before and after the action plan. The students' proficiency level on prepositions of place was weak. As usual the girls were more prepared to learn prepositions, but the boys were not active in taking part in the activities. I also checked their work in exercise book but mostly they got less marks.

Findings and Discussion

Pre-test
The results from the pre-test showed that the proficiency level on prepositions of place is weak. The outcome from the pre-test is shown in percentage in the table below.

STUDENT'S ACHIEVEMENT			
		STUDENT'S ACHIEVEMENT	
GRADE	MARKS	Bil	%
A	80 – 100	-	-
B	60-79	-	-
C	50-59	3	16.7
D	40-49	5	27.8
E	0-39	10	55.5
PASS		8	44.5
FAIL		10	55.5

Observation

Based on the observation during the lesson, most of the students did not understand the purpose and the use of prepositions of place. Students also lack attention while the activities were carried out and mostly showed red and yellow traffic light. This shows that they do not understand about prepositions of place and many errors were identified in their workbook on prepositions of place.

Post-test

STUDENT'S ACHIEVEMENT			
		STUDENT'S ACHIEVEMENT	
GRADE	MARKS	Bil	%
A	80 – 100	13	72.2
B	60-79	5	27.8
C	50-59	-	-
D	40-49	-	-
E	0-39	-	-
PASS		18	100
FAIL		-	-

Limitations

This action plan was carried out for a month for both classes. I have allocated RM 250 for my action plan. Students have carried out pre-test and post-test. After completing the post-test the students were given a questionnaire form to get their responses on the "Hands on Visual and 4Cs" approach by using model house designed from telephone apps. The main reason of the questionnaire was to know the feedback and the opportunity for the students to share their opinion about the approach.

I have explained about teaching prepositions of place by using model house designed from telephone apps with my other English language teachers and they also shared their opinion on this. Based on my observation, the approach "Hands on Visual and 4Cs" by using model house designed

telephone apps had increased the level of proficiency level on prepositions of place. Students were able to confidently talk about their model house by using prepositions of place correctly and share their opinion about their designed house. They also can give rational reasons for every questions of the model house designed without any fear. Furthermore, they showed a happy face and were fully involved in the lesson.

I felt so impressed with my students' outcome based on the model house design and the way they explained about their design. They were so creative and committed in designing the model house. All the objects in the model house were fully design by using telephone apps. The teachers who observed the lesson were surprised to see the outcome from the students and borrowed the sample model house to be used in their classes as an example.

Conclusion

Students' achievement from pre-test to post-test showed a very good improvement. From here I realized that the students can really understand prepositions of place if we use creative way of approach to teach them. The finding shows that most of the students have increased their self-confident, memory and understanding with what they have learnt. Besides that, the environment of teaching and learning become more cheerful and interesting by caring out such activities.

At first I thought the students might face difficulty creating and designing a model house by using telephone apps but the students were more eager to do and can't wait for the presentation day. I realised that teachers should come up with activities where the students themselves can create visuals for the lesson. When hands on activities are used, students can understand the lesson well and this enable them to be creative thinking students.

There two further suggestion on the action plan for the approach such as:

a. Students can write an essay on my dream house after the model house presentation
b. Students handle an exhibition in the school hall during English week where they can present to other students in the school about their model house.

The results from the action plan which I have carried out for the pass three months shows a positive change in teaching and learning method. I hope my action plan approach will be useful for other English teachers and students too.

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HANDS ON VISUAL AND 4Cs' TO INCREASE THE PROFICIENCY LEVEL OF PREPOSITIONS BY USING HANDPHONE APPLICATIONS

DEEBAMALAR A/P PANDI *M.Ed (UPSI), B.A.hons (UKM), Dip. Edu (IPRM)*
Senior Administrator for Language Department at SMK Pulau Ketam
Email: deeba.malar@yahoo.com / contact no: 0162448973

Abstract:

This research was carried out to increase the proficiency level on preposition among form 4 students. The purpose and objective of this study is to help students to use correct preposition in constructing sentences. In addition, this study was also to identify the effectiveness of using home design apps to increase the proficiency level on prepositions. This research was carried out to increase the proficiency level on preposition among form 4 students. This study was also to identify the effectiveness of using home design apps to increase the proficiency level on prepositions.

1. Introduction

21st century teaching and learning is an approach which has been emphasis in Malaysia pass few years back. The teaching approach of 21st century can improve and increase the quality of Malaysian's education system. This approach is consisting of 4Cs concept in teaching process (communication, collaboration, critical thinking and creativity). Today's students are moving beyond the basics and embracing the 4C's which is known as a "super skills" for the 21st century.

In order to help the students to improve the proficiency level on prepositions of place I implement the method of teaching using handphone application in the lesson.

2. Objective of Study

The purpose of this action research is to increase the proficiency level on preposition with "Hands on Visual" and 4Cs by using handphone applications. This approach is towards 21st teaching and learning process.

a) Use 9 prepositions of place correctly in constructing sentences.

b) Explain the design of the model house by using 9 prepositions of place.

3. Methodology

Pre-test & Post-test

The proficiency level of the students on prepositions of place is tested with pre-test. Based on the results of the pre-test the level of the proficiency on prepositions of place can be shown in percentage. The items of the pre-test are from ELS website and have been modified according to the students' level of understanding. After carried out the pre-test I checked the answers and did not return the worksheet to the students. Then, I carried out my approach "Hands on Visual" and 4Cs to teach prepositions of place

Observation

I observed the students' behavior during the teaching and learning process which is before and after the action plan. The students' proficiency level on prepositions of place was weak. As usual the girls were more prepared to learn prepositions, but the boys were not active in taking part in the activities. I also checked their work in exercise book but mostly got it less marks.

4. Results & Key Findings

Pre-test

GRADE	MARKS	STUDENT'S ACHIEVEMENT	
		Bil	%
A	80 – 100	-	-
B	60-79	-	-
C	50-59	3	16.7
D	40-49	5	27.8
E	0-39	10	55.5
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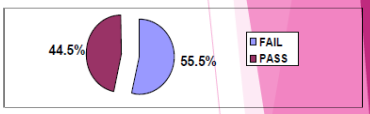

Pai chart 1 shows the percentage of the student's achievement for pre-test

Post-test

GRADE	MARKS	STUDENT'S ACHIEVEMENT	
		Bil	%
A	80 – 100	13	72.2
B	60-79	5	27.8
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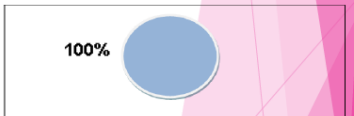

Pai chart 1 shows the percentage of the student's achievement for post-test

5. Conclusion

Students' achievement from pre-test to post-test showed a very good improvement. From here I realized that the students can really understand prepositions of place if we use creative way of approach to teach them. When hands on activities are used so the students can understand well the lesson and we as a teacher producing a creative thinking student.

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"E-PALS: ALTERNATIVE TO PEN-PALS ACTIVITY"

Hazwan bin Hamdan

Abstract

Students from Sekolah Menengah Kebangsaan Agama (SMKA) Sultan Azlan Shah, Bota, Perak together with students from Goochland High School, Virginia, United States participated in the E-Pals Activity which was administered by two teachers. 19 students from SMKA Sultan Azlan Shah collaborated with 25 students from Goochland High School and this activity lasted for a year. The collaborating school was chosen because the students of both schools are mainly speaking in another language at home. The purpose of this activity was to evaluate students' increase in knowledge and confidence to communicate on cultural understanding, language acquisition and current issues. This program is also aimed to encourage cross-cultural relationship between students from Malaysia and the United States. The program was intended to support metacognitive communication skills, understanding of traditional cross-culture connections, and improved knowledge of current and general knowledge. Post-activity individual presentation was administrated to evaluate students' level of confidence and knowledge gained. The program resulted in a significant increase on students' confidence level in using the language both in spoken and written forms, leading us to conclude that this program was effective.

Key Words

E-pals, collaborative learning, cultural understanding, ESL, networking

Introduction

Motivating students to write is a exhausting task for teachers. Students has expressed that they write essays merely for exams and cannot see the purpose of writing different types of essays without having proper audience to read their essays. Students are often confined to classrooms with narrow, standardized curricula and limited interactions with the outside environment, cultural surroundings, and learning independence (McCaffery, 2012; Wiener & Matsumoto, 2014 in Green, 2016). Learning and teaching process is generally recognized to occur at school in a classroom setting. School environments do directly affect teaching and learning (Schneider, 2003) however, new surroundings stimulate senses (Kellert, 2002). Interventions, such as a pen pal program, are sought to create learning experiences for participants. Pen pal programs are known to increase knowledge for literacy (Rankin, 1992) and create a social relationship between pals (McMillion, 2009; Shandomo, 2009; Wiener & Matsumoto, 2014). Having a Pen pal program allows students to plan, draft, write and respond to authentic audience thus making them see the purpose of learning many types of essays.

Significance of Study

Students are able to use their latent knowledge when communicating with real people and getting responses from authentic audience. Applying what they have learned into real world will be a good advantage for the students as they can see now the purposes of learning the language. These students benefit from each other from the transfer of sustainable practices and culture surrounds of

backgrounds and locations. The experience required students to use their own perception and scaffold thinking to communicate what make their garden unique including culture and sustainability. They were engaged to know more about each other and the environment they come from.

Research Questions

1. What impact have e-pals activity had on the communicative ability of the students?
2. How have e-pals activity affected the level of confidence among students to write in English?

Method

The purpose of this study involving the E-Pals activity was to evaluate how well students in SMKA Sultan Azlan Shah communicate about local culture, food and festivals with real audience who is also a group of native speakers. The specific objectives were to:

- Determine if there is an increase in knowledge as a result of the activity;
- Determine the extent to which students increase their confidence related to their understanding of garden and sustainability;

The questions from each section of the pre- and posttest, were compared through means of paired t-test from each student. The means of questions reported by student pretest to posttest were compared at an alpha level of 0.05. As the group's sizes of variance are unequal, the harmonic mean of the group sizes is used thus creating a type I error. Although comparisons were made, caution should be takin in interpreting the results of this study. The relatively low number of participants limits the generalizations that can be made about this data.

Findings and Discussion

The data collected from the pre- and posttest, classroom observation and students assignments generally appear consistent with the current literature of pen pal programs. There are two groups of students; First, students who participated in e-pals activity and second, students who opted out from doing this activity (control group). It is proven that students who participated in e-pals activity appear to be more confident when communicating in English in contrast with students who don't participate in this activity.

Limitations

The limitations for this study were the relatively small number of participants, schedule conflicts through intervention and testing effect. Students were also exposed to internal and external validity threats, which were recognized throughout the study.

Conclusion

The e-pals intervention activity was successful for the sample populations from two different schools and to those who participated gained sustainable knowledge according to the pre- and posttest. There was a significant difference between groups who participated in the e-pals activity and the control (those who opted out from the activity), based on the pre- and posttest which is evident not only based on paired t test scores but through ANOVA. Considering that the students don't have enough knowledge to write about local culture, food and festivals, the findings show that students in group who participated in e-pals activity performed better than the control group. Comparing the two group of students between their knowledge gained through the intervention is individually interpreted but evident of this study resulted that it's not important to be already well acquainted with the school prior to the e-pals program. The results also show that school students in diverse locations applied this intervention activity is a proof that students will gain more descriptive knowledge gain between

a different location of similar culture and locations.

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MINISTRY OF EDUCATION MALAYSIA
ENGLISH LANGUAGE TEACHING CENTRE

MELTA

10th MELTA International Research Conference in English Language Education
(MIRCELE ONLINE 2020)

E-PALS: AN ALTERNATIVE TO PEN-PALS ACTIVITY

e-pal ***(noun)*** a person that you make friends with by sending emails, often somebody you have never met (also **e-friend**)

Students from SMKA Sultan Azlan Shah, Bota, Perak together with students from Goochland High School, Virginia, United States participated in the E-Pals Activity which was administered by two ESL teachers. The collaborating school was chosen because the students are mainly speaking in another language at home. The purpose of this activity was to evaluate students' increase in knowledge and confidence to communicate about cultural understanding, language acquisition and current issues.

ABSTRACT

ABOUT

Hazwan bin Hamdan - an English Language Teacher at SMKA Sultan Azlan Shah, Bota, Perak and has been teaching since 2010. His teaching career began in 2010 when he was posted at SMKA Segamat, Johor (2010 - 2015) and later transfered to SMKA Sultan Azlan Shah, Bota, Perak (2015 - present). In 2018 he won the Innovative Teacher Award (Secondary School Category) during the state level Teacher's Day Celebration. In 2019, he was selected to participate in Fulbright Teaching Excellence and Achievements (TEA) Program at University of North Carolina, Wilmington.

SHOWCASED AT KUBiC PPD KUALA KANGSAR 2019

SHOWCASED AT ICETD IPGM IPOH 2019

PARTICIPATING SCHOOLS

GOOCHLAND HIGH SCHOOL
VIRGINIA, US

SMKASAS
SMKA SULTAN AZLAN SHAH
SERI ISKANDAR, BOTA
PERAK, MY

OBJECTIVES

EVALUATE

students' increase in knowledge and confidence to communicate on cultural understanding, language acquisition , general knowledge and current issues.

ENCOURAGE

cross-cultural relationship between students from Malaysia and the United States and support metacognitive communication skills.

ANDREW NASH
HISTORY TEACHER
anash@glnd.k12.va.us

HAZWAN BIN HAMDAN
ENGLISH LANGUAGE TEACHER
hazwanhn@gmail.com

COLLABORATING TEACHERS

USEFULNESS

Communicate with native speakers

Opportunity to plan, write & receive responses from real people

VALUE ADDED

OPT-OUT OPPORTUNITY

COOPERATIVE STRATEGY

INTERNATIONAL COLLABORATION

HOW IT WORKS

Browse for E-Pals opportunity from Teacher's Corner (https://www.theteacherscorner.net/)

Explain to students about this activity and rules that students should follow (No photo exchange, Emails are to be cc-ed & no soc-med)

PARTICIPATING	NOT PARTICIPATING
Permission to participate from parents & principal	Opt-out opportunity is given. Tasks are provided
2 weeks for planning, writing and peer-editing emails	2 weeks for planning, writing and peer-editing (G'docs)

IMPACT

DKLS LINGUISTIC AMBASSADOR AWARD YEAR 2018
PROGRAM PARTICIPANTS

1ST RUNNER-UP
PUBLIC SPEAKING COMPETITION
(NATIONAL LEVEL: SKK CARNIVAL)

19 PARTICIPANTS [11 STUDENTS OPTED OUT]

E-PALS: ALTERNATIVE TO PEN-PALS

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

THE USE OF PROCESS-BASED APPROACH TO ENHANCE DESCRIPTIVE WRITING IN ESL SECONDARY CLASSROOM

Hii Wei Wei

Abstract

This study was aimed to investigate the effectiveness of process-based approach in enhancing students' descriptive writing in the ESL classroom and determine students' views on the effectiveness of the approach in enhancing their writing skills in the ESL classroom. In order to answer the research question, a quasi-experiment research design. A total of twenty-nine students from a secondary school in Bintulu district were selected using purposive sampling. The control group consisted of sixteen students while the treatment group was made up of fifteen students. Data was analysed using SPSS. The mean score of the post-test of the treatment group was slightly higher than the control group. The results from this research can give an impact to schools with similar problems, where intermediate and beginner classes have problems to produce quality writing. The findings are very important to school administrations to assist teachers include process writing in their lesson plan.

Key Words

process wheel, process approach, descriptive writing, ESL classroom

Introduction

Based on the Malaysia Education Blueprint (2013-2025), the statistic for the year 2010 Sijil Pelajaran Malaysia (SPM) exams recorded only 28% students who achieved a credit pass in the English paper compared to the Cambridge 1119 standards. Walsh (2010) believed writing is important as it has consistently been used in the tertiary education achievement and later on for the workforce employability (as cited in Klimova, 2012, p.9). According to the Malaysia Education Blueprint 2013-2025, poor English proficiency among fresh graduates has been ranked as top five issues faced by Malaysian employers since 2006. In the recent years, Malaysia dropped to 22nd place from 13th out of 88 countries in English proficiency ranking for non-native English speakers, according to a survey by EF English Proficiency Index (EP Education First, 2018). The Ministry of Education has introduced many strategies to transform the Malaysian education system. By 2025, the Ministry aims to ensure 70% of the students achieve Cambridge 1119-equivalent minimum Credit in English at SPM level (Ministry of Education Malaysia, 2015). The researcher too has found that her pupils attained low scores in the exam, upon closer inspection it was found that they did not score well in Paper 1, which is focused on the writing component.

Significance of Study

The findings can provide plausible methods and approaches to help students to write better in ESL classroom. The findings can offer methods where students can rely on multiple writing processes and feedbacks to generate writing ideas. The findings are very crucial to assist the teachers to

include process writing in their lesson plan. Besides that, the results of this research is significant to the Ministry of Education. The findings are expected to help the Curriculum Division to come up with new curriculum specifications that encompasses process writing. The findings can suggest appropriate tasks to be included into the writing activities.

Research Questions

1. How effective is process writing in enhancing students' descriptive writing skills in the ESL classroom?

Method

A quasi-experiment research design was formulated to the answer research question. The researcher chose a non-equivalent control group pre-test/post-test design to investigate the research question. The control group was taught using Product Approach while the experimental group was taught with Process Approach. The researcher compared the performances of both group from the pre-test to the post-test. One descriptive writing question was used to assess the students' descriptive writing skills. A pilot test of the pre-test and post-test, was carried out an no issues surfaced. A pre-test was first carried out before the five writing lesson, followed by a post-test. However, some students who were absent for pre-test, five process based writing lessons and the post-test were filtered off. Besides that, outliers of both groups were filtered off. The data of the pre-test and post-test were compared to obtain the p-value using Paired T-test in Statistical Package for the Social Sciences (SPSS). The value of the *p*-value had to be below 0.05 to ensure that the data were reliable and significant.

Findings and Discussion

There were statistically significant improvement in students' score before the implementation for the control group (M=33.25, SD=5.67) and after the implementation (M=41.69, SD=5.67); (t=4.872, p=0.000). On the other hand, there were also statistically significant improvement in students' score before the implementation for the treatment group (M=30.07, SD=7.96) and after the implementation (M=43.33, SD=4.30); (t=6.370, p=0.000). The mean score of the post- test of the treatment group was slightly higher (M=43.33) than the control group (M=41.69).

Limitations

One major limitation of the study is the generalization of the data. Since this study only involved fifteen students, it could not be generalized as data for the whole nation. Furthermore, the school selected is an urban school in the Sarawak town, therefore the findings procured would vary significantly from a similar study if it is conducted in a rural school.

Conclusion

The mean score of the post-test of the treatment group (M=43.33) was slightly higher than the control group (M=41.69). Hence, it was found that process-based writing was effective in enhancing students' descriptive writing as the mean score of the treatment group was slightly higher than the control group by 1.64 mark. This programme helped the students to use the strategies at each stage of process-based writing. However, the researcher should spend more time to guide the students to do peer feedback. The researcher should create a session to guide students to critique a model text.

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THE USE OF PROCESS-BASED APPROACH TO ENHANCE DESCRIPTIVE WRITING IN ESL SECONDARY CLASSROOM

Name
Hii Wei Wei

Scan me!

ISSUE

Pupils attained low scores in the exam, upon closer inspection it was found that they did not score well in Paper 1 (the writing component).

RESEARCH QUESTION

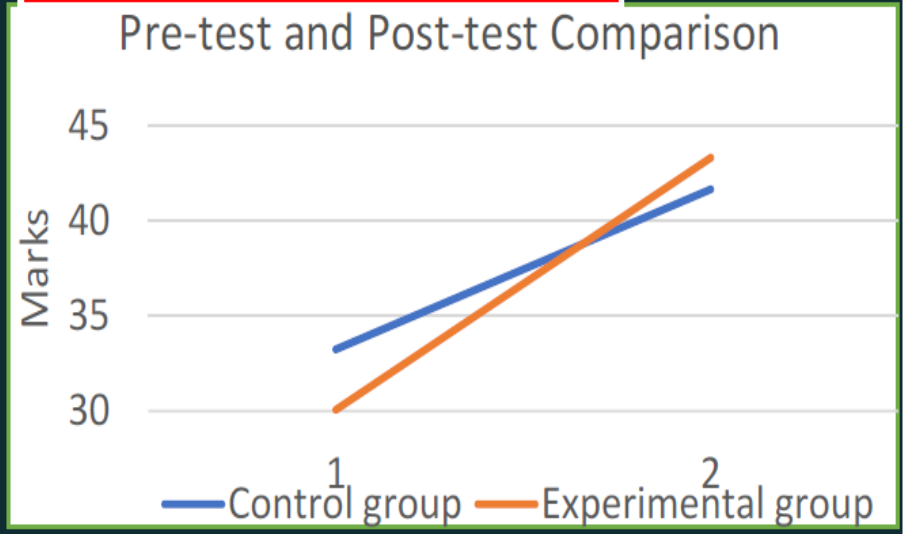
How effective is process writing in enhancing students' descriptive writing skills in the ESL classroom?

RESEARCH DESIGN

Quasi-experimental non-equivalent control group pre-test/post-test

- Pre-test
- 5 Product Based Writing lessons (Control group)
- 5 Process-Based Writing lessons (Experimental group)
- Post-test
- Data comparison to obtain the differences and *p*-value using *SPSS*

RESEARCH FINDING



SIGNIFICANCE

- Students can generate writing ideas
- Teachers can include writing processes in teaching plan
- Curriculum Division can create new curriculum specifications

GLOBETROTTING: I NEED A SEOUL MATE

Ho Jia Yiing

Abstract

Before the uninvited arrival of Covid-19, SMK Batu Lintang has globetrotted virtually to Jeju Island, Korea. This project-based learning research aimed to investigate the effectiveness of using virtual cultural exchange to improve student motivation in learning English language, specifically for speaking in public. In June 2019, a total of twenty-two Malaysian students aged 16 years old and thirty two Korean students aged 15 years old seized the golden opportunity to have a cultural exchange between Batu Lintang Secondary School, Kuching, Malaysia and Namwon Middle School, Jeju Island, Korea. This Korea-Malaysia program lasted for four months, with six virtual Zoom meets. The topic of discussion covers the themes of self-introduction, local food, festivals, traditional clothes, customs and traditions. The finding from the focus group interviews and the students' written reflection showed that the students loved learning English via meaningful research and presenting their research findings to an authentic audience. Classroom observation revealed that three passive learners put in extra commitment in writing and rehearsing their speech as they were aware of their responsibility in carrying the image of their school and country. The study concludes and suggests including pen-pal letters to sharpen the students' writing and speaking skills through this months-long project for upcoming virtual cross-cultural exchange.

Key Words

speaking skills, cultural exchange, virtual, public speaking

Introduction

Teenagers these days chose Bangtan Boys (BTS) band as their idols. They admire these Korean bands and took interest in learning their culture. To spice up the new CEFR aligned Form 4 textbook Unit 5: Globetrotting, I decided to continue the version of this Korea-Malaysia Virtual Cultural Exchange. Teachers need to force students to research on the presentation topics nor nag students to check their grammar accuracy for students will willingly do their best to win the hearts of the Korean students.

Significance of Study

Through this project-based learning, students will eagerly read up and prepare their speeches to the best of their ability. The study aims at boosting the students' speaking motivation through authentic communicative experiences.

Research Questions

Will virtual cultural exchange enhance students' speaking motivation?

Method

For this experimental study, I am thankful to my principal Mr Bahtiar Bin Afandi who connected me with the English teacher at Namwon Middle School, Jeju Island, Korea in May 2019. We then communicated via WhatsApp. After discussing the idea with our respective students, students brainstormed ideas for themes suitable for this 4-month-long exchange program. The themes that arose are self-introduction, local food, traditional costumes, festivals, language and traditions. The students researched for their respective topics in groups of four members. During the second month, they wrote their speech, rehearsed, fined tune their style of delivery. In the third and fourth month, the students took turns to present their work to the partnering country.

After the 6 x 2 groups presented, I had a focus group interview with my students. Students were required to write a 250-word reflection on their experience being part of this Korea-Malaysia Video Cultural Exchange program. Classroom observation added to the findings.

Findings and Discussion

1) Remedial students put in extra effort in preparing their speech for they strive to perform their best in front of the Korean junior students. They checked their spellings, grammar accuracy; rehearsed with one another and ensured they pronounced the words accurately.
2) For the communicative approach to be made suitable for Asian conditions, both Namwon Middle School and SMK Batu Lintang culturally accepted and respected each others' difference (Ellis, 1996)
3) Students find learning English more meaningful and engaging by interacting with the Koreans as today's climate demand intercultural communication skill be an integral part of language learning process and L2 instruction (Lina, 2020)

Limitations

Technical issues such as poor audio quality and unstable internet connection did not dampen the spirit of the students from both countries. Students were understanding and took the initiative to think of ways to enhance the experience of cultural exchange.

Conclusion

In tandem with the new CEFR aligned Form 4 curriculum, Unit 5 Globetrotting comes timely for teachers to explore the possibility of collaborating with other countries for virtual cultural exchange. The researcher carries on with I Need a Seoul Mate Version 2 this year by incorporating pen-pal writing activities on top of virtual speaking exchange.

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10th MELTA International Conference in English Language Education | 7 November 2020

Globetrotting: I Need a Seoul Mate

JIA YIING - HO

SMK BATU LINTANG, KUCHING.

Introduction

Anyeonghaseyo! Before the uninvited arrival of Covid-19, SMK Batu Lintang has globetrotted virtually to Jeju Island, Korea. Since June 2019, twenty two Malaysian students aged 16 years old and thirty two Korean students aged 15 years old seized the golden opportunity to have a virtual bcultural exchange with Namwon Middle School.

Korea-Malaysia program lasted for four months, with six virtual Zoom meets. The themes covered are self-introduction, local food, festivals, traditional clothes, customs and traditions. The findings from group interviews showed that the students prefer learning English via meaningful research and presenting their research findings to an authentic audience. Classroom observation revealed that three passive learners put in more commitment in writing and rehearsing their speech as they were aware of their responsibility in carrying the image of their school and country.

The study concludes and suggests to include pen-pal letters to sharpen students' writing and speaking skills through this virtual cross-cultural exchange.

Aims

Based on the Communicative Approach, this research aims to investigate the effectiveness of virtual cultural exchange to increase students' motivation in public speaking.

Methods

Experimental study.
Focus group interivew.
Classroom observation.

Results

"We had fun interacting with those adorable students where we got to learn more about their Korean culture." ~ NS

"We introduced some of Malaysia's national dish and cuisine to them such as Nasi Lemak, Onde-onde, Tang Yuan and mooncake." ~ RL

"To sum it all up, I do believe that this online cultural exchange is a refreshing take on the 21st century learning and its pros definitely outweigh the cons." ~ JP

Discussion

Remedial students put in extra effort in preparing their speech for they strive to perform their best in front of the Korean junior students. They checked their spellings, grammar accuracy; rehearsed with one another and ensured they pronounced the words accurately.

For the communicative approach to be made suitable for Asian conditions, both Namwon Middle School and SMK Batu Lintang culturally accepted and respected each others' difference (Ellis, 1996)

Students find learning English more meaningful and engaging by interacting with the Koreans as today's climate demand intercultural communication skill be an integral part of language learning process and L2 instruction (Lina, 2020)

Conclusions

Technical issues such as poor audio quality and unstable internet connection did not dampen the spirit of of the students from both countries. Students were understanding and took the initiative to think of ways to enhance the experience of cultural exchange.

In tandem with the new CEFR aligned Form 4 curriculum, Unit 5 Globetrotting comes timely for teachers to explore the possibility of collaborating with other countries for virtual cultural exchange. The researcher carries on with I Need a Seoul Mate Version 2 this year by incorporating pen-pal writing activities on top of virtual speaking exchange.

Literature

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Thank you Principal of SMK Batu Lintang, Mr Bahtiar Bin Afandi; Head of Language Department, Mdm Wong Lee Chin; students of SMK Batu Lintang, Korean teachers Haeyoung Kang and Adrian, Wolfson, students of Namwon Middle School, sponsor Shine Pharmacy and all who have contributed one way or another in making this virtual cultural exchange a success!

Further information

Should you have further enquirie, do not hesitate to contact me at

hojiayiing@outlook.com

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

IMPROVING WRITING SKILLS THROUGH STAGES – ORIENTED READING PROJECT

Mohana Ram Murugiah

Abstract

"Improving writing skills through stages – oriented reading project" is an initiative taken in 2018 and 2019 to help low – proficiency learners to improve their reading and writing skills through a set of reading materials. The project involved 10 stages of reading tasks and in each stage, students completed 10 reading tasks which were accompanied by activities that tested skills that were essential to develop reading and writing skills. Students had to complete one stage in order to move to another. 25 students were involved in this project. They were selected for this project as they had failed in the English language test in the PT3 examination and had an alarming score of below 30 in their term test in form 4. A pre – test was carried out before the project took off and they were given written and reading tests after every stage of reading to record their progress. The data collected throughout the project were the evident to show improvement and significant progresses that the students made.

Key Words

Reading, Writing, Project, Learning, Language, Reading Materials

Introduction

English language learners in Malaysia begin to learn the language at the tender age of 7 (Year 1) when they begin their primary education and they continue to learn till they complete their secondary education. They learn the English language in a formal education setting for eleven years. However, despite the years spent in learning the language, many of them are unable to master the language even after completing their schooling years. In 2013, it was reported that less than 50% of students completing higher secondary education in Malaysia did not master the four skills in the English language (EPU 2016, pp. 10 – 2). The inability of students to master the language is attributed to various reasons such as inadequate trained and skilled teachers, limited time conversing in the target language, lack of learning resources and students' lackadaisical attitude towards the language. Although various measures and reforms have been taking place to restore the standard of English language among schoolgoing children, it is important to look at the steps taken at the classroom level to help students to develop their English language skills. As such, this study aims to look into the effectiveness of a language learning project carried out to improve language proficiency in terms of reading and writing among 25 low – proficiency secondary school students in a school in Malaysia through a reading project.

Significance of Study

The results of this study have important implications for educators in Malaysia. The stages - oriented reading project can be attempted to help low – proficiency learners who are yet to find ways to improve themselves. Proper planning and implementation of the project will be able to help the learners to improve their reading and writing skills. Thus, it will be able to improve students' ability to

read and write better.

Research Questions

1. Can structured reading activities help students to develop their writing skills?
2. Can the stages – oriented reading project improve writing skills of low proficiency learners?

Method

The study was based on a qualitative model. Students' were assessed in a pre-test on writing before the project took off and continuous assessments were carried out throughout the project period. At the end of the project students were given a post– test to measure their improvement and achievement. In order to answer the research questions, the reading program was designed without affecting the national syllabus provided by the ministry of Education. The project required students to complete 10 stages of reading tasks assigned to them. At every level, after completing the reading task, students were to complete a set of vocabulary, grammar and comprehension tasks that would help them to develop their language skills which would further enhance their writing skills(Moore and MacArthur, 2012). Students' progress was recorded after the completion of every reading task. Students' were also given self – assessment sheet for them to write down their scores and achievement at every level. This was done for students' to monitor their own progress and challenges themselves to do better at every round of reading. Participants were given progress test after every two levels to check on their progress and upon the completion of all the 10 stages, they were required to do a post – test.

Findings and Discussion

During the initial reading stages, it was found that students were very lackadaisical as they felt that all the tasks that came along with the reading tasks to be burdensome. However, after they noticed the slight improvement in the first test that was conducted after the two levels of reading, their motivation escalated and was looking forward to doing more reading activities. Through the post – test it was found that the reading tasks had aided students with more vocabulary and ideas to build sentences that made them to use more vivid vocabulary and accurate sentences in their essays. Besides, students had also shown tremendous improvement in their reading skills as they could comprehend the SPM level texts much better compared to what they did previously in the pre – test. The progress report recorded throughout the project period had shown a sharp improvement although they were stagnant at certain points

.

It is also important to note here that these group of students who were in form 4 in 2017 when the project was started, completed their SPM in the year 2019 with excellent results in the 1119 English language paper. These were the students who had failed in their PT3 scores.

Conclusion

This study investigated the effectiveness of the stages - oriented reading project to improve the reading and writing fluencies among students in the higher secondary classroom. Findings from both the observation and data collection suggest that the participants of this project had shown good improvement in both reading and writing skills. The success of the study shows that reading culture should be emphasised among students in Malaysia to improve their reading and writing fluencies.

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IMPROVING WRITING SKILLS THROUGH STAGES -- ORIENTED READING PROJECT

Mohana Ram Murugiah,
Methodist Girls' School Ipoh, Malaysia
Email address: mohanarammurugiah@gmail.com

Abstract

"Improving writing skills through stages – oriented reading project" is an initiative taken in 2018 and 2019 to help low – proficiency learners to improve their reading and writing skills through a set of reading materials. The project involved 10 stages of reading tasks and in each stage students completed 10 reading tasks which were accompanied by activities that tested skills that were essential to develop reading and writing skills. Students had to complete one stage in order to move to another. 25 students were involved in this project. They were selected for this project as they had failed in the English language test in the PT3 examination and had an alarming score of below 30 in their term test in form 4. A pre – test was carried out before the project took off and they were given written and reading tests after every stage of reading to record their progress. The data collected throughout the project were the evident to show improvement and significant progresses that the students made.

Research Questions :

a) **Can structured reading activities help students to develop their writing skills?**
b) **Can the stages – oriented reading project improve writing skills of low proficiency learners?**

Literature Review :

The relationships between reading and writing has long been researched and numerous studies have come to positive conclusions on this matter (Abbott, Graham & Richards, 2002; Berninger et al., 2010; Fitzgerald & Shanahan, 2000).

reading and writing are dependent upon one another and anything that improves these abilities may have implications for both reading and writing development (Ellis, 1985; McCuthchen, 2000).

Shanahan (2016, p.195) has also drew a metaphor to illustrate the relationship between reading and writing – "two buckets drawing water from common well or two buildings built on a common foundation".

Fitzgerald and Shanahan (2000) identified the two common relationships between reading and writing. Through this study it was found that readers draw the domain knowledge to understand what they are reading and as writers they draw the ideas from the sources they read to construct sentences and develop ideas for their written tasks.

Ahmed, Wagner & Lopez (2014), in their study on the relationship between reading and writing involving 316 students have found that the reading – to – writing models were far more superior than the writing – to – reading model. The study also concluded that the sentence and word level activities that comes together with the reading tasks further enhanced students' knowledge to develop writing skills.

BACKGROUND OF THE STUDY

✔ A check on their 2017 PT3 results revealed the following things

A peek into their 2017 PT3 exam papers

a) 8% of the students did not write anything in the writing part and left them blank, however they had attempted to answer the comprehension questions and information transfer.

b) The rest of them attempted to answer all the parts but the writing part was somehow not done whole – heartedly.

c) Those who passed the English papers were somehow lucky!

Classroom survey on students attitude towards English language

a) 95% of the students do not read

b) 98% of the students admitted that they like to learn English.

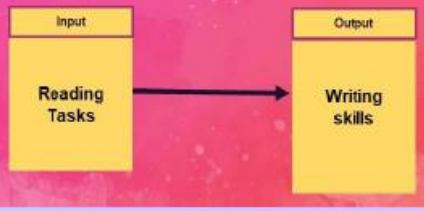
c) 95% of the students do not understand what they read most of the time.

d) 94% of the students do not know what and how to write essays.

The Project

I designed an in – class reading programme that would help to develop students reading as well as writing skills

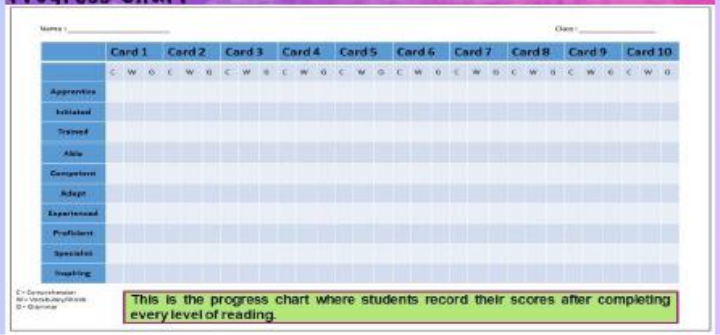
Improving Writing Skills through Stages – Oriented Reading Project



The Project

Stages	Level Name	Level	
Advanced	Inspiring	Level 10	Difficult
	Specialist	Level 9	
	Proficient	Level 8	
	Experienced	Level 7	
Intermediate	Adept	Level 6	
	Competent	Level 5	
	Abled	Level 4	
Beginner	Trained	Level 3	
	Initiated	Level 2	
	Apprentice	Level 1	Easy

Progress Chart



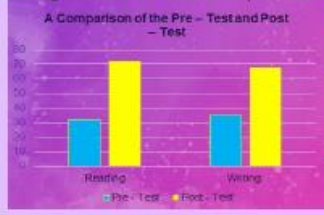
This is the progress chart where students record their scores after completing every level of reading.

The graph below shows students' improvement in the writing task.

Pre-Test	32%	35%
Test One (after the completion of level 1 and 2)	34%	42%
Test Two (after the completion of level 3 and 4)	41%	44%
Test Three (after the completion of level 5 and 6)	52%	48%
Test four (after the completion of level 7 - 10)	58%	53%

A Comparison of the Pre – Test and Post – Test

A post – test was carried out after the students completed all the 10 levels of the reading tasks and the result of the post – test is shown in the graph below.



	Average score for Reading Task	Average score for Writing Task
Pre – Test	32%	35%
Post - Test	72%	68%

The 2019 SPM Results

✔ The following table shows the 2019 SPM results of the 25 students who were involved in the improving reading and writing fluencies project.

Number of Students	Grades
3	A+
5	A
7	A-
7	B+
3	B-

Thoughts and Conclusion

Students who participated in the reading project to improve their reading and writing fluencies have shown tremendous improvement throughout the duration of the entire program.

There were some setbacks at times but it was brushed aside as to focus on students outcome.

The success of the project is an evident that reading culture should be given emphasis in schools in order to improve literacy among students. It is also one way to improve reading and writing skills among students in Malaysia.

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

USING SiWri KIT TO HELP LEVEL TWO PUPILS WRITE SIMPLE SENTENCES IN FIVE BASICSENTENCE PATTERNS

Nashiha binti Mad Jais & Mohamad Afiq bin Johari

Abstract

This action research was conducted to help level two pupils' to write simple sentences in five basic sentence patterns. This study is conducted at Sekolah Kebangsaan Pagar Besi, Sekolah Kebangsaan Kampung Simunul and Sekolah Kebangsaan Karakit which are situated in a village area where English is not widely used. Most of the pupils are not able to write a simple sentence correctly even though they are in level two. They tend to write by in direct translation which most commonly has missing a verb in the sentence. SiWri KIT which consist of 5 Sentence Patterns Action Song and a writing module is an intervention which acts as a medium to ease the pupils in writing simple sentences correctly. The three main data collection methods applied in this study were document analysis, observation and interview forms. The instruments for the data collection were worksheet, observation checklist and interview form. The overall findings of this study showed that SiWri KIT was able to help the pupils to write simple sentences in five basic sentence patterns correctly.

Keywords

SiWri KIT, writing, five sentence patterns, action songs.

Introduction

Writing skills is a written communication. Good writing skills allow you to communicate your message with clarity and create good impressions. The focus of writing skills in this action research was writing a simple sentence in five sentence patterns correctly. This skill was chosen as it plays important roles to portray the fluency of English. Based on the researcher's past experience during practicum and while teaching in schools, the researcher found that most of the pupils had the same problem of being unable to write a simple sentence correctly. They were able translate their message or idea directly into English sentence but they were unable to write in a correct sentence structure.

Most commonly they did not know how to use verb accurately in a sentence. The student always have a tendency to omit the modal verb 'am', 'is' or 'are'. This is probably because the pupils construct sentences by directly translating a sentence from Malay Language into English. The pupils also had difficulty to arrange words accurately to form a complete predicate in sentences. After identifying this problem, the researcher found that it was important to come up with an intervention to help the pupils write a simple sentence in five basic sentence patterns correctly.

Significance of study

A study by Kartawijaya (2018), found that writing skills seem to be the least popular and most difficult skills to acquire in a foreign language. Nevertheless, they were crucial in the development of other

language and metacognitive skills. This was the main reason why the researcher came up with the intervention involved writing skills. Despite of being an important skill, all of the participants in level 2 of these three schools are unable to write even a simple sentence structure.

The SiWri KIT that is used in this research was not only helpful for the pupils to write sentences in five sentence patterns correctly, but it also provided fun learning, varieties of learning approaches and was available as a low cost materials to help them write in correct sentence structure. The researcher also found that after the implementation of this KIT, it helped in improving the pupils' achievement in the writing component of the examination.

Research question

1. Does SiWri KIT help level two pupils to write sentences in five basic sentence patterns correctly?
2. Does SiWri KIT help level two pupils to write a simple sentence in the correct sentence structure?

Data collection method & Data analysis

The researcher used three methods which were interview, observation and document analysis. In addition, the instrument used were interview form, observation checklist and document worksheets to gather the data. The data gathered then were analysed and interpreted.

a. Observation

   The researcher filled the checklist form for each session. In the beginning, the pupils showed confusion in differentiating the five sentence patterns. They also showed low level of confidence in singing the action song but their confidence level gradually increase throughout each session. Basically, all of the participants gave positive behaviour in all the sessions.

b. Document analysis

   All the participants showed improvement through the worksheet given to them in every session. From the low marks, all of the participants managed to answer all the questions correctly in the last session.

c. Interview

   The interview sessions were conducted for each participant. Basically, the participants could give suggestions and opinions regarding the intervention. All of them were giving positive feedback and happy using the KIT.

Findings

The researcher studied on the effectiveness of SiWri KIT and as a result, it clearly showed that it was effective to help the level two pupils' in writing simple sentence in the given five sentence patterns. The participants had shown positive results in the exercises, quiz and examination with all participants obtaining excellent scores in them. There are four factors that made this intervention successful.

Firstly, the use of drilling techniques helped the pupils to remember the sentence patterns. The writing module consists of three types of questions which varied from are true or false questions, rearranging phrases and creating a simple sentence helped the pupils to practice writing in a structured thinking process. It gave different challenge to them in every task and drilled them to differentiate the sentence patterns. The sentence pattern eased their understanding to write in correct sentence structure. This intervention automatically had supported the research done by

Rathakrishnan, (2017), that stated that by using drilling technique, the pupils were able to use the language and information that they got, thought and developed ideas, and improved their language skills.

Next, the researcher also found that action song activity provide fun learning environment to the pupils. Songs help teachers creating a favourable learning atmosphere for their students which furthermore lead to the low level of affective filter. Bringing songs to the classroom allow learner to enjoy stress-free learning situation. Music and movement activities can offer to help in maximizing engagement for main classroom activities a study by Basco, (2020).

Lastly, using gestures in learning helped the pupils to understand better. Gestures not only help in develop motor skills but also help to strengthen meaning. During the implementation of the KIT, Memorizing the lyrics and the compulsory steps in the action song activity helped the pupils to remember the pattern and applied it in writing.

Overall, the findings of the research proved that this research successfully answered the research question. SiWri KIT was truly effective in helping the pupils write a simple sentence in five basic sentence patterns correctly.

Limitation

There is limitation that cannot be avoided during the implementation of this research which is time constraint. Memorization of the lyrics and drilling the pupils to differentiate the five sentence patterns take quite some time. The researcher took almost six to seven months to see the result of using the KIT among advanced pupils and it took longer time among the weaker pupils.

Conclusion

From the experiences that the researcher had obtained while teaching in the classroom as well as from the implementation of this research, there are a few things that can be concluded on the practice of pedagogical strategies in the classroom context. The first thing is the implementation of various teaching strategies helped in increasing the participants' understanding of the sentence structure to write correctly. A study by Durga (2018), found that the pupils who were exposed to various approaches and methodologies in learning English by the teachers, were able to learn and comprehend the concepts of writing being taught more quickly compared to that of pupils who were not exposed to diversified approaches in learning.

In this research, the researcher also found that action song activity is an interesting tool to be used in teaching and learning. There are so many advantages of using song and gestures in this intervention. Music and singing could lower anxiety, thus making the acquisition of input more favourable. Actions song activity is highly motivating and entertaining and it could give participants with low level of confidence more opportunities to express their opinions and feelings. This vies is supported by Basco (2020), who found that music activities are valuable resources to expand students' abilities. Moreover, they can also be used for managing the classroom, giving instructions and keeping the learners engaged in the lesson.

The researcher also found that the application of cognitive learning theory had also proven to be effective in teaching of language. It provided stimuli and enhanced long term memory. The application of memorization, use of gestures and structured exercises facilitate the pupils' understanding and helped them to apply in writing. This statement supported a study by Zeng, et al. (2017), children do not passively receive environmental stimulation. Rather, they actively seek it, naturally exploring and acting on their world in order to understand it.

In conclusion, this reflection allowed researcher to see clearly the underlying assumptions about teaching strategies, methods and theories in the real classroom. The strength and weaknesses of the implementation of this intervention from the beginning to the end should be applied and improved for future benefits.

Suggestions for further research

First and foremost, this intervention can be improved by adding more new words. The vocabulary used may also consider the aspect of difficulty or unfamiliarity of the words like calf, cub, chick, kitten and others. The reasons for this suggestion are to enrich the pupils' vocabulary and provide them with examples that can be used in their real life. Moreover, the cost to create the writing module is low and the materials can be easily found in the store. So, it was not difficult to prepare for the materials in large numbers.

Besides, another improvement that can be done is to improve the quality of the video song. The current video song only provides the song and lyrics but not the actions. Hence, recording the video song with actions will ease the participants in memorization and understanding of the five sentence patterns.

Additionally, this intervention had been improved by integrating it with Information and Communications Technology (ICT). SiWri KIT, in digital form is available but to make the exercises more interesting, the varieties of games involve might be created to complement it such as using quizizz and wordwall. These two applications can make learning more fun and advanced. The cost is also free, and the pupils are able to access it only by using smart phone. A study by Lopez (2017), found that ICT has positive impact on students' performances in primary schools particularly in English language.

In conclusion, improvisation can be done to improve the use of this intervention. This would help ease the users and accommodate them in learning English.

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SiWri KIT

By NASHIHA MAD JAIS

ABSTRACT

This action research was conducted to help level two pupils' to write simple sentences in five basic sentence patterns. This study is conducted at Sekolah Kebangsaan Pagar Besi, Sekolah Kebangsaan Kampung Simunul and Sekolah Kebangsaan Karakit which are situated in a village area where English is not widely used. Most of the pupils are not able to write a simple sentence correctly even though they are in level two. They tend to write by in direct translation which most commonly has missing a verb in the sentence. SiWri KIT which consist of 5 Sentence Patterns Action Song and a writing module is an intervention which acts as a medium to ease the pupils in writing simple sentences correctly. The three main data collection methods applied in this study were document analysis, observation and interview forms. The instruments for the data collection were worksheet, observation checklist and interview form. The overall findings of this study showed that SiWri KIT was able to help the pupils to write simple sentences in five basic sentence patterns correctly.

Keywords: *SiWri KIT, writing, five sentence patterns, action songs.*

OBJECTIVES

to improve the ability of Level 2 pupils in writing sentences by using 5 basic sentence patterns.

IMPLEMENTATION

5 SENTENCE PATTERNS VIDEO SONG

ONLINE SiWri KIT

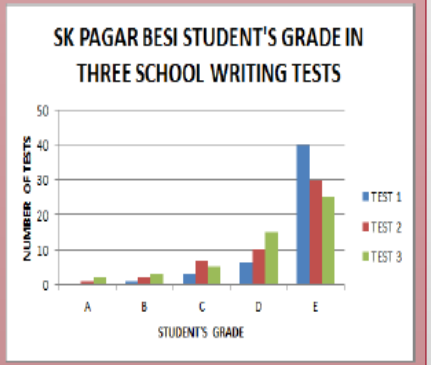
Song lyrics, compulsory steps, notes and 3 type exercises (true or false, rearranging and creating sentence for each sentence pattern.

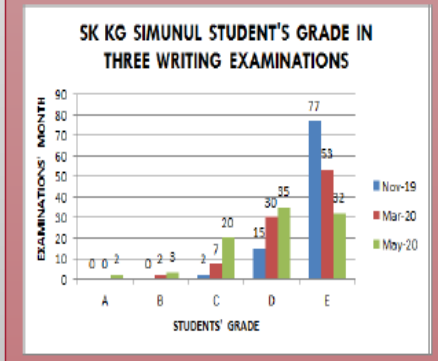
PROBLEM STATEMENTS

- Unable to write a simple sentence correctly.
- Do not use verb accurately in a sentence.
- Incomplete predicate in a sentence.

FINDINGS

1. The use of drilling techniques helped the pupils to remember the sentence patterns and developed ideas, and improved their language skills .
2. Action song activity provide fun learning environment to the pupils and lead to the low level of affective filter.





3. Using gestures in learning help the pupils to understand better.
4. Improve the pupils' performance in writing and pronunciation.
5. Build students' confidence to write.

DATA COLLECTION METHOD & DATA ANALYSIS

Observation	Checklist	The participants' confidence level gradually increase throughout each session.
Document Analysis	Writing Module (Marks Obtain)	The participants managed to answer all the questions correctly in the last session
Interwiew	Interview Form	All of them were giving positive feedback and happy using the KIT.

CONCLUSIONS

The implementation of various teaching strategies helped in increasing the participants' understanding of the sentence structure to write correctly.

Action song activity could lower anxiety, thus making the acquisition of input more favourable.

The application of cognitive learning theory had also proven to be effective in teaching of language. As it provided stimuli and enhanced long term memory.

LIMITATION & RECOMMENDATION

LIMITATION

Time Constraint

RECOMMENDATION

1. Add more new vocabulary.
2. Add variety of online exercises such as quizizz, wordwall and others.
3. Improve the quality of the video song such as add cartoon doing the movement.

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

FOODIES PROJECT: LOCKDOWN TRENDING AND REAL-LIFE TASKS IMPROVE PUPILS' COMMUNICATIVE SKILLS IN ENGLISH

Nurul Salina Binti Abdul

Abstract

This paper reports on the *Foodies Project: Lockdown Trending and Real-Life Tasks Improve Pupils' Communicative Skills in English.* The main research objectives were:

- To empower the pupils in selecting their learning outcomes through project-based learning
- To build the pupils' confidence in talking about their interests and current trends using English
- To create a more exciting and interesting learning experience

This research involved 30 Form One pupils in SMK Sepagaya Lahad Datu, Sabah, and was conducted during the Movement Control Order this year. The data was collected through observation, self-assessment checklist and reflection. The research findings indicated that the pupils were more motivated to communicate and perform in English if the tasks provided were designed appropriate to their experiences and incorporated topics that were currently trending. This research also provided new insight for teachers to implement this practice as an alternative English teaching method in their online classes.

Keywords

Project-based learning, speaking, writing, 21st century learning, authentic learning.

Introduction

During this research, several difficulties the Form One pupils had with communicating in English throughout the classroom session were noted. While the pupils were reluctant to converse in English and required a few minutes to respond to the teacher's questions, some even requested if they could use Malay to answer instead, despite it being an English language class. Thus, tasks which hold more meaning to the pupils were considered and designed to enhance the pupils' application of English in real life as well as prevent them from being excessively stressed by exam-oriented tasks. According to a New Straits Times survey in March 2020, a rising trend in cooking and baking was noticeable among Malaysians, since everyone was compelled to stay at home during the Movement Control Order. Following the trend, the pupils were required to think of their favourite food or drinks which could be prepared at home as their project-based learning task, and subsequently record and publish the recipe with the aid of their family members. The pupils were given the choice to publish their recipes in the form of a video, recipe book, audio recording, poster or brochure. In doing so, this project facilitated their learning in terms of using English to explain the cooking process and fostered their creativity in publishing their final products.

Significance of the Study

This research has improved the English communicative skills of the 30 pupils in the 1A class and helped them to apply this competency in real-life situations. This was achieved by assigning them

with suitable tasks corresponding to their own interests and experiences. As such an approach promotes a more natural use of language with real-life purpose in their speaking, it is expected to instil higher confidence among the pupils in using English and to motivate their learning further. Learning a language effectively requires the application of the language whereby this project provided an opportunity for the pupils to express their message in a clear and practical manner.

Research Questions

1. What do teenagers like to do at home during the Movement Control Order?
2. What do teenagers usually cook during the lockdown?
3. What is the importance of home-cooked dishes?
4. What are the benefits of sharing recipes?
5. How do they present the final product of the project?
6. Do they feel motivated and happy when sharing their recipes with others?
7. Do they learn better when given familiar and interesting topics?
8. Do they become more confident in talking and sharing their interests?
9. Do they talk a lot in a natural way when conveying their opinions and ideas?

Method

This three-week project was carried out in three phases, namely the Planning, Implementation and Assessment phases. Three data collection methods were employed:

i) Self-Assessment Checklist
The checklist consisted of 6 levels of achievement was distributed through Google Forms. It was designed to self evaluate their level of understanding in the topic provided.

ii) Observation
The pupils' behaviours and interactions towards the task prior to the instructions and during the assessment phase were recorded via the observation method. Based on the classroom observation, the pupils displayed substantial stress when asked to talk about topics which were unfamiliar to them or textbook topics that differed from their respective cultures. Before speaking about a topic, they also needed additional preparation time which indicated that 60 minutes of classroom learning was insufficient.

iii) Reflection
To derive their self-reflection on the learnt topic, the reflection method was utilised where the pupils were required to answer four questions which were the 'what', 'why', 'how' domains and the impact that the project had on them.

Findings and Discussion

Findings from observation
When the topic was first introduced to the pupils, it was observed through their WhatsApp feedback that they were excited, and some even asked if they could do more recipes at home. After briefing them on the requirements of the questions, the pupils posed multiple questions, one of which was whether they were allowed to design their own recipes and publish them on YouTube. A proportion of them immediately completed the project at home, and the cooperation between the parents and their children in handling the project was also observed.

Findings from self-reflection
Once the pupils had accomplished the final product, they were required to answer four questions related to the subject.

Q1 : What is the topic that you have learned?
Answer : The topic is about cooking my favourite food and sharing the recipe with others.
Q2 : Why is it important for you to learn about the topic?
Answer : I have to learn more about the topic so that I can share my recipe with others. Through this experience, I also learned how to appreciate the food that I have at home. Moreover, I managed to discover my new talent and passion in cooking.
Q3 : How do you know that you have understood the topic?
Answer : I know that I have understood the topic because I managed to write and explain the steps of cooking.
Q4 : What did you learn from this project after you finished creating the product?
Answer : I learned how to write the recipe and talk about it by recording the cooking steps in the form of a video. Since I was able to carry out the cooking practically, I became more confident in talking about the process. I also think that I have become more creative through learning how to use several Apps in editing my video.

Limitations

The limitation of this project which took place during the Movement Control Order was that some of the pupils could not afford to purchase a phone for themselves and had to share one phone at home with their family members. Hence, there was some delay in waiting for their responses and feedback.

Conclusion

In conclusion, this research houses significant potential as a contribution to English Language Education as it helped the pupils in improving their speaking skills while developing their confidence in talking about something that they do at home. Furthermore, the learning method employed in this research was a pupil-centred approach in which they were given the chance to explore their potential abilities and passion in the food industry. In addition, this research also instilled a set of moral values in the pupils, such as helping their family with house chores, appreciating the value of food, learning how to eat healthily and preparing food in the proper procedure. With regard to future research, the same approach can be applied on different topics such as focusing on the mental health issues which have affected many people during the lockdown period.

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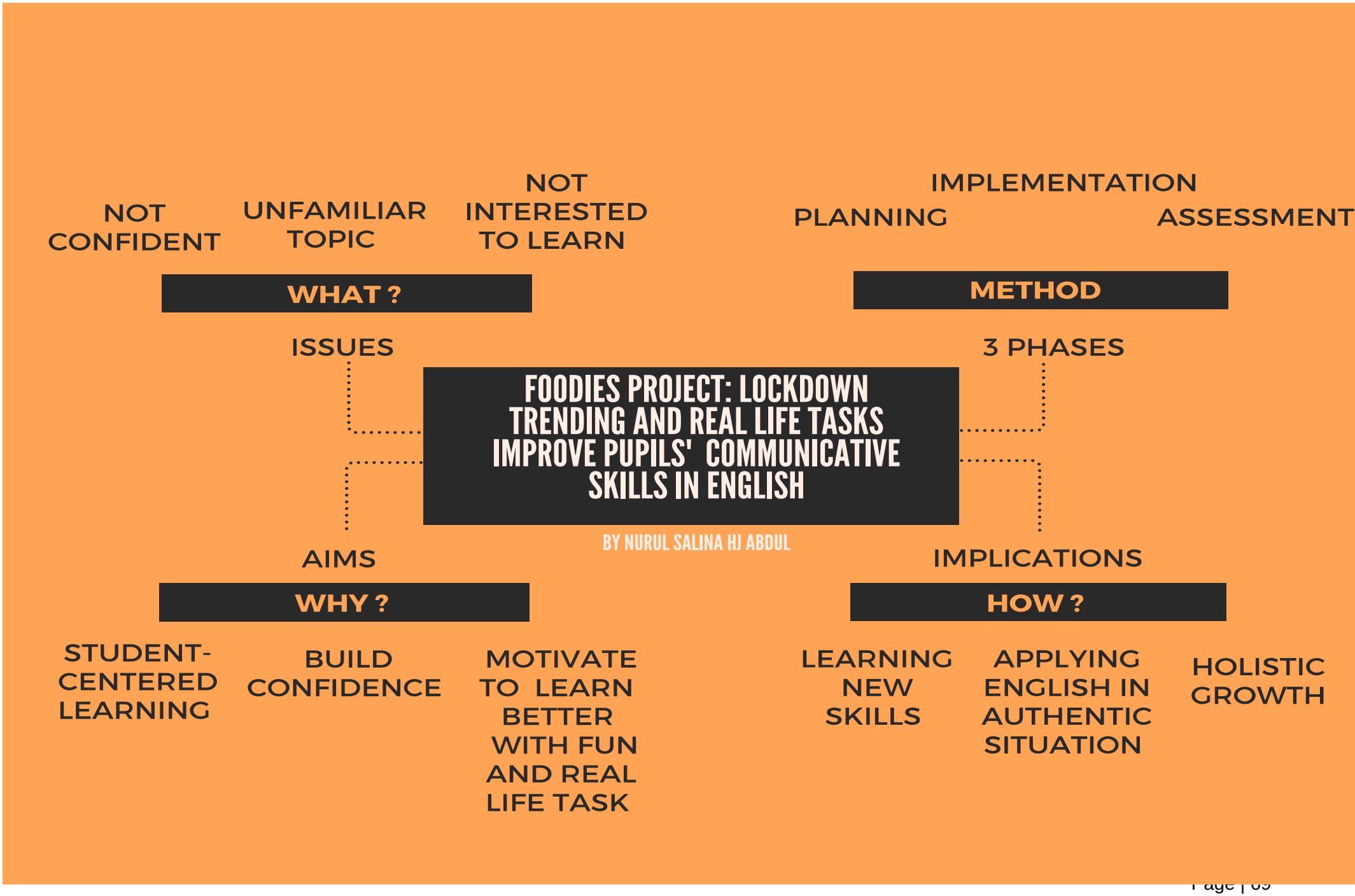
NOT CONFIDENT
UNFAMILIAR TOPIC
NOT INTERESTED TO LEARN
WHAT ?
ISSUES
AIMS
WHY ?
STUDENT-CENTERED LEARNING
BUILD CONFIDENCE
MOTIVATE TO LEARN BETTER WITH FUN AND REAL LIFE TASK
FOODIES PROJECT: LOCKDOWN TRENDING AND REAL LIFE TASKS IMPROVE PUPILS' COMMUNICATIVE SKILLS IN ENGLISH
BY NURUL SALINA HJ ABDUL
IMPLEMENTATION
PLANNING
ASSESSMENT
METHOD
3 PHASES
IMPLICATIONS
HOW ?
LEARNING NEW SKILLS
APPLYING ENGLISH IN AUTHENTIC SITUATION
HOLISTIC GROWTH

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

THE EFFECTIVENESS OF GOOGLE CLASSROOM IN SECONDARY SCHOOL FOR LESSONS DURING MOVEMENT CONTROL ORDER

Ong Ma Vin

Abstract

The issue faced by many students during the Movement Control Order was the ability to learn effectively from home. They were worried that they would miss out a lot of learning, be behind in the English language syllabus and the negative impact on their performance for the upcoming examination when school reopens. Fortunately, there are many online resources and means for students to learn. One of them is through Google Classroom. This study attempts to investigate whether Google Classroom is an effective way to deliver lessons to students learning from home. Various questions were asked through Google Form to gauge its feasibility throughout the three-month period of its usage when schools were temporarily closed due to the Covid-19 pandemic. The implication of this study for English language teaching is the ability to share the feasibility of Google Classroom as a method for online learning to replace physical classes in school.

Key Words

online learning, effectiveness, challenges

Introduction

The problem faced by many students during the Movement Control Order was the ability to learn effectively from home. Physical classes could no longer take place for approximately three months as schools were temporarily closed because of the Covid-19 pandemic. The government made a wise decision to temporarily halt physical lessons for the safety of the students and to curb the spread of the infectious Covid-19. Students were worried that they would miss out a lot of learning, be behind in the English language syllabus and the negative impact on their performance for the upcoming examination when school reopens. Fortunately, there are many means of learning online. One of them being Google Classroom. According to Iftakhar (2016), virtual classroom refers to an online classroom that allows partakers to communicate with each another, view presentations or videos, interact with other participants and engage with materials in work groups. One example of virtual classroom is Google Classroom which was announced in May 2014 as a new tool in Google Apps for Education. This issue of students learning effectively during the movement control order warrants attention as education for students should be carried out in a proper manner even during challenging situations.

Significance of Study

This study would be important to investigate whether Google Classroom could be an effective way to replace physical classes in the classroom when students have to learn from home. This would be helpful to cover classes that were missed and also to provide additional practice for students to complete at home. It is hoped that the data obtained would help to answer whether teachers could replace teaching and learning in the physical classroom through Google Classroom including its advantages and disadvantages that comes with it for teachers thinking of alternatives to teach and

deliver lessons online.

Research Questions

This study aims to answer the following research questions:

- Is Google Classroom effective for lessons in secondary school during the Movement Control Order?
- What are the challenges of using Google Classroom for lessons in secondary school during the Movement Control Order?

Method

The data collection is based on data obtained through quantitative research. A survey through Google Form was carried out in order to find out whether students find Google Classroom was effective for lessons during the Movement Control Order and also if there were any challenges of using Google Classroom. The survey consisted of 16 questions in total and were based on Likert scale. A sample of 30 students were selected through purposive sampling in order to ensure that all the participants of the survey had undergone Google Classroom and of the same age. For this study, students were 16 years old and currently Form 4 students. Gender of the students was not a criteria of the purposive sampling; a random amount of males and females were selected to form 30 students in total. The data was analysed in order to find out whether students find Google Classroom was effective for lessons in secondary school during the Movement Control Order and if there are any challenges of using Google Classroom. The data was processed and tabulated in form of Bar Chart. The highest percentage for each response would support or deny the assumptions given.

Findings and Discussion

Results revealed that positive findings regarding using Google Classroom for learning during the Movement Control Order. Firstly, respondents found that Google Classroom allowed them to learn at home effectively. Secondly, respondents found that Google Classroom was easy to use and they were able to complete lessons properly. Thirdly, respondents found that Google Classroom allowed them to learn English in a fun and interesting manner. Next, respondents found that Google Classroom enabled them to complete tasks given by teacher and getting feedback easily. Besides that, respondents found that Google Classroom allowed them to enhance their learning through the incorporation of technology. Furthermore, respondents found that Google Classroom allowed them to carry out discussions with their peers through Google Meet and the comment section on matters related to the lesson. Moreover, respondents found that the teacher shares sufficient digital content through Google Classroom such as YouTube videos and quizzes that helped them learn better. On top of that, respondents found that the teacher utilises Google Classroom to deliver lessons in a way that they could understand a lesson effectively. Based on the findings, it could be said that Google Classroom is an effective way to learn online during the Movement Control Order.

Limitations

Limitations faced by the researcher is lack of time to carry out the research due to time constraints completing the syllabus, difficulties in looking for a colleague to be the research assistant due to hectic working schedule, occasionally facilities available at the research location may not be adequate or fully booked. Another limitation is the research was carried out over a period of two months which was a short period of time. Besides that, some of the participants needed constant reminders to complete the survey which took up a significant time of the researcher involved.

Conclusion

Based on the findings from the Google Form, most of the respondents found that Google Classroom allowed them to learn at home effectively, was easy to use and they were able to complete lessons properly, allowed them to learn English in a fun and interesting manner, enabled them to complete tasks given by teacher and getting feedback easily, and allowed them to enhance their learning through the incorporation of technology. It is hoped that this research could help other educators to understand the strengths and weaknesses of using Google Classroom for online lessons.

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Pacific Journal of Education, Arts and Sciences, *5*(1), 47-51.

THE EFFECTIVENESS OF GOOGLE CLASSROOM IN SECONDARY SCHOOL FOR LESSONS DURING MOVEMENT CONTROL ORDER

NAME OF AUTHOR : MR ONG MA VIN
AFFILIATION : SEKOLAH MENENGAH KEBANGSAAN TELUK KUMBAR, PENANG
CONTACT DETAILS : email: mavinong@student.usm.my
mobile number: +60174866160

Abstract:

The issue faced by many students during the Movement Control Order was the ability to learn effectively from home. They were worried that they would miss out a lot of learning, be behind in the English language syllabus and the negative impact on their performance for the upcoming examination when school reopens. Fortunately, there are many online resources and means for students to learn. One of them is through Google Classroom. This study attempts to investigate whether Google Classroom is an effective way to deliver lessons to students learning from home. Various questions were asked through Google Form to gauge its feasibility throughout the three-month period of its usage when schools were temporarily closed due to the Covid-19 pandemic. The implication of this study for English language teaching is the ability to share the feasibility of Google Classroom as a method for online learning to replace physical classes in school.

1. Introduction

The problem faced by many students during the Movement Control Order was the ability to learn effectively from home. Physical classes could no longer take place for approximately three months as schools were temporarily closed because of the Covid-19 pandemic.

The government made a wise decision to temporarily halt physical lessons for the safety of the students and to curb the spread of the infectious Covid-19. Students were worried that they would miss out a lot of learning, be behind in the English language syllabus and the negative impact on their performance for the upcoming examination when school reopens.

Fortunately, there are many means of learning online. One of them being Google Classroom. According to Iftakhar (2016), virtual classroom refers to an online classroom that allows partakers to communicate with each another, view presentations or videos, interact with other participants and engage with materials in work groups. One example of virtual classroom is Google Classroom which was announced in May 2014 as a new tool in Google Apps for Education. This issue of students learning effectively during the movement control order warrants attention as education for students should be carried out in a proper manner even during challenging situations.

3. Research Questions

This study aims to answer the following research questions:

- Is Google Classroom effective for lessons in secondary school during the Movement Control Order?
- What are the challenges of using Google Classroom for lessons in secondary school during the Movement Control Order?

2. Significance of Study

This study would be important to investigate whether Google Classroom could be an effective way to replace physical classes in the classroom when students have to learn from home. This would be helpful to cover classes that were missed and also to provide additional practice for students to complete at home. It is hoped that the data obtained would help to answer whether teachers could replace teaching and learning in the physical classroom through Google Classroom including its advantages and disadvantages that comes with it for teachers thinking of alternatives to teach and deliver lessons online.

6. Limitations

Limitations faced by the researcher is lack of time to carry out the research due to time constraints completing the syllabus, difficulties in looking for a colleague to be the research assistant due to hectic working schedule, occasionally facilities available at the research location may not be adequate or fully booked. Another limitation is the research was carried out over a period of two months which was a short period of time. Besides that, some of the participants needed constant reminders to complete the survey which took up a significant time of the researcher involved.

4. Method

The data collection is based on data obtained through quantitative research. A survey through Google Form was carried out in order to find out whether students find Google Classroom was effective for lessons during the Movement Control Order and also if there were any challenges of using Google Classroom.

The survey consisted of 16 questions in total and were based on Likert scale. A sample of 30 students were selected through purposive sampling in order to ensure that all the participants of the survey had undergone Google Classroom and of the same age. For this study, students were 16 years old and currently Form 4 students. Gender of the students was not a criteria of the purposive sampling; a random amount of males and females were selected to form 30 students in total.

The data was analysed in order to find out whether students find Google Classroom was effective for lessons in secondary school during the Movement Control Order and if there are any challenges of using Google Classroom. The data was processed and tabulated in form of Bar Chart. The highest percentage for each response would support or deny the assumptions given.

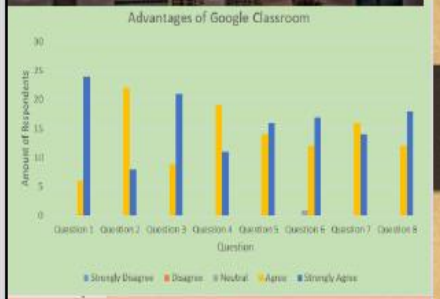
7. Conclusion

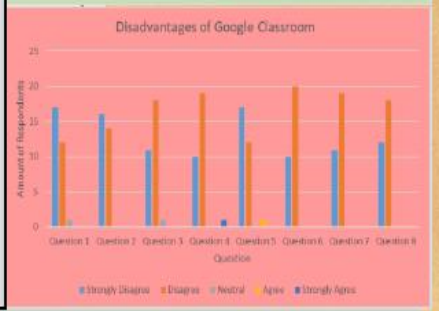
Based on the findings from the Google Form, most of the respondents found that Google Classroom allowed them to learn at home effectively, was easy to use and they were able to complete lessons properly, allowed them to learn English in a fun and interesting manner, enabled them to complete tasks given by teacher and getting feedback easily, and allowed them to enhance their learning through the incorporation of technology. It is hoped that this research could help other educators to understand the strengths and weaknesses of using Google Classroom for online lessons.

5. Findings and Discussion

Results revealed that positive findings regarding using Google Classroom for learning during the Movement Control Order. Firstly, respondents found that Google Classroom allowed them to learn at home effectively. Secondly, respondents found that Google Classroom was easy to use and they were able to complete lessons properly. Thirdly, respondents found that Google Classroom allowed them to learn English in a fun and interesting manner. Next, respondents found that Google Classroom enabled them to complete tasks given by teacher and getting feedback easily.

Besides that, respondents found that Google Classroom allowed them to enhance their learning through the incorporation of technology. Furthermore, respondents found that Google Classroom allowed them to carry out discussions with their peers through Google Meet and the comment section on matters related to the lesson. Moreover, respondents found that the teacher shares sufficient digital content through Google Classroom such as YouTube videos and quizzes that helped them learn better. On top of that, respondents found that the teacher utilises Google Classroom to deliver lessons in a way that they could understand a lesson effectively. Based on the findings, it could be said that Google Classroom is an effective way to learn online during the Movement Control Order.





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10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

ENHANCING KNOWLEDGE RETENTION THROUGH REFLECTIVE JOURNAL: KOLB'S EXPERIENTIAL LEARNING CYCLE IN A *KAMPUNG* PRIMARY SCHOOL

Shazlin Elaiza binti Lazim

Abstract

The 21st century learning is inspired due to the abrupt changes taking place outside the classroom and learners must first know and be aware of their learning for successful learning to take place. In an ESL classroom in a *kampung* school, this is a big challenge. To create meaningful learning in the classroom, a fraction language learning pedagogy can be exploited on; the experiential learning. Providing learners with experiences that they can value and reflect on is believed to be an essential part of learning. An action research was carried out in a primary school in a remote area in Kedah to investigate pupils' knowledge retention on grammar and vocabulary when using Kolb's Learning Cycle through the reflective journal in their English classroom. In investigating pupils' response, pupils were divided into focus and treatment group. The data for this study was analysed based on formative tests and a reasonable escalation was observed in the performance of the treatment group.

Key Words

Reflective Journal, Knowledge Retention, Grammar

Introduction

The worrying-level of English language proficiency among Malaysians is not a new issue. It is a perturbing issue as these graduates have gone through eleven years of formal education before enrolling into the tertiary level but have yet to reach the expected standard. This is not just a malicious talk on the media but has been boldly addressed in the English Language Education Reform in Malaysia- the Roadmap 2015-2025 (Zuraidah Don et al. 2015).The interest of this study, however, is not on the progress of these young Malaysian at the end of their formal education journey, but at the beginning phase of the whole process; the primary level. In 2013, it was reported that more than 35% of pupils who completed their six years of primary education scored below minimum competency level in the English language (EPU, 2016 in Hazita, 2016) and this issue is perturbing in rural areas of Malaysia as English is not even a second language based on the quantity of exposure and usage of the language. At the end of the six years of education at the primary level, the outcome does not meet the expectation and this has left the curriculum developers, stakeholders and educators in puzzled as a large proportion cannot go beyond the most rudimentary command of the language. This study, therefore, is aimed at identifying the effectiveness of the Experiential Learning Cycle in enhancing pupil's knowledge retention specifically in grammar and vocabulary using the Reflective Journal.

Significance of Study

The findings of this study will give a prominent impact on various stages of the education strata in Malaysia as the gist behind the experiential learning theory itself is flexible and applicable across

many second-language learning disciplines. On a broader perspective, the application of experiential learning cycle in the language learning class could bring a progressive outcome on learners' English language proficiency and change the landscape of the English language learning experience in a non-native environment. With this, the level of proficiency among the primary school pupils would improve and this would bring a chain reaction on their English language education progress throughout their education journey up to tertiary level. The outcome of this study would also add some value to the pedagogical field of English language education in Malaysia with the innovation inspired by the Experiential Learning Cycle to suit the need of primary school education based on the CEFR standard as it supports the education reforms of embedding HOTS into learning. Most importantly, reflection helps to develop knowledge retention (Spaulding, 2010) and learners are able to make connections and develop their ideas for better understanding (Ziegler & Montplaisir, 2012).

Research Questions

1. What are the effects of Experiential Learning Cycle on the Year 6 pupils' grammar knowledge retention?
2. What are the effects of Experiential Learning Cycle on the Year 6 pupils' vocabulary knowledge retention?

Method

This small scale action research adopts the quasi experimental design with two groups being investigated, namely the control and experimental group. The participants are 28 Year 6 pupils from a rural school in Kedah and they were grouped into two groups based on the Stratified Random Sampling method (14 control group & 14 experimental group).

The data collection process went on for about 3 months (6 cycles of grammar lesson and 6 cycles of reading comprehension lessons which indirectly focus on vocabulary). At the beginning of this phase, a pre-test was administered to both groups to get baseline information of the participants' level. Both groups went through all 12 lessons (6 grammar and 6 reading comprehension) in the same setting. Then the experimental manipulations on the participants begin based on Kolb's Experiential Learning Cycle using the Reflective Journal for all 12 cycles whereby lessons were taught using authentic material or situation (concrete experience) and followed by reflection (reflective observation). Then, the participants were guided to discuss and develop explanation (abstract conceptualisation) of the experience and reflection made before experimenting (active experimentation) on the concept made in different situations. These four processes were assisted by a reflection sheet developed for this study to record the discussions and reflection made throughout the treatment. The reflection processes can be conducted at the end of and activity, lesson, unit or even skills.

At the end of the process, a post-test was administered to both groups to see the outcome of using the Reflective Journal. The instruments used are participants' Reflective Journal, six-topic grammar module, six-topic reading comprehension module, pre-test and post-test papers.

Findings and Discussion

Based on the pre-test and post-test results of both grammar and vocabulary tests, there are significant difference between the results obtained by the control and experimental group. The mean score for both groups during the pre-test were 10.85 (vocabulary) and 9.78 (grammar). After going through the lessons, the experimental group underwent the treatment and the end results show an escalation (vocabulary = 15.78 and grammar = 15.43) as compared to the control group (vocabulary = 11.24 and grammar = 10.27).

Besides the post-test, it is observed that participants that went through the Experiential Learning Cycle are more conscious of their learning and are aware of the mistakes they made, lest there be any. Although this study is very basic with its own limitation, the escalation suggests that if

the idea is executed in an organised manner for a longer duration, it could bring a favourable impact to the study.

Limitations

This study has several limitations. First of all, lack of male data for comparison limits the study findings as 20 out of 28 participants are female. Secondly, an unprecedented global issue, the Covid-19 pandemic intervenes during the second month of the execution of this study and somehow hampers the momentum of the reflecting and journal writing especially when participants went through three months of movement control order and studied at home. Besides that, since this is a small scale classroom research, the data analysis method is rather basic; looking into only the mean score of the pre-test and post-test score. The validity and reliability of the data can be enhanced using reliable data analysis method. In order to be certain of a conclusion, all aspects must be observed and this study focuses only on a minute fraction of the language learning, namely grammar and vocabulary.

Conclusion

The use of Kolb's Experiential Learning Cycle in the form of reflective journal in this study has improved pupils' grammar and vocabulary knowledge retention. The decision to use the concept of reflection in this study is evidenced-based. A progressive development was observed in the experimental group. The ideas of reflection has been discussed not only academically or philosophically, but have been addressed in many aspects of life. Dewey (1915) believes that one doesn't learn from experience, we learn from reflecting on experience. Amulya (2011) asserts that without reflection, learners are merely transmitters of the content. Theologically, the idea of reflection has always been the core to many religions. Reflection is mentioned 35 times in the Holy Quran while in Hinduism it is emphasised in the concept of *Dhayana* (contemplation). Buddhism also discussed reflection as essential part of their virtues as it is one of their Six Paramitas.

Looking at the interest within the corpus of reflection in learning, it is hard to deny the benefits of reflecting in the process of learning especially with numerous word of wisdom acknowledging it as an integral part of learning. Therefore, the idea of using reflection as a fragment of learning, I strongly believed, could benefit learners not only in grammar and vocabulary but also in other skills of English Language, curriculum and across other subjects too.

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Enhancing Knowledge Retention through Reflective Journal: Kolb's Experiential Learning Cycle in a *Kampung* Primary School

SHAZLIN ELAIZA BINTI LAZIM
SK KUALA MERAH, 09300, KUALA KETIL, KEDAH.

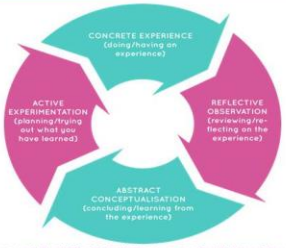
10th MELTA International Research Conference in English Language Education MIRCELE 2020

ABSTRACT

To create meaningful learning in the classroom, a fraction language learning pedagogy can be exploited on; the experiential learning. Providing learners with experiences that they can value and reflect on is believed to be an essential part of learning.
An action research was carried out in a primary school in a remote area in Kedah to investigate pupils' **knowledge retention** on **grammar** and **vocabulary** when using **Kolb's Learning Cycle** through the **reflective journal** in their English classroom. In investigating pupils' response, pupils were divided into focus and treatment group. The data for this study was analysed based on formative tests and a reasonable escalation was observed in the performance of the treatment group.

ISSUES

- **2013- more than 35% of pupils who completed their six years of primary education scored below minimum competency level in the English language (EPU, 2016)**
- **Consistent gap that is widening between urban and rural school performance (Hazita, 2016)**
- **Scarce chances to naturally encounter authentic English materials and effective teaching and learning environment in rural Malaysia (Wreikat, Kabilan, & Abdullah, 2014).**



KOLB'S EXPERIENTIAL LEARNING CYCLE

We don't learn from experience, we learn from reflecting on experience- **John Dewey**

Islam – mentioned 35 times in the Holy Quran

Without reflection, learners are merely transmitters of the content – ***Amulya, 2011***

Why Reflection?

Buddhism - one of the Six Paramitas (virtues)

Holistic skill – across discipline, subjects, language, practice etc

Hinduism – concept o *Dhyana* (contemplatio

Prepare learners for another level of experience (More, 1974)

Research Objective

1. To investigate the effectiveness of the Experiential Learning Cycle on the Year 6 pupils' vocabulary knowledge retention.
2. To investigate the effectiveness of the Experiential Learning Cycle on the Year 6 pupils' grammar knowledge retention.

Research Question

1. What are the effects of Experiential Learning Cycle on the Year 6 pupils' vocabulary knowledge retention?
2. What are the effects of Experiential Learning Cycle on the Year 6 pupils' grammar knowledge retention?

The Experiences...

- Pen pal project
- Tourism Malaysia brochure
- Tie-Dye Workshop
- Speaker's Corner
- KFC tray-liner & canteen session
- Interschool HIP carnival
- Philately exhibition
- Banana leaf lunch

REFLECTION IN CLASS, ANYONE?

"I think that we tend to underestimate the ability of younger children at reflecting & metacognating. They've actually been doing that since they were born, but for some reason their natural curiosity & desire to question begin to disappear as they begin their academic career in primary school. I like how you're scaffolding the reflection session with those guiding questions. You're individualizing a lesson by allowing each pupil to set their own goals & how they can achieve it. Once they start sharing their thoughts with other pupils, there's peer learning & it's great assessment material for the teacher too."

JAROD YONG *The Jungle Teacher*
2016 Fulbright Malaysian Graduate Study and Research Programme
2017 Bresee Foundation (Los Angeles) ESL Curriculum Developer

"Many things to be considered for level 1 to make sure they understand the direction and destination of the day's lesson. With proper instruction, guidance and presentation, they will be able to turn reflection into their learning culture.
I'm also thinking about using reflection checklist to redesign my parking lot for my Year 3 pupils to reflect on the lesson instead of letting them rambling on stuff that happened in the class that day."

MUHAMMAD NAZMI
2019 Guru Adiwira PAK21 – JOHAN

"I would love the idea of students doing reflection for their learning. It could help not only the students to know their progress but also the teachers. Based on the students reflection, teacher will know which areas or which kids need to be focused more in the next lessons. Students can start with as simple as showing thumbs up or thumbs down, drawing emoticons of how they feel..etc.."

TEACHER FIERA HAKIM
Founder of teacherfiera.com

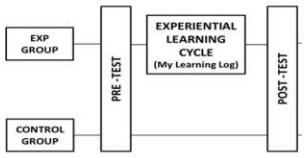
"To me reflections are a byproduct of comprehension, engagement, and curiosity. When children are absorbed with meaningful learning, they'd unknowingly portray a sense autonomy and ownership of what they're doing. The want to continually do something, look forward to the next lesson, give opinions, ask critical questions, collaborate and correct one another is by itself a form of reflecting.."

SAMUEL ISAIAH
2019 Guru Adiwira PAK21 – TOP10
The Star- Yayasan Gamuda Golden Hearts Award Winner 2019

"A good approach especially in overcoming teaching and learning issues in the classrooms."

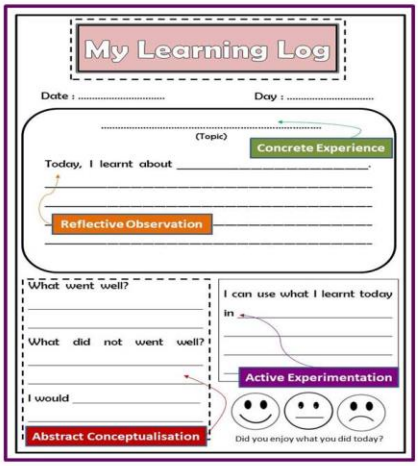
NORHAILMI BIN ABDUL MUTALIB
2019 Guru Adiwira PAK21 – NAIB JOHAN
1st Malaysian in CERN High School Teacher Programme in Geneva

METHODOLOGIES

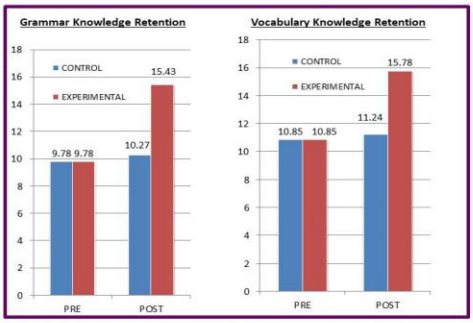


- **Method –** Quasi Experimental Design
- **Skill –** grammar and vocabulary
- **Participant –**28 Year 6 pupils (14 experimental & 14 control) – Stratified Random Sampling
- **Data Collection** – 3 months (12 cycles of writing lesson)
- **Instruments** – 'My Learning Log', performance standard levels (ranging from 1 to 6), pupils' work (essays, postcards, letters) and formative tests questions

INNOVATION



FINDINGS



CONCLUSION

- **The decision to use the concept of reflection in this study is evidenced-based.**
- **A progressive development was observed in the experimental group.**
- **The use of Kolb's Experiential Learning Cycle in the form of reflective journal in this study has improved pupils' knowledge retention on vocabulary and grammar.**
- **This approach can be applied in other skills, curriculum (KSSR, CEFR) and across other subjects too.**

SIGNIFICANCE

- **Individual growth of 21st century self-regulated learners: reflecting, processing information or metacognition (Jaleel & Premachandran, 2016)**
- **Supports the education reforms of embedding HOTS into learning (Don et al, 2016)**
- **make connections and develop their ideas for better understanding (Ziegler & Montplaisir, 2012)**
- **Knowledge retention (Spaulding, 2010)**
- **Prepare and assists the progress of IR4.0 and STEM – quick and competent learner (social, adaptive, digital, personal) – *Emiritus Professor Dr M. Azraai Kasim, 2019***

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TEACHER CATEGORY

BUN+MOJI ATTACK THROUGH VIDEOS TO IMPROVE THE CONFIDENCE IN SPEAKING

Savina A/P A. Saiman

Abstract

BUN+MOJI Attack in Speaking is one of the ICT techniques used to teach speaking in the virtual classroom. It is also built to help students to create their own BUN+MOJI videos on several topics for speaking skills. As we know, elements of the 21st century skills can be applied by students in creating interactive multimedia presentations for speaking. The students can integrate content from both external and internal sources as well as create content directly. This study used the Mix Method, which consisted of questionnaires, pre and post activities. This study was conducted on 12 pre-university students. Regardless of the discipline that I teach, active learning strategies, like game-based instructional sessions can be integrated with BUN+MOJI in my lesson to engage my students. As such, the implementation of BUN+MOJI attack in speaking has resulted in positive outcomes in relation to improving speaking skills among the students.

Key Words

BUN+MOJI, interactive multimedia presentation, engage

Introduction

This action research was carried out to teach students ways to speaking confidently by using Bun+Moji attack in Speaking though the process of making video. In order to get a high band for MUET Speaking skill, besides task fulfilment and language, communicative ability which carries 20 marks is very essential. Few students are not able to acquire this technique to be applied in their speaking. They seldom speak and use English either in school or at home. They were reluctant to use English in their daily conversation for fear of being ridiculed by their friends or simply because they did not have the vocabulary to do so. The students could speak but could not score in the speaking exam as they did not have the confidence to speak in front of their friends and that put them in Band 3. As for speaking, in Task A: Individual Presentation; they are required to speak for 2 minutes and in Task B: Group Discussion; for 10 minutes. Thus, this research was carried out to help them score a high band for communicative ability, that is to score between 13 to 15 marks (out of 20 marks) to obtain Band 4 in MUET speaking test.

Significance of study

The use of Bun+Moji Attack in Speaking via using video might help the students to speak confidently. In an initial survey conducted through a speaking activity, it was very obvious that the students were not able to speak confidently. It proved that the students did not know how to speak confidently and constructing a variety of sentences apart from other grammar items and content despite having learnt English Language for the past 12 to 13 years. They believed that MUET was a difficult test to pass. Therefore, they failed to score in their speaking test. The significance of study is to:

a) improve students' ability to speak by using appropriate points.
b) enable students to speak confidently.
c) enjoy creating videos by using BUN + MOJI technique.
d) arouse students' interest by using ICT in speaking by creating videos.

Research questions

Research has shown that Bun+Moji attack in speaking through video was effective in developing speaking skills and helping students in many ways. Therefore, the following research questions are formulated for this study.

- ✔ How do teachers integrate Bun+Moji technique in speaking?
- ✔ How do the existing videos help students to develop their speaking skills in terms of content?
- ✔ What are the interesting techniques that we can use to attract the students' interest in speaking confidently?

Method

This action research was carried out to determine whether the 10 selected students in 6th upper economy and science streams can speak confidently by using Bun+Moji Attack technique through the use of videos. In order for this research to flow smoothly and to fulfil its objectives, a few activities were carried out and data was also collected from the activities. These activities were carried out mainly to determine the students' speaking skill which includes brainstorming sessions. Pre- test and post-test were used in this research in order to measure the students' performance before and after the treatment.

Findings and discussion

Pre-Activity

For the pre-test, a double period slot was chosen to provide enough time to conduct Task A, speaking activity. In this pre-test, a worksheet which contained questions on speaking skills was distributed. The questions were used to elicit information from the students. In addition, an outline was given to write the points to speak. Students wrote the points according to the outlines which were points 1 and 2, explanation, examples and justification on a mah-jong paper. Then, students were given 2 minutes to present in a group. Students' speaking activity was graded. Data was collected to determine whether the target students achieved the objective. The table below indicates the target students' performance in their speaking for pre-test.

Table 1: Pre – Test Marks

Num	Name of the students	Marks (20 Marks)
1.	1	10
2.	2	9
3.	3	11
4.	4	11
5.	5	10
6.	6	9
7.	7	10
8.	8	11
9.	9	11
10.	10	11

From the analysis, the students answered the question in pairs. These 10 selected students got

below 12 marks for their communicative ability. A total mark of this section for communicative ability is 12. It is obvious that they only obtained 10 to 12 marks. This is because they did not have the confidence level in speaking. This will definitely put them at a Band 2 or 3.

Brainstorming

To improve the students' marks in speaking, brainstorming sessions were used before the treatment. The 10 selected students could write the points and deliver confidently to put them in a band 4. One period was allocated for this session. Steps had been explained for this session. After that, students answered the questions in a google form and submitted them individually. After submitting, I checked and evaluated their responses so that it was easy to carry out the treatment.

Figure 1: Why is it so hard for you to score a high band for speaking?

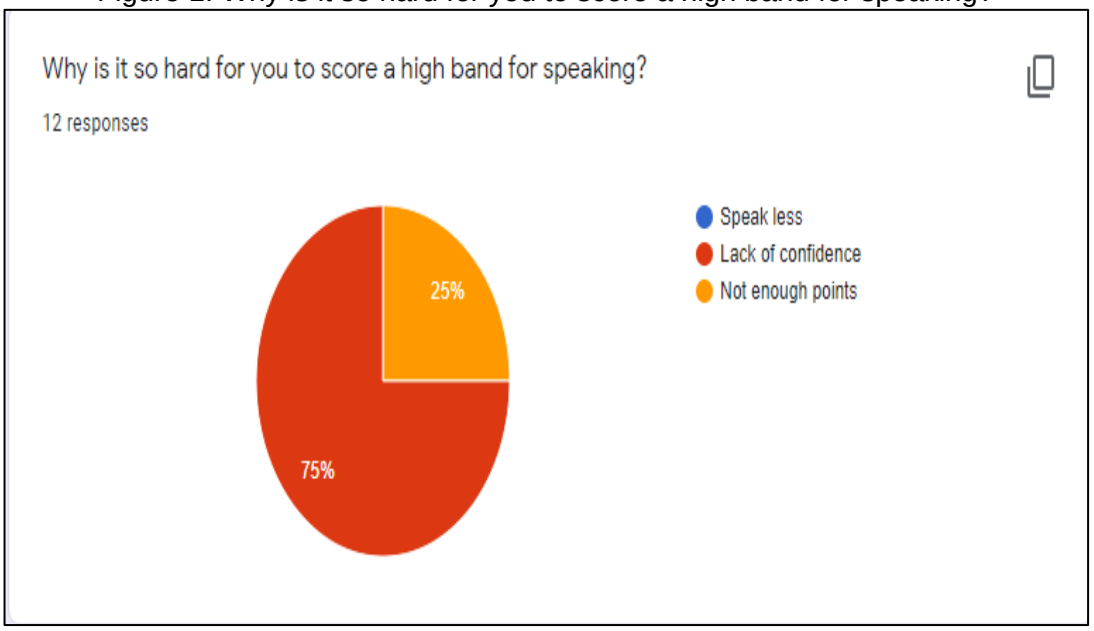


Figure 2: How can you make your speaking more interesting?

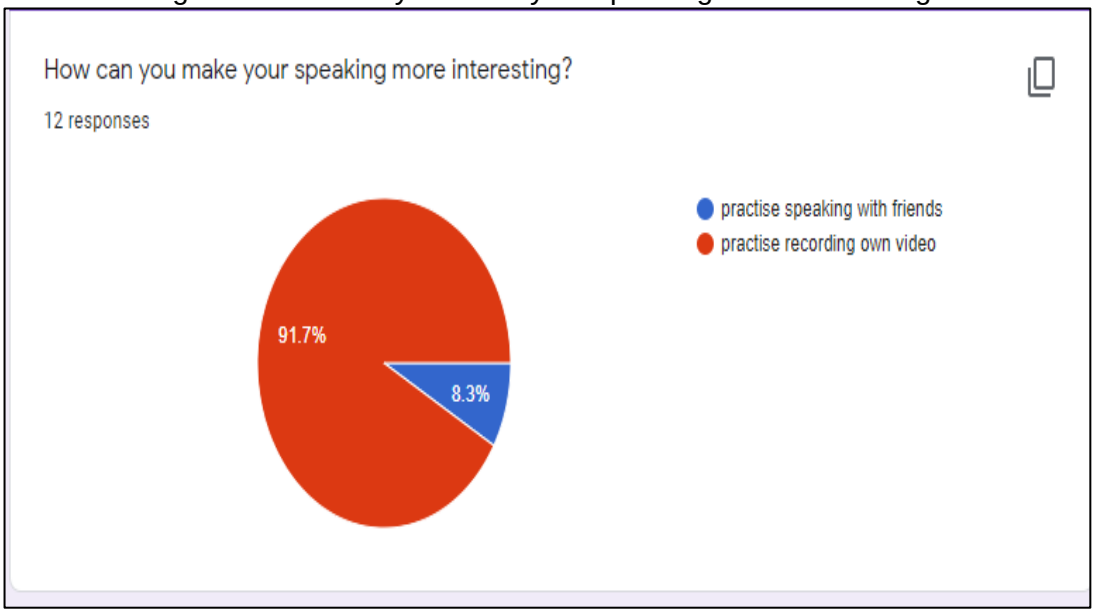


Figure 3: Do you think Bun + Moji will help you to speak well?

Figure 4: Can you write an interesting speaking script based on Bun + Moji?

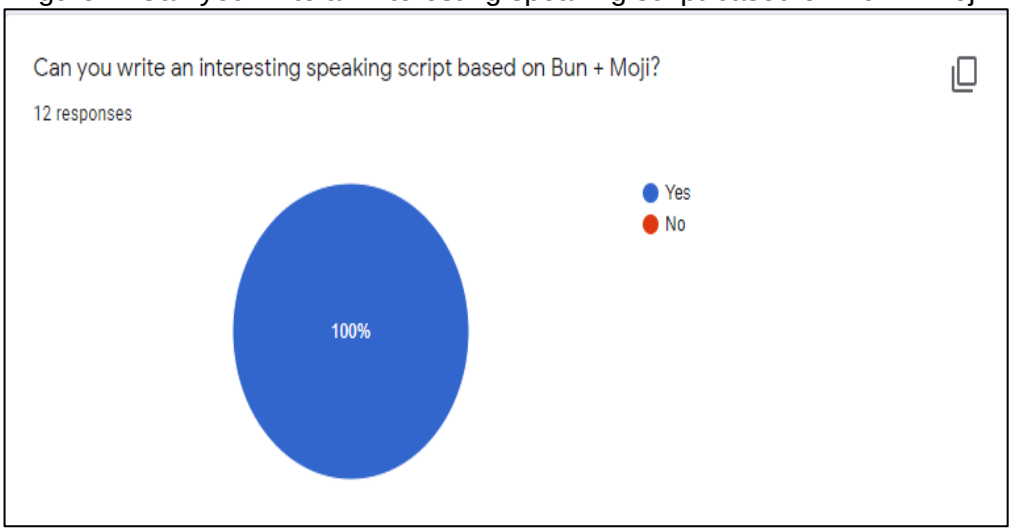
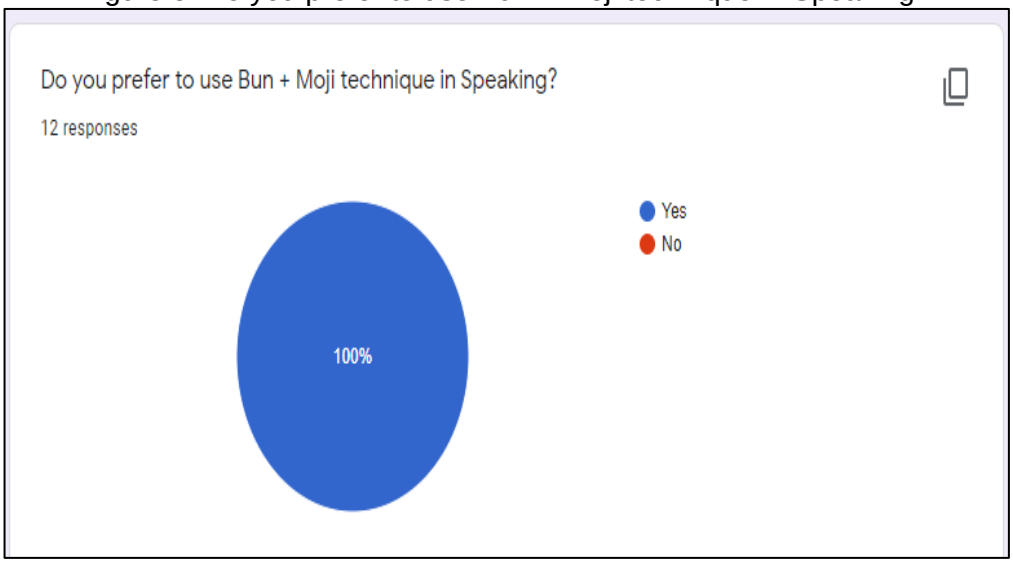


Figure 5: Do you prefer to use Bun + Moji technique in Speaking?



In short, the 10 selected students understood the Bun + Moji attack technique in Speaking very well and applied it in their treatment.

Treatment

At this stage, a double period had been used for individual activities. A Speaking Quiz was assigned for this session for the 10 selected students to answer. Before starting the quiz, a few questions were asked to determine whether they understood the notes for communicative ability in speaking. Then, students answered the questions in quizizz which was a game-based quiz. After that, the students turned in their quizzes and checked their answers which was immediately generated to them. The marks for the quizzes are given in the table below.

Table 2: Quiz 1 & Quiz 2 Marks

Num	Name of the students	Quiz 1 (10 Marks)	Quiz 2 (10 Marks)
1.	1	9	10
2.	2	9	10
3.	3	8	10
4.	4	8	10
5.	5	9	10
6.	6	9	10
7.	7	9	10
8.	8	9	10
9.	9	9	10
10.	10	9	10

After answering the quizzes, the students could see their marks and improvement. Moreover, the students could identify the elements that they should have in order to speak confidently. It showed that they were already prepared for their post-test.

Post-Test

For the post-test, a double period slot was chosen to provide enough time to create a video by using Bun + Moji technique in speaking. In this post-test, a Task A speaking question was given to the students. First, students needed to select a picture of a bun from the internet. After that, students had to write 2 points, according to the outlines which were points 1 and 2, explanation, examples and justification on the bun in a short form. They did the activity in a PowerPoint slide so that they could video record themselves speaking using the script and export the recording into a video. They took about an hour to finish the post-test. The data was collected to determine whether the selected students achieved the objective for the post-test. The table below indicates the performance of the target students in their speaking for post-test.

Table 4: Post- Test

Num	Name of the students	Marks (20 Marks)
1.	1	15
2.	2	15
3.	3	13
4.	4	14
5.	5	13
6.	6	15
7.	7	15
8.	8	13
9.	9	14
10.	10	14

From the analysis, results showed the significance of the research. The students achieved their objective by getting more than 12 marks, which is Band 4 that requires scores between 13-15 out of 20 marks. Although the marks were not too high, the students could achieve their objective by speaking confidently.

Limitations

Every action research conducted had its own limitations. This action research was basically carried out on a small group of selected students. The limitations are as follows:

First of all, the duration for this action research was very short. It was about 2 months. The researcher monitored this practice closely as it demanded space and time. It was therefore difficult to maintain rigour in data gathering.

Next, during the brainstorming session and treatment, the students faced some obstacles to submit their responses. As the school was in a rural area, the internet connection was not strong. The teacher had to play a vital role in preparing the facilities for students to enjoy their lesson.

Conclusion

In conclusion, my 6th upper form students were able to speak confidently with relevant points by using the Bun + Moji technique. The teacher produced many quizzes on speaking criteria to help them score high marks for their communicative ability as practice makes perfect. These activities also arouse the students' interest to get points for speaking by learning to speak confidently. The key to score in MUET speaking test is by practising speaking and creating own videos through Microsoft Teams, ICT tools or the latest Apps as students' progress towards 21st Century Learning.

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Dorothy massey (2003). Speaking English: Handling everyday situations with confidence. Bishops Lydeard : Studymates https://coschedule.com/blog/brainstorming-techniques/

BUN+MOJI ATTACK THROUGH VIDEOS IMPROVE THE CONFIDENCE IN SPEAKING

PRESENTER : SAVINA D/O A.SAIMAN

KEMENTERIAN PENDIDIKAN MALAYSIA
English Language Teaching Centre

ABSTRACT

BUN+MOJI Attack in Speaking is one of the ICT techniques used to teach speaking in the virtual classroom. It is also built to help students to create their own BUN+MOJI videos on several topics for speaking skills. As we know, elements of the 21st century skills can be applied by students in creating interactive multimedia presentations for speaking. The students can integrate content from both external and internal sources as well as create content directly. This study used the Mix Method, which consisted of questionnaires, pre and post activities. This study was conducted on 12 pre-university students. Regardless of the discipline that I teach, active learning strategies, like game-based instructional sessions can be integrated with BUN+MOJI in my lesson to engage my students. As such, the implementation of BUN+MOJI attack in speaking has resulted in positive outcomes in relation to improving speaking skills among the students.

Key Words: *BUN+MOJI, interactive multimedia presentation, engage, speaking*

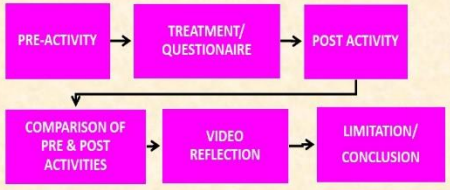
SIGNIFICANCE OF STUDY

- To improve students' ability to speak by using appropriate points.
- Students should be able to speak confidently.
- Students enjoy creating videos by using BUN + MOJI technique.
- Arouse students' interest by using ICT in speaking by creating videos.

RESEARCH QUESTIONS

- ✓ How do integrate Bun + Moji technique in speaking?
- ✓ How do the existing videos help students to develop their speaking skills in terms of content?
- ✓ What are the interesting techniques that we can use to attract the students' interest in speaking confidently?

THE JOURNEY OF MY



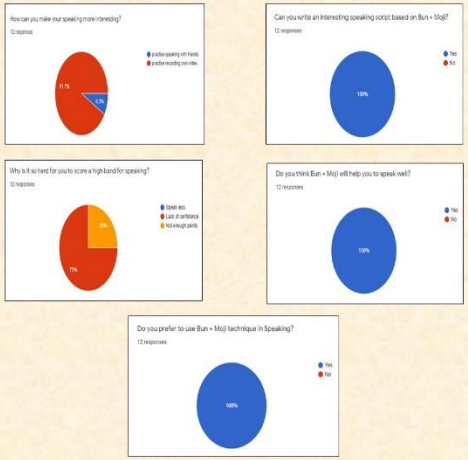
Component	Maximum Score	Percentage of Overall Score
Listening	45	15%
Reading	120	40%
Writing	90	30%
Speaking	45	15%
TOTAL SCORE	300	100%

SPEAKING
- Task Fulfilment - 20
- Language - 20
- Communicative Ability - 20

BAND 3 BAND 6 BAND 4 BAND 2 BAND 1 BAND 5

CONVENTIONAL METHOD - PRE-ACTIVITY

BRAINSTORMING



TREATMENT – BUN + MOJI ATTACK IN SPEAKING

POST-ACTIVITY

POST-ACTIVITY

	BAND 4	BAND 3	BAND 2	BAND 1
PRE	-	8	2	-
POST	10	-	-	-

Table 1 : Pre & Post Activities' Result

	Band 4			Band 3		
	High	Mid	Low	High	Mid	Low
Pre				4	2	4
Post	4	3	3			

Table 2 : Scores

LIMITED USERS

MODEST USERS

VIDEO REFLECTION

VIDEO REFLECTION 1

VIDEO REFLECTION 2

VIDEO REFLECTION 3

LIMITATIONS

- ✓ Duration for this action research is very short.
- ✓ The internet is not too strong.

CONCLUSION

In conclusion, my 6th upper form students would be able to speak confidently with points by using Bun + Moji technique in speaking. Teacher produced many quizzes on speaking criteria to score high marks for their communicative ability called "Practice makes perfect". These activities arouse the students' interest to get points for speaking as we as speak confidently. The key to score in MUET speaking is by practising speaking and creating own videos through Microsoft Teams, ICT tools or the latest Apps as students progress towards 21st Century Learning.

PREPARED BY

MADAME VINA
ENGLISH LANGUAGE EXCELLENT TEACHER (MUET)
SMK SULTAN IDRIS SHAH II, GERIK

" Better than a thousand days of diligent study is one day with a great teacher"

Template provided by: "posters@research.com"

THE USE OF PLICKERS QR SMART RING: AS A FORMATIVE ASSESSMENT IN ENGLISH LANGUAGE EDUCATION

Shee Yuen Ling

Abstract

In a big classroom, it is often hard for the educator to focus on every student. Educators also find difficulty to do analysis and follow up on the remedial program. Plickers can recognise the students' responses depending on which way a student wears the Plickers QR smart rings because it is rotatable (with option A, B, C and D). The educator scans the room using the mobile device offline, the name of the student and the response for each question will be recorded on the screen of the smart device. A bar graph will appear so the educator can view the whole group data as well. The number of participates scanned is also provided to make certain that all students have responded. All responses will be analysed. It makes a good fun "flying in the air" assessment tool. It is a very reliable product for the future assessment programmes in education.

Key Words

Plickers, Formative Assessment, Mobile device, Remedial, QR smart ring

Introduction

Data is an essential component in education, yet sometimes it can be a necessary evil for educators. Passing out the materials and grading individual student responses can be a time-consuming task. As the year goes on, a teacher's attitude toward data collection may change and decline as assessment becomes more overwhelming. Plickers allows educators to gather, analyse, and save data in a brief time. It can be used without Internet connection in the class. It does not require students to have any technology, making it essentially free and easy.

Plickers is a fun learning and assessment tool to engage all students in critical thinking. It is an interactive tool as it gives all students the chance to participate and engage in learning. No one is left behind. It is a good data-collection tool for analysis. The result is helpful for creating the follow-up activities. It is a simple product that has awesome possibilities such as to be used for formative assessment, game, questionnaire, survey and quiz. It allows instant feedback for every question asked. The use of Plickers QR smart rings card is to avoid students wrongly hold the card and the scanner failed to detect the answer.

Significance of Study

The use of Plickers can assess and engage all students learning for varied subjects (as everyone holds his/her smart ring in hand). It collects instant feedbacks for the instruction given and make a good data-collection tool). It enables the educators to create some follow-up activities based on the analysis results to increase students' competency in the subject. The following are the benefits the use of Plickers and the Plickers QR smart rings:

1. Engage all students in critical thinking (interactive)
2. Give all students the chance to participate and engage in learning

3. A good data-collection tool (poll)
4. Focus more on teaching, less on set-up
5. Give instant feedback for the instruction given
6. Fun learning
7. Check students' understanding of the content taught
8. Create follow-up activities based on the results
9. A good fun assessment tool
10. Be a simple product that has awesome possibilities (assessment, game, questionnaire, quiz) in the classroom

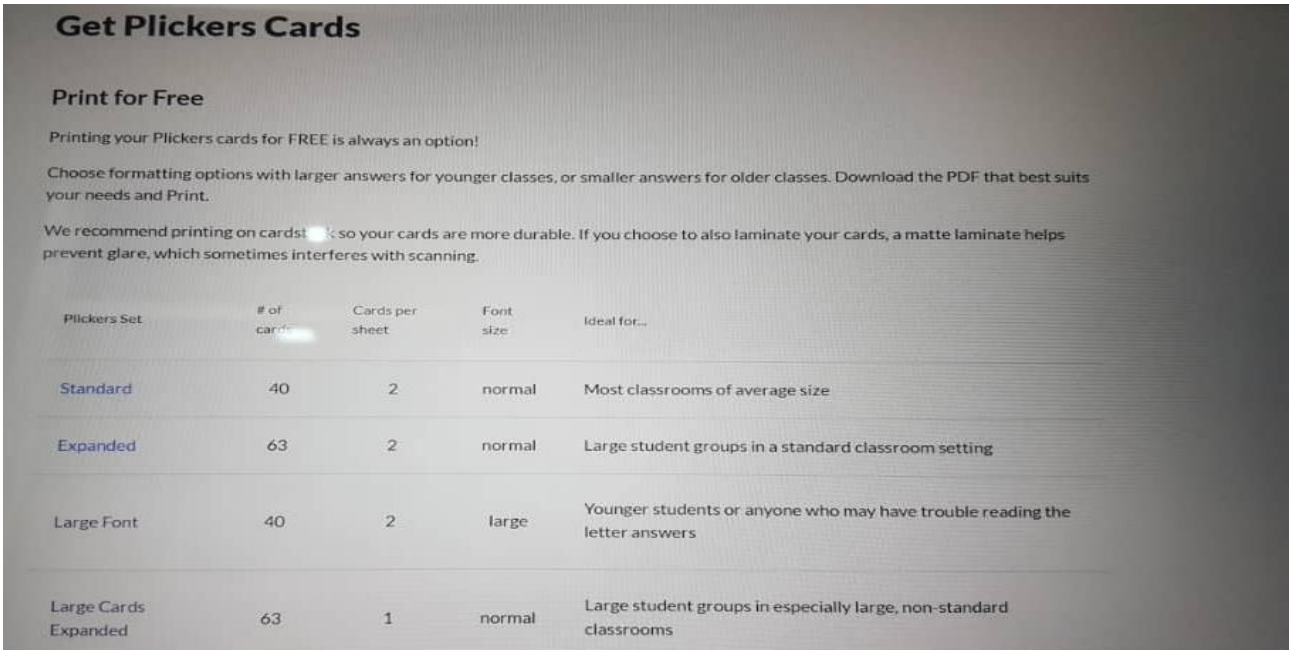
Research Questions

1. To what extent, does the use of Plickers assess and engage all students learning for English language subject?
2. How can the use of Plickers be a good data-collection tool to collect instant feedback?
3. To what extent, will the follow-up activities that are based on the results help increase students' English results on a certain topic?

Method

How to carry out the research

1. Print out the Plicker cards at https://help.plickers.com/hc/en-us/articles/360008948034-Get-Plickers-Cards and make the ring. The cards can be linked to a specific person.



Get Plickers Cards

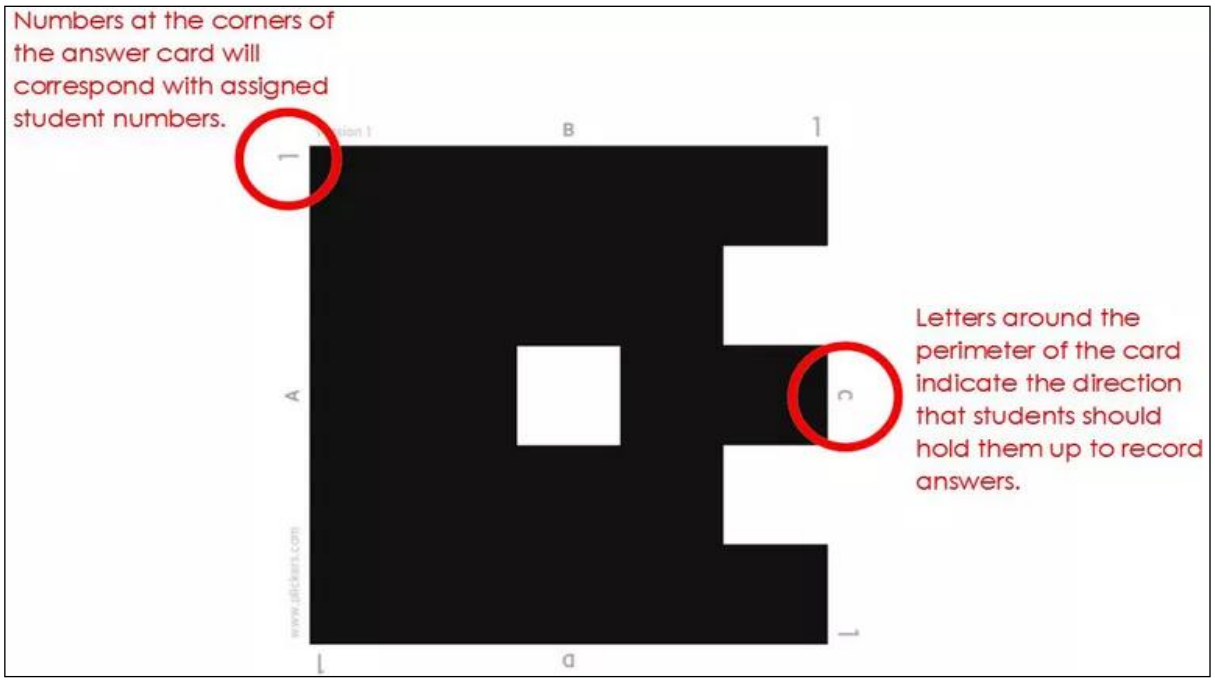
Print for Free

Printing your Plickers cards for FREE is always an option!

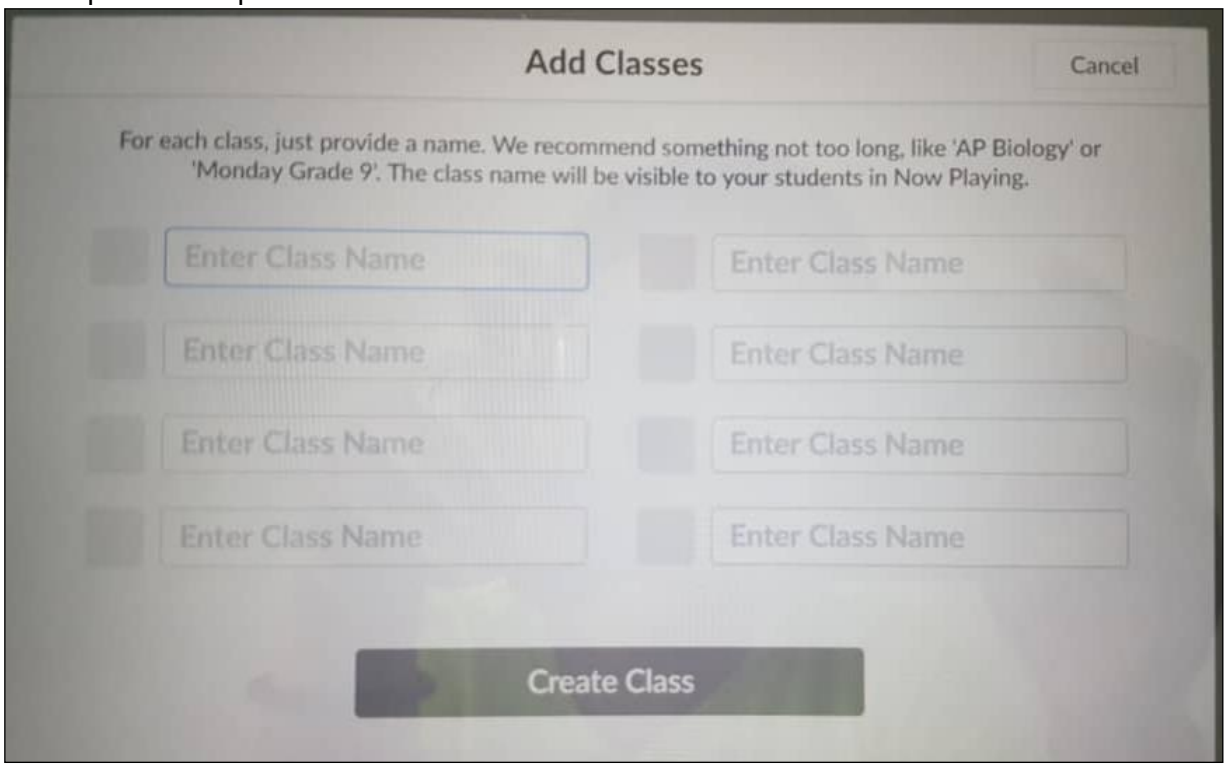
Choose formatting options with larger answers for younger classes, or smaller answers for older classes. Download the PDF that best suits your needs and Print.

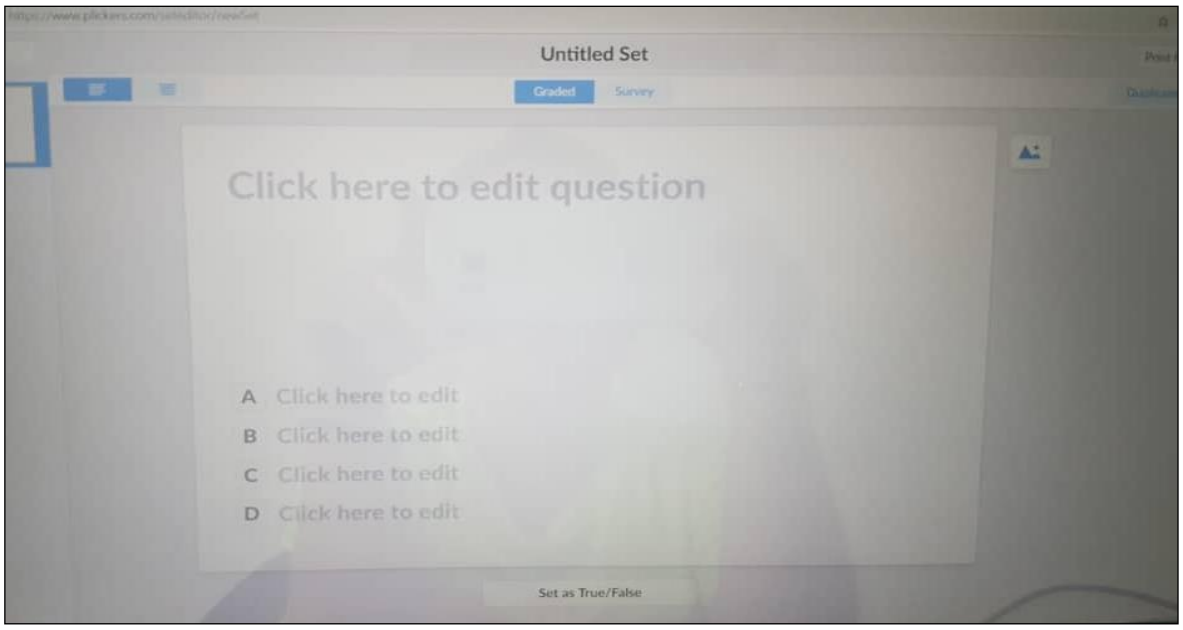
We recommend printing on cardst[illegible]so your cards are more durable. If you choose to also laminate your cards, a matte laminate helps prevent glare, which sometimes interferes with scanning.

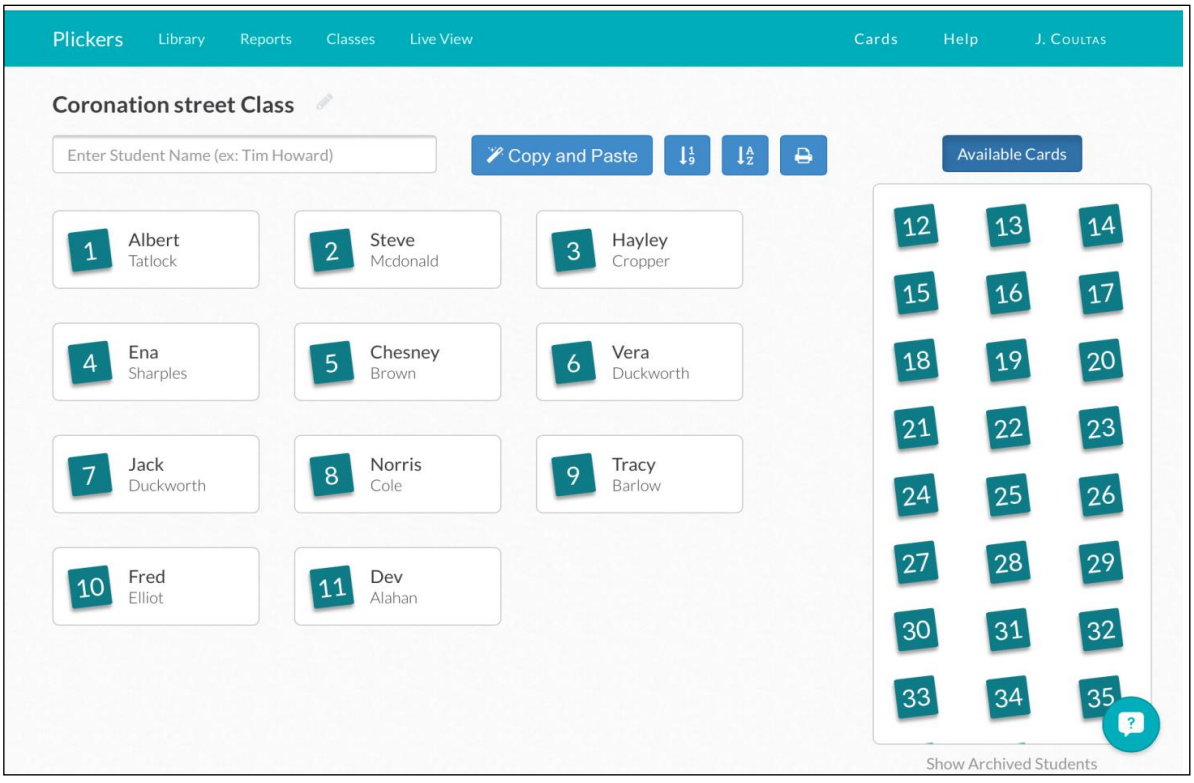
Plickers Set	# of cards	Cards per sheet	Font size	Ideal for...
Standard	40	2	normal	Most classrooms of average size
Expanded	63	2	normal	Large student groups in a standard classroom setting
Large Font	40	2	large	Younger students or anyone who may have trouble reading the letter answers
Large Cards Expanded	63	1	normal	Large student groups in especially large, non-standard classrooms



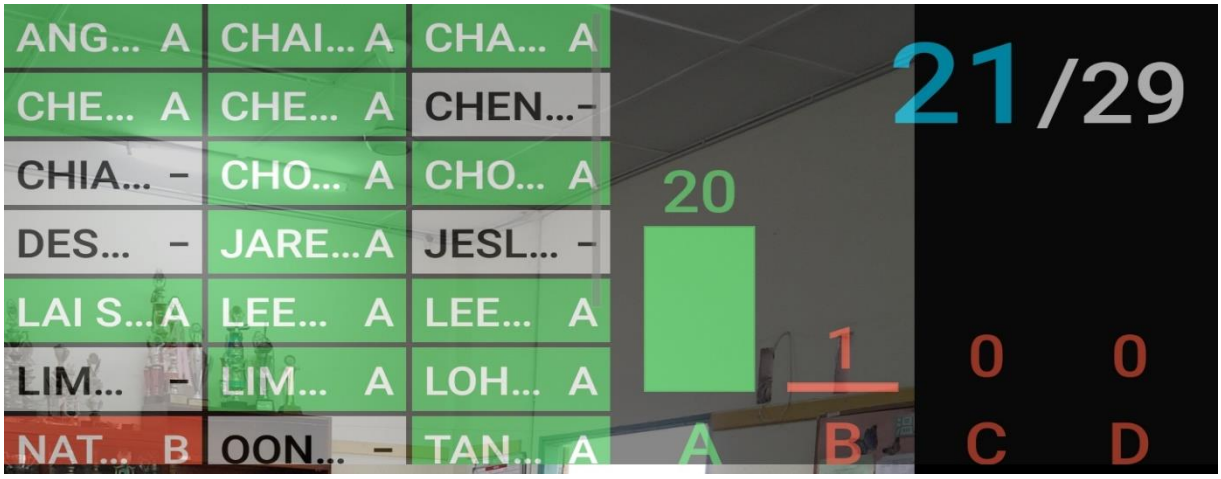
2. On the Plickers website you set up your classes and questions that you are going to ask. These are multiple choice questions or statements.







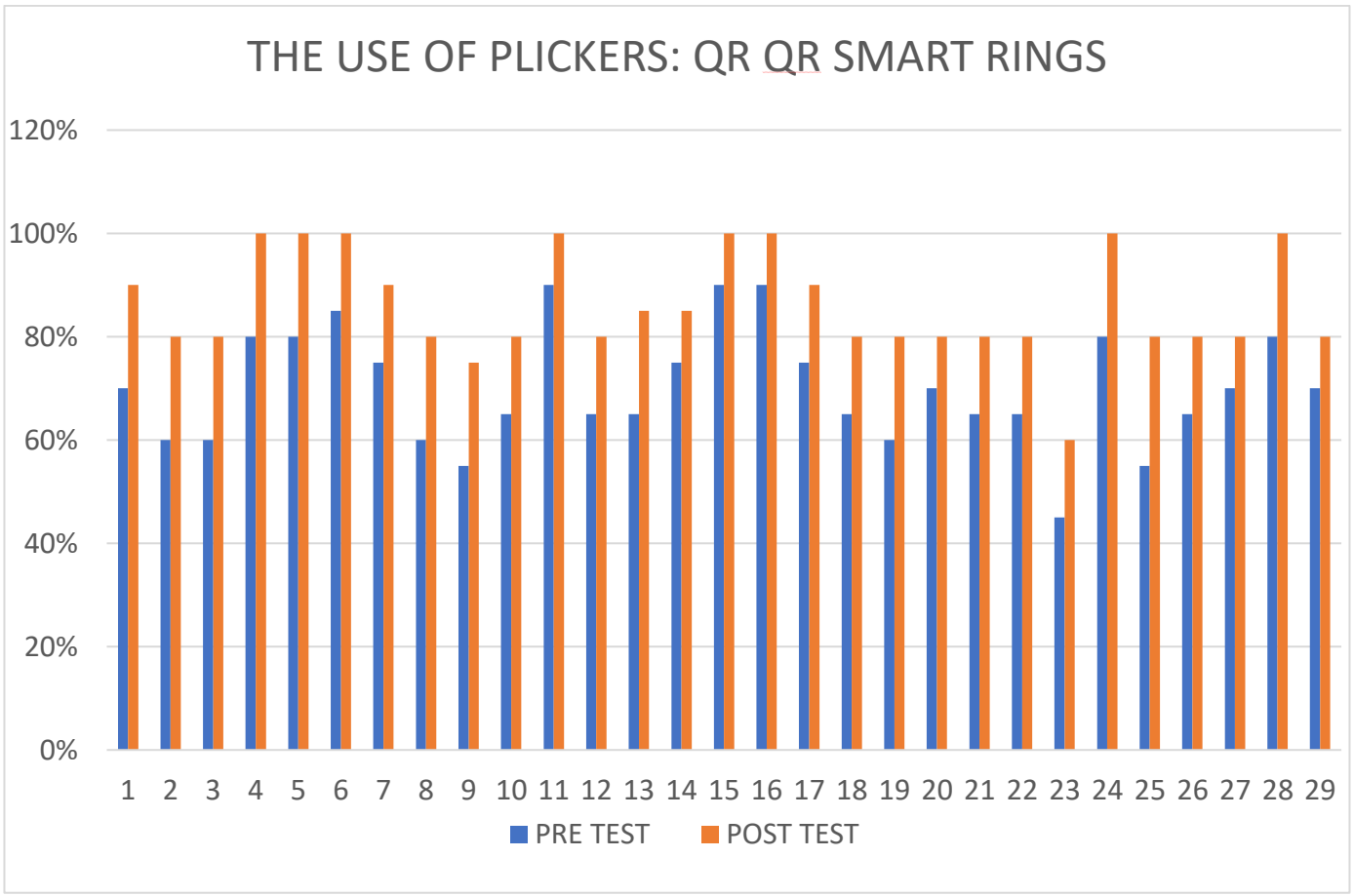
3. There are so many ways to use this app like forming a quick quiz at the start of the lesson to test prior learning, to get students opinions on events and situations and including reflection on the lesson or activity. The analysis will be showed in bar graph.



The educator scans the room using the mobile device, the name of the student and the response for each question will be recorded on the screen of the smart device. A bar graph will appear so the educator can view the whole group data as well. The number of participates scanned is also provided to make certain that all students have responded. All responses will be analysed.

Findings and Discussion

Findings



				PRE-TEST			POST TEST
First name	**Last Name**		**Score**	**Correct**		**Score**	**Correct**
1 XINQI	ANG		70%	14		90%	18
10 DESMOND	CHYE		65%	13		80%	16
11 JARELL	THAM		90%	18		100%	20
12 JESLYN	TAN		65%	13		80%	16
13 HUIEN	LEE		65%	13		85%	17
14 WENXUAN	LEE		75%	15		85%	17
15 MINGERN	LIM		90%	18		100%	20
16 YEEXUAN	LIM		90%	18		100%	20
17 YONGEN	LOH		75%	15		90%	18
18 NATALIE	SIEW		65%	13		80%	16
19 WEIYAN	OON		60%	12		80%	16
2 ZIWEI	CHAI		60%	12		80%	16
20 XINYI	TAN		70%	14		80%	16
21 SINTHING	TOH		65%	13		80%	16
22 RUYI	TUNG		65%	13		80%	16
23 E-MOLLOVE			45%	9		60%	12
24 ZHIQIAN	WONG		80%	16		100%	20
25 JIAAI	YEOH		55%	11		80%	16
26 CHEEWAI	YEW		65%	13		80%	16
27 JIANYE	YEW		70%	14		80%	16
28 SEECHING	YEW		80%	16		100%	20
29 ZILIN	ZHONG		70%	14		80%	16
3 JEEYAU	CHAN		60%	12		80%	16
4 ZHUOYEN	CHEANG		80%	16		100%	20
5 JIAJIE	CHEE		80%	16		100%	20
6 CHENG	KE CIN		85%	17		100%	20
7 XEN	CHIA		75%	15		90%	18
8 YUKSEN	CHONG		60%	12		80%	16
9 SIAOYENG	CHOO		55%	11		75%	15

Discussion

From the pre-test and post-test, we can see the 100% improvement rate after the use of the Plickers as a formative assessment tool. Another survey was done. The following are the response from the students:

A total of 82.75% students strongly agreed while 17.24% students agreed that they like the Plickers QR smart rings. They mentioned that the Plickers QR smart ring is creative and innovative. It adds a wow factor to the class. Students gave the reason that the QR smart ring is special and useful. They show impressed by the function of the smart ring.

Another 72.41% students strongly agreed while 27.59% students agreed that the Plickers QR smart ring is useful. They mentioned that it could stimulate students' curiosity at first. The students can just rotate the rotatable Plickers QR smart rings to show the option (A, B, C and D). Teachers can get instant feedback from the analysis.

A total of 79.31% students strongly agreed while 20.69% students agreed that the Plickers QR smart ring can engage every one for the subject taught. Some students mentioned that attention

was given to them especially the teacher knows who knows their mistakes and works on their weakest area.

On the topic of assessment, a total of 41.38% students strongly agreed while 58.62% students agreed that the Plickers QR smart rings can assess everyone. As every student has his or her own smart ring, he or she can be assessed based on the answers given.

A total of 68.97% students strongly agreed while 31.03% students agreed that the Plickers QR smart ring can collect instant feedback for the instruction given. The students mentioned that using the QR smart rings is time efficient. It is fun too.

Feedback was also given that it is a fun learning and assessment tool to engage all students in critical thinking. It is an interactive tool as it gives all students the chance to participate and engage in learning. No one is left behind. It is a good data-collection tool for analysis. The result is helpful for creating the follow-up activities. Moreover, it can be used without Internet connection in the class. It is a simple product that has awesome possibilities (used for formative assessment, game, questionnaire, survey and quiz) in the classroom. It allows instant feedback for every question asked.

In term of generalisation, Plickers formative assessment tool can be widely spread to all schools from primary schools, secondary schools to universities for different subjects for on-going assessment. It is suitable for on-going formative assessment where multiple choice questions or true-false questions can be set.

Limitations

Plickers is suitable for the students who need formative assessments ranging from primary school students (from Year 1 to Year 6), secondary school students (from form 1 to 5), pre-university students (form 6) to university students (Can be generalised). It can also be varied for different subjects (Maths, BI, BM, BC, Science and so many more). For my research, my target group is year 6M pupils. Since they are going to sit for the UPSR exam this year, they always do formative assessment (English paper 1, Question 1-20) so they are suitable to be assessed. There are 29 of them in the class. The study was done in my school and my classes during the English lessons. It could be generalised to all schools and all other subjects.

Conclusion

The Plickers QR smart ring is a useful product. This fun learning tool engages all students in critical thinking (interactive). It gives all students the chance to participate and engage in learning. It is a good data-collection tool (poll). It focuses more on teaching, less on set-up. It gives instant feedback for the instruction given. It checks students' understanding of the content taught. Therefore, the educators can create follow-up activities based on the results. The Plickers QR smart rings are definitely a good fun assessment tool where a simple product that has awesome possibilities (assessment, game, questionnaire, quiz) in the classroom.

THE USE OF PLICKERS QR SMART RING: AS A FORMATIVE ASSESSMENT IN ENGLISH LANGUAGE EDUCATION

SHEE YUEN LING

Introduction

Plickers is a fun learning and assessment tool to engage all students in critical thinking. It is an interactive tool as it gives all students the chance to participate and engage in learning. No one is left behind. It is a good data-collection tool for analysis. The result is helpful for creating the follow-up activities. It is a simple product that has awesome possibilities, to be used for formative assessment, game, questionnaire, survey and quiz. It allows instant feedback for every question asked. The use of Plickers QR smart ring is to avoid students wrongly hold the card and the scanner failed to detect the answer.

Research Questions

1. To what extent, does the use of Plickers assess and engage all students learning for English language subject?
2. How can the use of Plickers be a good data-collection tool to collect instant feedback?
3. To what extent, will the follow-up activities that are based on the results help increase students' English results in a certain topic?

Significance of Study

The use of Plickers can assess and engage all students learning for varied subjects (as everyone holds his/her smart ring in hand). It collects instant feedback for the instruction given and makes a good data-collection tool). It enables the educators to create some follow-up activities based on the analysis results to increase students' competency in the subject. The following are the benefits the use of Plickers and the Plickers QR smart rings:

1. Engage all students in critical thinking (interactive)
2. Give all students the chance to participate and engage in learning
3. A good data-collection tool (poll)
4. Focus more on teaching, less on set-up
5. Give instant feedback for the instruction given
6. Fun learning
7. Check students' understanding of the content taught
8. Create follow-up activities based on the results
9. A good fun assessment tool
10. Be a simple product that has awesome possibilities (assessment, game, questionnaire, quiz) in the classroom

Conclusion

Plickers: QR smart rings are definitely a good fun assessment tool where a simple product that has awesome possibilities (assessment, game, questionnaire, quiz) in the classroom.

10th MELTA International Conference in English Language Education. 7 November 2020.
TEACHER CATEGORY

IMPROVING ESL LEARNERS' SPELLING THROUGH WITS STRATEGY

Khong See Moi, Noraini Said

Abstract

Despite having learned English in primary and secondary schools, college students tend to make some misspellings in their writing. This study aimed to investigate the effectiveness of using WitS Strategy to improve college students' spelling and their perceptions on the use of WitS Strategy in relation to their spelling performance. The participants were forty-five college students from two mixed-proficiency MUET classes. They were given a 30-minute WitS Strategy practice once a week for a period of 6 weeks. In this study, the WitS, an acronym for 'Windows to the Soul', refers to the 'eyes' drawn on the identified letters of the common misspelt word to form a visual illustration to the word itself. Sources of data consisted of pre- and post-tests on students' spelling, questionnaires and students' responses from Mentimeter Word Cloud. The findings indicate that the WitS Strategy has significant effects on students' spelling performance. It also has a direct positive impact in enhancing language learning.

Key Words

WitS Strategy, spelling, ESL learners, misspellings

Introduction

Writing is one of the key components in Malaysian University English Test (MUET), which is a pre-requisite for entry into universities for college students who have learnt English as a second language (also known as ESL learners) to master in the context of higher education. However, despite having learned English in primary and secondary schools, college students tend to make some misspellings in their writing. Cole and Feng (2015) found that misspellings have been a learning difficulty faced by ESL learners in Malaysia. An empirical study of spelling errors using a learner corpus called CALES by Botley and Dillah (2016) revealed that the students made more errors in spelling than other writing mechanics. Correct spelling is a key element in written communication skills. Poor spelling can impede educational achievement, reduce employment opportunities and create negative impressions (Mofareh, 2015). Recent research on ESL learners' spelling problems has emphasized that visualisation strategies effectively improve the students' spelling skills for they can link words and their meanings, reinforce the information learners read, write, or hear and help promote learning interest and memory retention (Van Staden, 2011; Amnah & Hind, 2016; Halwani, 2017; Morrison, 2017). Thus, an idea came into the researchers' mind if using WitS, a visual-cue-based strategy, would lead to the improvement of student's spelling.

Significance of Study

The WitS Strategy is an intervention innovated from the idea of using visual illustrations to improve college students' spelling. The findings of this study will redound to the benefits of ESL learners considering that visual cues can be an important tool for language development. Thus, ESL teachers who apply the recommended strategy derived from the results of this study will be able

to facilitate ESL learners better in language learning, particularly spelling. Spelling truly plays an important part of learning English for effective written communication in which misspellings can interfere with ESL learners' basic communication skills and employment opportunities in future.

Research Questions

i. Does using WitS Strategy have a significant effect on improving students' spelling?
ii. What are the students' perceptions on using WitS Strategy in relation to their spelling performance?

Method

The participants were forty-five college students from two mixed-proficiency MUET classes. They were given a 30-minute WitS Strategy practice once a week for a period of 6 weeks. In this study, the WitS, an acronym for 'Windows to the Soul', refers to the 'eyes' drawn on the identified letters of a common misspelt word to form a visual illustration to the word itself. For example, the WitS could be of two letters which are similar in the word. For example, the word, 'February', which is one of the most frequently common misspelled words for ESL students (with its missing first letter 'r' – 'Febuary'). Then, a sentence is formed with the word below the picture so that it allows learners to visualize and make connection between the word and its meaning (refer Figure 1).

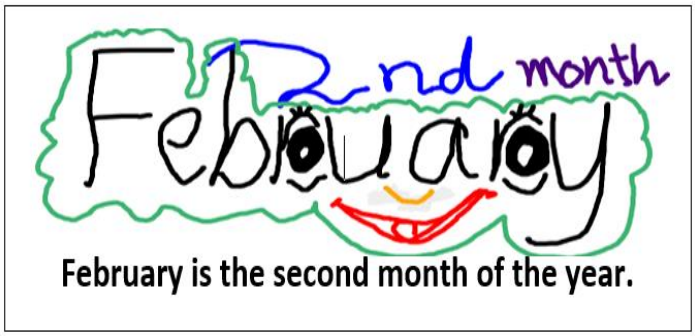


Figure 1: Visual illustration using WitS Strategy

For this study, the data were collected using the students' pre- and posttest on 30 commonly misspelled words, a 10-item questionnaire relating to students' perceptions on using WitS Strategy in relation to their spelling performance and students' responses on Mentimeter Word Cloud. The results of the pre- and post-tests were analysed quantitatively by comparison of their mean scores to answer the first research question, whereas for the second research question, the data collected from the questionnaires were qualitatively analysed. Other than that, the students' responses on Mentimeter word cloud were used to support the findings of the study.

Findings and Discussion

i. Does using WitS Strategy have a significant effect on improving students' spelling?

Overall, all the students (N=45) managed to get higher scores in the post-test compared to the scores obtained in the pre-test. The mean score of the pretest before the WitS Strategy practices was 18.18 compared to 24.11 at the end. It showed a great increase with a difference of 5.93.

ii. What are the students' perception on using WitS Strategy in relation to their spelling performance?

In the questionnaire, the students were asked the degree of agreement on how the WitS Strategy practices helped them improve in spelling. They all strongly agreed that WitS Strategy practices

had significant effects on the following areas: better comprehension (M=3.33), attentive (M=3.38), discovery of errors (M=3.64), make connections between words and their meanings (3.31), motivating (3.33), fun-filled learning (3.53), boost memory retention (3.44), creativity (3.4), focus on useful words (3.42) and ease language learning (3.51). Further evidence on the effects of WitS Strategy on the students' spelling performance and their overall perception was found in their responses to the question asked in Mentimeter word cloud. They used words or phrases such as 'happy' (35), 'fun' (35), 'easy '(34), 'understand' (32), 'creative' (30), 'effective' (29), 'enjoyable' (26), 'easy to remember' (19), 'easy to learn' (15) and 'easy to understand' (14) in their descriptions of the WitS Strategy practices to their spelling performance. The findings of the study can be evident to Halwani (2017), Mofareh (2015), Van Staden (2011) and Morrison (2017). Thus, it can be concluded that the WitS Strategy has significant effects on students' spelling performance.

Limitations

The limitations of this study were the short time period spent in the implementation of the intervention and the limited number of college students who participated. Additional research should look to add more time to the study to find out how much the WitS Strategy would affect the college students' overall performance on a larger scale.

Conclusion

In this study, the findings indicate that the WitS Strategy has a direct positive impact in students' language learning, particularly in discovering errors, facilitating attention and enhancing interest of learning, motivation, comprehension, creativity and memory retention. To sum up, teachers may use visual illustrations to help ESL students in tertiary learning institutions in improving spelling as it is part of the basic written communication skills in learning English as a second language. Being able to write well with correct spelling is important for college students to be successful in both academics and future working life (Subadrah & Liang, 2018).

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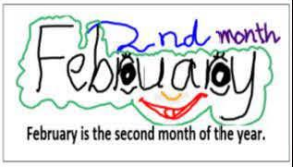


Improving ESL Learners' Spelling Through WitS Strategy

Khong See Moi[1] & Noraini Said[2]

[1]Kolej Tingkatan Enam Tawau & [2]Universiti Sabah Malaysia

Abstract

Despite having learned English in primary and secondary schools, college students tend to make some misspellings in their writing. This study aimed to investigate the effectiveness of using WitS Strategy to improve college students' spelling and their perceptions on the use of WitS Strategy in relation to their spelling performance. The participants were forty-five college students from two mixed-proficiency MUET classes. They were given a 30-minute WitS Strategy practice once a week for a period of 6 weeks. In this study, the WitS, an acronym for 'Windows to the Soul', refers to the 'eyes' drawn on the identified letters of the common misspelt word to form a visual illustration to the word itself. Sources of data consisted of students' spelling pre- and posttests, questionnaires and students' responses from Mentimeter Word Cloud. The findings indicate that the WitS Strategy has significant effects on students' spelling performance. It also has a direct positive impact in enhancing language learning.

Keywords: WitS Strategy, spelling, ESL learners

Introduction

- College students tend to make some misspellings in their writing.
- Misspellings have been a learning difficulty faced by ESL learners in Malaysia (Cole and Feng, 2015).
- Students made more errors in spelling than other writing mechanics (Botley & Dillah, 2016).
- Poor spelling can impede educational achievement, reduce employment opportunities and create negative impressions (Mofareh, 2015).
- WitS Strategy has been innovated to prove the effectiveness of using visualisation strategies in improving students' spelling skills.

Participants

- 45 college students from 2 mixed-proficiency MUET classes

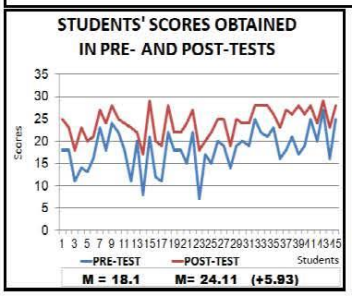
Support for the use of visualisation strategies

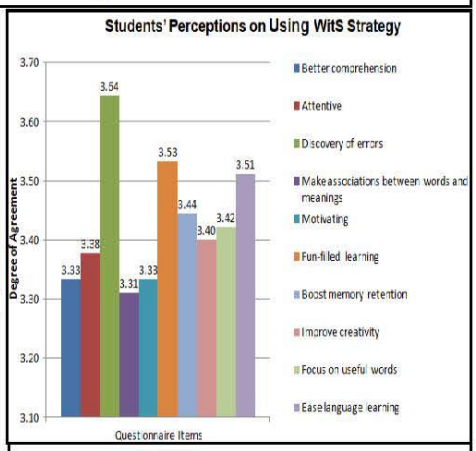
- Van Staden, 2011;
- Amnah & Hind, 2016;
- Halwani, 2017;
- Morrison, 2017

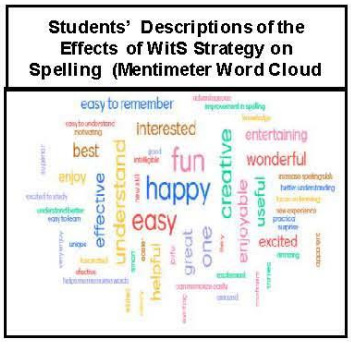
Method

Research Questions	Instruments	
1.Does using WitS Strategy have a significant effect on improving students' spelling?	Pre- & posttest • an identical spelling test	Students' responses from Mentimeter Word Cloud
2.What are the students' perceptions on using WitS Strategy in relation to their spelling performance?	Questionnaire • Close-ended using 4-point Likert Scale	

Findings







Conclusion

WitS Strategy has significant effects and a direct positive impact in students' language learning.

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TEACHER CATEGORY

GET INTO THE GAME: EXPERIENCES OF STUDENTS ON USING ONLINE GAMES IN VOCABULARY LEARNING

Cherryl L. Campos

Abstract

In this paper, the researcher will discuss on how a group of Grade 11 students in Tarlac City perceive online games as a scaffolding in vocabularylearning. Semi-structured interviews and questionnaires were conducted, and answers were categorized and organized based on the collected qualitative data. The findings indicated that online games can be implemented as blended learning relevant to the English language class for the students to learn without the aid of a teacher. The reasons were that the respondents positively viewed online games as a practical, fun, trendy and beneficial tool, which helped to motivate them to learn English vocabulary virtually and to enhance their positive attitudes towards learning the language. Online games appeared to be a booster neutralizing their virtual interactions with other players and to learn more about daily life English vocabulary. English language teachers, who may be seen as digital immigrants may need to allow the use of online games in their language class.

Key Words

Online games; blended learning; vocabulary learning

Introduction

In the 21st century, learners are in the milieu of interactive learning. That is why the Basic K-12 curriculum in the Department of Education in the Philippines has recently implemented the overall educational aim of "developing learners with 21st- century skills" in order to abreast in the Digital Age (DepEd, 2015, p. 20). Nowadays the traditional schooling using pencils, notebooks, or books are considered primitive. Technological advancement and media of the 21st century such as with computers, laptops, and the internet are currently accessible and becoming an integral tool not only to one's daily life but also to learning. That is why 21st-century teachers deviate from the traditional pedagogical methods and change the path of the vocabulary learning process.

Young learners learn quite differently from those of adults do. At this stage of life, they are capable of absorbing rich exposures to the content and languages since they can be trained and learn skills at its peak (Supri, 2013). For instance, engaging in a play such as building with blocks, movement games, as well as board games and computer games, serve as a process of reinforcement or "scaffolding," which bridges the gap between a learner's present level of knowledge and his capability for more composite knowledge (Bodrova, Germeroth, & Leong, 2013). This means that they are explicitly able to learn and acquire vocabulary fast at their maximum potential only if the instructions of the teachers cater to the needs of their learners. Therefore, giving the right scaffoldings designed in such a way that cater to their learning characteristics may result in better learning outcomes. Scaffoldings may also come in the form of meaningful experiential activities such as (computer) games. Recently, due to COVID 19 pandemic, most classes were moved to the online delivery mode, and integrating online games

can be a considerable method to create a fun and interesting vocabulary learning outcome in the new normal classroom.

Dickey (2011) cited “educational computer games can increase learners' motivation” and Liao, and Wang (2011) emphasized “this kind of games create better learning over traditional instruction”. On the other hand, playing with computer games can be potentially addictive for adolescents (Griffiths & Hunt, 1998) but it should be noted that infusing computer application such as bookworm and text twist needs to be conscientiously monitored by the teacher. Thus, educational computer games can be of help in building the vocabulary skills of the learners, but these should be used moderately.

Kadodo (2011) though noted that games can also banish and break boredom and lower apprehensions. For that reason, young learners are more willing to learn and create a more riveting learning experience when games are placed into the vocabulary lessons. Teachers create and design game activities to make a fun and entertaining atmosphere so that students will enjoy the instructional materials (Meizaliana, 2009). These games are not just for fun but also to stir the interest of the students to hone their English vocabulary skills at an easy pace. Participating in fun-learning game activities by themselves will enable students to remember new words and to acquire vocabulary easily (Diana, 2010). The teaching-learning process can also be more interesting and probably would give more attention to the lesson if games are used as a mode of instruction in the classroom.

Successful learning opportunities employing online gaming can make learners active participants or can also be the opposite in vocabulary acquisition. Vocabulary knowledge skills can be meaningful, and permanent if online games are practiced in the teaching-learning process since it is an interactive activity.

Significance of Study

Learners are the ultimate beneficiaries of this study. Online games can boost students' critical thinking skills and stir their imagination. Learning through games do not only change the way students learn, but it will also teach them valuable skills on their own. Innovative teaching strategies fit into the world of a much competitive world because the learning experience will never be the same from the typical classroom perspective. Since games offer them the opportunity to enjoy, learners develop their communicative skills and socialization skills. They learn how to work collaboratively with their classmates regardless of their level of intelligence and able to express themselves with ease and without running out of words. It also boosts their confidence to use English as their second language and develop their reading and comprehension level. Even the slow learners will also benefit from this study, considering their chance to participate actively, thereby trim down and carry them off from the feeling of inferiority and oppression.

Research Questions

The research primarily aims at exploring grade 11 students' experiences in English vocabulary learning through the use of online games. There are three key research questions put forward in the study:

1. What are the challenges encountered by the students while engaging in online games?
2. Has the use of online games helped to improve students' English vocabulary?
3. If yes, how did playing online games improved students' English vocabulary?

Method

The researcher used descriptive qualitative design. The respondents were purposely selected;10 students in the Grade 11 Senior High School Department in Tarlac National High School who play online games in their leisure time. The respondents mostly came from different barangays (division) of Tarlac City and they were asked to participate voluntarily in the study prior

to the virtual administration of the semi-structured interview questionnaire was presented to the respondents, with their parental consent.

The researcher focused on the experiences and challenges of the students when engaged in online games. They were interviewed individually via Messenger in order to obtain more explicit opinions to the students. The researcher categorized and organized the qualitative data for content analysis to determine and reveal the commonalities and differences of concepts of the student's experiences in using online games for learning vocabulary.

Findings and Discussion

Their personal perceptions and experiences of how and why they learned and and how they improved their English vocabulary through online games usage and their preferences to mix online games in their vocabulary interactive activities were proven.

In terms of online games design, some students are more particular with complicated games while others like appealing, colourful with ultra-graphic designs and challenging games. These students like complicated designs yet for them if the games are continuously difficult it also becomes boring and undesirable. While three students like colorful and attractive games.

Although most of the respondents perceived the use of online games in learning vocabulary is positive, they thought that playing games helped them learn new vocabulary. Students find it useful because they encounter unfamiliar words that stir their curiosity to look for the words. Online games for them are not just fun and entertainment but aids them to explore new words that they can use in daily living.

All students believe that online games can be an alternative for the traditional way of teaching vocabulary only in a monitored and limited manner. Student 2 says utilizing online games in school is a hit at this point since all classrooms set up the shift to blended learning. Student 10 believes that words are difficult to memorize but if online games are proposed to be part of the curriculum, learning will be easy. If online games were introduced, it might help students by means of taking it also as a game where they learn from mistakes, being not afraid to get themselves corrected, because games are meant to be repeated once you lose.

Limitations

The researcher focused on the experiences and challenges of the students in Grade 11 senior high school when engaged in online games. The researchers only included online games that is appropriate at their age. Online games with rating pegi 18 are restricted likewise with themes and choices of extreme violence online games. They were interviewed individually via Messenger in order to obtain more explicit opinions to the students. The researcher categorized and organized the qualitative data for content analysis to determine and reveal the commonalities and differences of concepts of the student's experiences in using online games for learning vocabulary.

Conclusion

The majority of the 10 students are normally engaged in online games and they obtained positive perceptions on these games in learning vocabulary. They thought that online games helped them recognize, collect, and learn new words. It only proves that when children are immersed for at least 2-3 hours playing, they can also benefit from it. Students also developed positive attitude towards the game in terms of competitiveness and critical thinking skills since they try hard to finish even the most complicated level for the sake of rewards in the game. They are also more aware of their responsibilities since their parents conditioned them with no chores, no game policy at home. Moreover, the words that they have learned are the ones that are not often taught in school. These words are based on real-life situations because they choose more to play role-playing games, choosing their own avatar, and get into the character virtually.

Through the blended learning approach, teachers undergo training on how to deal with the

new normal education process. They can choose the best and useful online learning strategies in virtual classes. New learning methodology can make the learning process a personal journey for every student. Teachers can sometimes utilize online games as the main activity in their lessons and not just a time filler. Moreover, integrating online games in the activities will enable sustained engagement, and provide self-regulation in students. They are more focused and interested because the activities mixed with online games are what they want the most. In the new normal classroom, online games can aid in the English vocabulary learning of the student's Online games can be a simple change in the teaching process yet can make a herculean difference to the learning process of the students.

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GET INTO THE GAME: EXPERIENCES OF STUDENTS ON USING ONLINE GAMES IN VOCABULARY LEARNING

Cherryl L. Campos
Tarlac National High School, Philippines

INTRODUCTION

In the 21st century, learners are in the milieu of interactive learning.

The Department of Education in the Philippines has recently implemented the aim of "developing learners with 21st- century skills" in order to abreast in the Digital Age

Due to COVID 19 pandemic, most classes were moved to the online delivery mode. and integrating online games can be a considerable method to create a fun and interesting vocabulary learning outcome in the new normal classroom since this is an interactive activity.

METHODS

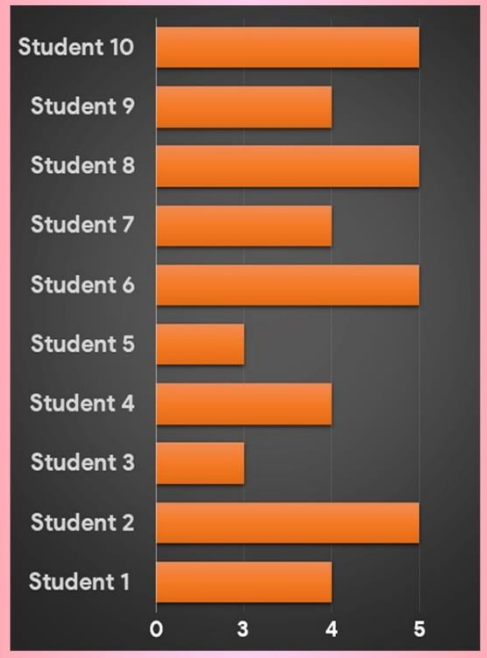
DESCRIPTIVE QUALITATIVE DESIGN

Ten Grade 11 Senior High School Students in Tarlac National High School who play online games in their leisure time were asked to participate voluntarily in the study.

The researcher categorized and organized the qualitative data for content analysis to determine and reveal the commonalities and differences of concepts of the student's experiences in using online games for learning vocabulary.

RESULTS

EXPERIENCE RATING ON ONLINE GAMES



BEST EXPERIENCE - 5
VERY GOOD EXPERIENCE - 4
GOOD EXPERIENCE - 3

CONCLUSION

The majority of the 10 students are normally engaged in online games and they obtained positive perceptions on these games in learning vocabulary.

It only proves that when children are immersed for at least 2-3 hours playing, they can also benefit from it.

Moreover, the words that they have learned are the ones that are not often taught in school.

10th MELTA International Conference in English Language Education. 7 November 2020.
STUDENT TEACHER CATEGORY

THE USE OF INTERACTIVE LEARNING TOOLS IN PROMOTING INDEPENDENT LEARNING AMONG YOUNG LEARNERS

ADELAIDE WOO & LIM SEONG PEK

Abstract

The coronavirus (covid19) pandemic has changed the way we teach and how learners learn today. The change from conventional classroom teaching to online learning has increased the needs for learners to be independent by learning at their own pace. Independent learning is flexible and could be done anywhere. Learners are able to learn from various resources with a just a single click. This allows learners the freedom to acquire knowledge on their own. This study was carried out to distinguish how interactive learning tools affect learners' independent learning. A survey was administered after a series of online meetings with the respective respondents. Results showed that the use of interactive learning tools created an engaging environment for language learning in a fun and non-stressful manner. Interactive learning tools prepare learners to be more active and to take responsibility for their own learning.

Key Words

Interactive, independent, engagement

Introduction

With the amelioration of technology, it is an advantage for humankind to be able to carry on out their daily chores by only using the tips of their fingers (Marzo, Ahmad, Win, Sheng & Kung, 2020). The coronavirus global pandemic has given us the opportunity to utilise our smartphones to the fullest. The same applies to learning online. Schools are forced to close down in order to protect everyone from the spread of the virus. In order for students to continue their studies, schools have opted to carry on with the daily lessons online. This proves a struggle to teachers due to their limited knowledge in using technology (Voogt & McKenney, 2017). Teachers are not as equipped in using modern technology as their students, and is a challenge for them to create engaging lessons. However, even with the abundance of online platforms and materials available, teachers still struggle to keep the class engaged (Lee & Hammer, 2011). Therefore, this study was carried out to promote independent learning among young learners through interactive learning tools.

Significance of Study

Although the social distancing rule is compulsory and with the availability of advancing technology, teachers can use online sources to create meaningful and interactive learning in their classrooms. According to Raja and Nagasubramani (2018), it is impossible to survive in the current era if one is poor in technology. However, many teachers are unfortunately not tech-savvy. Some may never even consider trying to explore the available online platforms to begin with (Singhavi & Basargekar, 2019). This study aims to discover the various interactive learning materials that may help teachers to explore and adopt into their lessons. At the same time, it aims

to assist existing teachers that are already using interactive materials with more strategies and hopefully infuse a spark of creativity in their future lessons.

Research Questions

1. What is the most preferred learning method by young learners?
2. How effective are these interactive learning tools in promoting independent learning among young learners?

Method

This study applied the quantitative approach where an online questionnaire was administered via the Google Meet platform. The respondents, comprising Year 5 learners from local primary schools around Selangor, were required to complete the survey questionnaire with regard to their learning preferences after the end of lessons conducted online. The questionnaire was measured using a Likert scale ranging from 1 to 5 where 1 represents totally disagree, 2 represents disagree, 3 represents neutral, 4 represents agree and 5 represents totally agree. The data collected was then processed and presented in the form of a table. Mean scores and standard deviations were shown to distinguish the respondents' feedback to the questions administered. The data was then analysed, and the information was extracted for discussion. From Table 1, the researchers were able to get a gist to answer the research questions pertaining to learners' preferences in learning and on how interactive learning affects independent learning among learners.

Findings and Discussion

Table 1 Learners' Preferences in Learning

Question(s)	Percentage (%)					Mean	Std. Deviation
	Totally Disagree	Disagree	Neutral	Agree	Totally Agree		
1. Learners can do better by themselves	0	9.1	27.3	39.4	24.2	3.79	0.927
2. Learners can learn according to their own pace	0	0	27.3	51.5	21.2	3.94	0.704
3. Learners feel that it is more flexible for them to determine their own learning time	0	6.1	24.2	45.5	24.2	3.88	0.857
4. Learners think learning online help them to think critically	0	3.0	27.3	39.4	30.3	3.97	0.847
5. Learners think solving the given problem is very interesting	0	3.0	15.2	48.5	33.3	4.12	0.781
6. Learners wish they have more opportunity to learn using online platform	0	0	15.2	48.5	36.4	4.21	0.696
7. Learners prefer using online platform to learn compared to traditional method in class	0	3.0	18.2	45.5	33.3	4.09	0.805
8. Learners get side-tracked and do not focus on learning when online learning are used	0	3.0	36.4	42.4	18.2	3.76	0.792

Table 1 shows the learners' preferences in learning. The descriptive statistics for 'Learners can do better by themselves' during a lesson revealed a M=3.79 (SD=.927) where a total of 39.4% learners agreed to the statement. The descriptive statistics for 'Learners can learn according to their own pace' revealed a M=3.94 (SD=.704) showing a vast majority of learners agreed. As for 'Learners feel that it is more flexible for them to determine their own learning time' revealed a M=3.88 (SD=.857) with 45.5% (Agree) and 24.2% (Totally Agree) in responses. The descriptive statistics for 'Learners think learning online helps them to think critically' revealed a M=3.97 (SD=.847). The descriptive statistics for 'Learners think solving the given problem is very interesting' indicated a M=4.12 (SD=.781). While the descriptive statistics for 'Learners wish they

have more opportunities to learn using an online platform' showed the highest M=4.21 (SD=.696) with 48.5% (Agree) and 36.6% (Totally Agree). 'Learners prefer using an online platform to learn compared to traditional method in class' indicated a M=4.09 (SD=.805) which see 45.5% of learners agreed. However, leaners responded that 'Learners get side-tracked and do not focus on learning when online learning is used' where M=3.76 (SD=.792) with 42.4% of learners agreed to the statement.

Limitations

In this study, one of the limitations faced by learners is the mastery of vocabulary that affect the learners' confidence when contributing to learning activities. A wide range of vocabulary is used in knowledge dissemination during lessons and learners faced difficulties when learning on screen. In order for interaction to take place, both teachers and learners should have a similar grasp of the vocabulary. It was, however, found that learners hesitated to be involved in the learning process as they are not confident to share their ideas because of vocabulary limitation. Hence, a limited exchange of productive communication would affect the learners' learning process.

Conclusion

Studying online is considered as an advantage (Singhavi & Basargekar, 2019) where the use of ICT has created a more interactive approach to language learning and teaching during the pandemic. Although, many teachers struggled when it came to creating engaging content to keep learners on their toes the availability of learning materials online can then stimulate learners' interest (Sudiran, 2015). Through this, learners are able to create goals for themselves and create their own learning strategies for them to achieve their said goals (Livingston, 2012). Hence, the availability of interactive learning resources could help promote independent learning among learners in the long run.

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THE USE OF INTERACTIVE LEARNING TOOLS IN PROMOTING INDEPENDENT LEARNING AMONG YOUNG LEARNERS

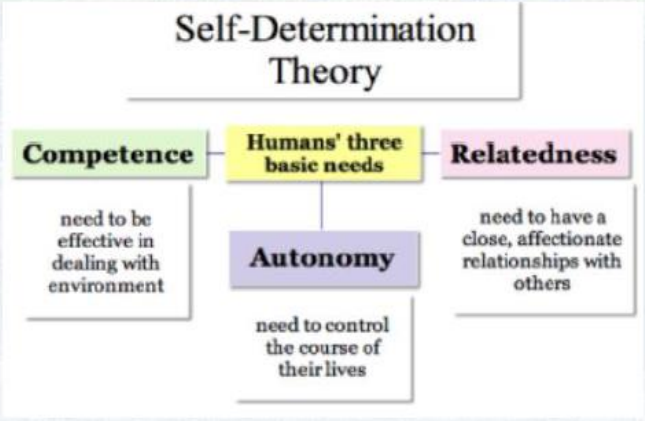
ADELAIDE WOO & LIM SEONG PEK

INTRODUCTION

Schools are now doing daily lessons online. Teacher struggles due to limited knowledge in using technology (Voogt & McKenney, 2017). Hence, this study was carried out to promote independent learning among young learners through interactive learning tools.

THEORY

The Self Determination Theory, introduced by Ryan and Deci (2000), explained that individuals can motivate themselves to grow and change themselves to achieve their goals.



RESULTS & FINDINGS

Questions	Percentage (%)					Mean	Std. Deviation
	Totally Disagree	Disagree	Neutral	Agree	Totally Agree		
1. Learners can do better by themselves	0	9.1	27.3	39.4	24.2	3.79	0.927
2. Learners can learn according to their own pace	0	0	27.3	51.5	21.2	3.94	0.704
3. Learners feel that it is more flexible for them to determine their own learning time	0	6.1	24.2	45.5	24.2	3.88	0.857
4. Learners think learning online help them to think critically	0	3.0	27.3	39.4	30.3	3.97	0.847
5. Learners think solving the given problem is very interesting	0	3.0	15.2	48.5	33.3	4.12	0.781
6. Learners wish they have more opportunity to learn using online platform	0	0	15.2	48.5	36.4	4.21	0.696
7. Learners prefer using online platform to learn compared to traditional method in class	0	3.0	18.2	45.5	33.3	4.09	0.805
8. Learners get side-tracked and do not focus on learning when online learning are used	0	3.0	36.4	42.4	18.2	3.76	0.792

CONCLUSION

Studying online is an advantage (Singhavi & Basargekar, 2019) when creating a more interactive approach. Although, many teachers struggle, we cannot deny the effectiveness of online learning (Sudiran, 2015). Hence, with the availability of interactive learning resources could then promote independent learning among learners.

10th MELTA International Conference in English Language Education. 7 November 2020.
STUDENT TEACHER CATEGORY

THE USE OF ICT TOOLS AS PART OF 21ST CENTURY EDUCATION AMONG PRE-SERVICE TEACHERS

Farah Hannan binti Mohamad Zamri
Ho Theen Theen

Abstract

ICT tools play a vital role in the implementation of 21st century education in Malaysia. Hence, this study was conducted to explore the use of ICT tools as a part of 21st century education in primary ESL classrooms among pre-service teachers. This qualitative case study involved six pre-service teachers from an Institute of Teacher Education (ITE). Semi-structured interview and documents analysis were employed to obtain data before conventional qualitative content analysis was applied to interpret the data. Findings from this study have shown that all of the participants have used a variety of ICT tools as a part of 21st century education by incorporating 21st century skills in their English lessons. However, their tendency and frequency of use have been affected by several factors, both positively and negatively. The most important implication of this study is the training received by these selected pre-service teachers is necessary to ensure quality teaching practice.

Key Words

ICT tools, 21st century education, primary ESL classrooms, pre-service teachers, 21st century skills incorporation

Introduction

The 21st century education is an educational movement which aims to prepare global citizens for the 21st century challenges that accompany the advancement of the world. In response to this change, the Malaysian government took the initiative to implement 21st century education through the implementation of an education policy such as the Malaysian Education Blueprint (2013-2025). The policy contributes to the implementation of standard-based curriculum that highlights the importance of pedagogical principles to support 21st century education, such as the principle of integrating salient new technologies. Hence, teachers as the implementers of the education system must be equipped with the knowledge and skills to integrate information, communication and technologies (ICT) in their teaching practice as part of 21st century education.

Significance of Study

This study will mainly benefit pre-service teachers in their training years. This is because the research participants' perspectives might be similar to those who are still looking for guidance to put principles and theories that they have learnt into practice. This study will also be beneficial to lecturers and administrators of ITE to understand how the pre-service teachers have managed and applied knowledge they have learned in ITE into real-life situations. Other than that, this

study could also benefit the in-service teachers and other stakeholders who are interested in exploring the use of various ICT tools as a part of 21st century education in general.

Research Questions

1. 1 How did the selected pre-service teachers use ICT tools as part of 21st century education in primary ESL classrooms?
2. 2What are the factors that affect the use of ICT tools as part of 21st century education among the selected pre-service teachers in primary ESL classrooms.

Method

This case study employs a qualitative research design to gain extensive and in-depth information about the use of ICT tools as a part of 21st century education among the participants. Non-probability purposive sampling technique was used to select participants of this study based on the criteria adapted from the ASSURE Model of ICT Integration. Semi-structured interview and documents analysis were the methods used to collect qualitative data. Conventional qualitative content analysis was applied on the interview transcriptions and documents to derive findings that provide answers to the research questions. The validity and reliability of this study are strengthened through data triangulation, adaptation of established instruments and peer-debriefing.

Findings and Discussion

The Use of ICT Tools as Part of 21st Century Education in Primary ESL Classrooms

All participants of this study have used a variety of ICT tools as part of 21st century education by incorporating 21st century skills in their English lessons as shown in Table 1.

Table 1. Analysis of ICT Tools Used

Type of Tools		**Overall Percentage (of participants who use the tools)**
Hardware	Speaker	100%
	Laptop	100%
	LCD Projector	83%
	Smartphone	33%
	Television	16%
	Microphone	33%
Software	Microsoft Word	100%
	Microsoft Power Point	100%
	Adobe Illustrator	16%
	Adobe Photoshop	16%
	Application	83%
Online-based Tools	Search engines	100%
	YouTube	100%
	Websites	100%
	Social Media	50%
	Worksheet Generators	100%
	Quiz Platforms	50%
	Games	83%

However, the participants have not used ICT tools equally in all the aspects of their practice in general. This is also true for their use of ICT tools in incorporating 21st century skills as shown in Table 2.

Table 2. ICT Tools Used to Incorporate 21st Century Skills

Participant	Type of ICT Tool	21st Century Skill	Teaching and Learning Strategy
A	Software	Collaboration, Character	Pupils were required to complete a picture puzzle collaboratively.
B	Hardware	Collaboration, Communication	Cooperative Learning
C	Online-based Tool	Collaboration, Communication	Paired activity by using Plickers card
D	Software	Collaboration	Pupils had to present their answer by using Power Point slides
E	Online-based Tool	Collaboration, Communication, Critical Thinking Creativity	The Secret Message Game
F	Online-based Tool	Communication	Pupils were required to listen to audio tapes and videos as active listeners.

Factors Affecting the Use of ICT Tools

There are four factors that affect the use of ICT tools among the participants of this study. The first factor is access to ICT facilities in which limited access to it has demotivated the participants in using ICT tools as a part of 21st Century Education.

The second factor is practicality. All participants have agreed that ICT tools helped them to be more efficient in preparing and implementing their lessons.

Pedagogical aspect is the third factor that affects the use of ICT tools. Aspects included in this study are learning objectives, students' proficiency levels and knowledge.

The final factor is self-perception. Some of the participants admitted that they are competent users of technology as individuals but not for specific application in the teaching and learning process.

Limitations

The researcher acknowledges the limitation of this study, especially the issue of generalisability often related to case studies. This study is a small-scale research due to constraints of time and resources faced by the researcher and lack of access to a bigger sample size. This means that this study lacks representativeness hence it cannot represent the application of ICT tools as a part of 21st century education by the whole population of pre-service teachers in their final year from all ITE. Nevertheless, it is believed that what the study lacks in breadth is made up for by its depth.

Conclusion

It is concluded that the participants of this study have used a variety of ICT tools as a part of 21st century education by incorporating 21st century skills in their English lessons. However, their tendency and frequency to use it differ because of the factors mentioned earlier. It is also concluded that the participants of this study have a positive attitude towards the use of ICT tools as reflected by their willingness to improve their teaching practice.

As this study lacks generalisability, survey studies could be conducted on all pre-service teachers in ITE throughout Malaysia as the findings can provide more representative information about the use of ICT tools as part of 21st century education among pre-service teachers in Malaysia.

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By: Farah Hannan

THE USE OF ICT TOOLS AS PART OF 21ST CENTURY EDUCATION AMONG PRE-SERVICE TEACHERS

Research Objective

To explore **the practice of using ICT tools as part of 21st Century Education** among selected **pre-service teachers** in an Institute of Teacher Education.

Findings

All participants have used **a variety of ICT tools** as part of 21st Century Education by **incorporating 21st Century Skills in their English lessons.**

4 factors that affect the use of ICT tools as part of 21st Century Education among participants:

- **access to ICT facilities**
- **practicality**
- **pedagogical aspects**
- **self-perception**

Implication

The training received by the selected pre-service teachers in Institute of Teacher Education is ***necessary*** for them.

10th MELTA International Conference in English Language Education. 7 November 2020.
STUDENT TEACHER CATEGORY

Teaching English in rural schools: Preparations, expectations, and challenges

Shurren Nathan & Sumathi Renganathan

Abstract

It is widely acknowledged that students in rural schools face many challenges in learning English. As a teacher-trainee, it has been equally challenging for the first author of this paper to teach English in a rural primary school, where students are hardly exposed to the English language, especially spoken English. Thus, reflecting on the personal experiences of the first author and supporting data from interviews of five participants who taught English in rural schools, this study offers some reflection and discussion on the preparations, expectation and challenges encountered when teaching English to rural school children. The experiences shared in this study will contribute to current literature and understanding of teaching English in rural schools.

Key Words

rural school, teaching English, teacher-trainee, self-reflection

Introduction

There are several obstacles teachers may encounter while teaching in schools. However, there are certain problems that can only occur when teaching in a rural school in Malaysia (Azman, 2006). For instance, one of the problems I faced during my teaching practicum was the lack of technology accessibility. The main reason for this was the distance of the school from the main city. I had to think of different types of teaching aids to use in most of my lessons instead of technology aided lessons. Besides that, the English proficiency level of students was extremely low. This is also shown in a research by Shikalepo (2019) which postulated that not only rural school students had low proficiency in English but also the teachers. Fortunately, in the school that I taught, most of the teachers were fluent in English. However, I had to use the translation method where I needed to speak in Bahasa Melayu in my class due to the students' lack of proficiency in English language. Therefore, this study presents the experiences of teachers teaching English in rural schools in terms of preparations, expectations and challenges.

Significance of Study

This study will offer some insights to future teachers who will be teaching in rural schools. This is important for new teachers and teacher-trainees to be better prepared in handling different types of problems and unexpected scenarios encountered in the rural school contexts. This study also offers suggestions on how teachers can adapt and overcome problems such as lack of facilities, and various ways to teach students with low English proficiency.

Research Questions

What are the preparations English language teachers can make in order to cope with

expectations and challenges in the rural school context?

Method

This is a qualitative study where personal self-reflection of the first author as a teacher-trainee, and interview data from five other participants were collected. Of the five participants, two were teacher-trainees whereas the other three were experienced teachers who have been teaching for several years in their respective rural schools. Purposive sampling was used because only rural school teachers were needed. A thematic analysis was utilised, and six themes emerged from the analysis of the interviews. The participants were interviewed using telephone interviews due to the constraints under Covid-19 Pandemic. The interviews were audio recorded and later transcribed verbatim. The transcriptions of the five interviews took about two weeks to complete.

Findings and Discussion

This study explored the experiences of teachers who taught English to rural school students. The themes identified from analysis of the interview data were: 1) Motivational factors to become a teacher; 2) Condition of schools; 3) Characteristics of students; 4) Problems faced; 5) Strategies to overcome problems; and 6) Teaching aids. The motivational factor for most participants was mainly to inspire students to be a better person in society. This confirms other similar findings on motivation (Sharma, 2014; Holme, et al.,2016). Findings on the condition of the school focused on the facilities of the school and the rural community. Characteristics of students focused on the types of students in rural schools while the other three themes focused on the problems encountered by teachers during lessons, the various strategies utilised to overcome problems and challenges, and finally, identifying good teaching aids to be used in classrooms.

Limitations

The interview data for this study was only limited to the perspectives presented by the teachers and teacher-trainees. Thus, incorporating students' perspective will address this limitation. Additionally, increasing the number of participants may uncover other relevant perspectives not highlighted in this study.

Conclusion

To conclude, this research explored the experiences of ESL teachers and teacher-trainees teaching in rural schools. Their experiences were captured through interviews from the participants and a personal reflection of the first author was also incorporated. Findings revealed six themes which suggested various challenges encountered, and possible strategies teachers can use when teaching English in rural schools.

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Teaching English in Rural Schools: Preparations, Expectations, and Challenges

Shurren Nathan & Sumathi Renganathan

ABSTRACT

It is widely acknowledged that students in rural schools face many challenges in learning English. As a teacher-trainee, it has been equally challenging for the first author of this paper to teach English in a rural primary school, where students are hardly exposed to English language especially spoken English. Thus, reflecting on the personal experiences of the first author and supporting data from interviews of four other participants who taught English in primary rural schools, this presentation offers some reflection and discussion on the preparations, expectation and challenges encountered when teaching English to rural school children. The experiences shared in this presentation will contribute to current literature and understanding of teaching English in rural schools.

PROBLEM STATEMENT

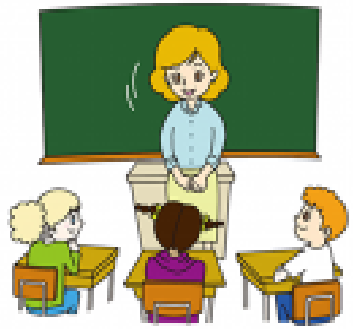
Lack of technology accessibility and students have very low English proficiency.

RESEARCH QUESTION:

What are the experiences of teachers teaching English in rural schools?

METHODOLOGY

Five participants, three rural school teachers and two rural school teacher-trainees were interviewed. The interviews were audio recorded and transcribed verbatim. The data was analysed for common themes.



FINDINGS

Themes:

1. Motivational factors
2. Condition of school
3. Characteristics of students
4. Problems faced
5. Strategies to overcome problems
6. Good teaching aids

RECOMMENDATION

Future research is suggested to include students' perspective and increase the number of participants.

10th MELTA International Conference in English Language Education. 7 November 2020.
STUDENT TEACHER CATEGORY

USING ENGLISH SPEAKING ACTIVITIES TO ENCOURAGE 21ST CENTURY LEARNING SKILLS

Thashalini Sanjilatheeban & Sumathi Renganathan

Abstract

In the 21st century environment, learning goes beyond the four skills, viz. reading, writing, listening and speaking. The Ministry of Education introduced the 21st century learning skills (PAK-21) which are governed by the five skills such as communication, collaboration, creativity, critical thinking and integration of values and ethics. This presentation describes a study which investigated how ESL speaking activities facilitate the 21st century learning skills. A qualitative analysis based on students' dialogue during a role-play activity was used to show how a speaking activity can integrate the five skills in various ways. The discussion and role-play were audio-recorded and transcribed verbatim for data analysis. The results showed that amongst the five skills, the communication skills displayed the highest achievement while instilling values and ethics was the least observed skill. The findings will be discussed further in the presentation. The findings help to draw attention to the methods of how the 21st century learning skills can be instilled in an ESL classroom.

Key Words

21st century learning skills, speaking, role-play, ESL skills

Introduction

The command of the English language among a large number of Malaysian students is mediocre despite having learned the subject for 11 years in schools. Noraien, Mansor & Mohd Jalani Hasan (2015) reported that, "in a normal classroom teaching in Malaysia, much time is spent in teaching reading comprehension and writing. Activities for development of oral skills are still lacking" (p.5). ESL classrooms in Malaysia often limit the students' exposure to conversing in English. The students undergo the only oral examination in Form 3, when they are assessed for their PT3. Therefore, many students lack the ability to communicate proficiently.

Moving forward, we realise that there is a need to encourage speaking skills, as well as to ensure that students remain competitive and are capable to deal with 21st century globalisation demands. The Ministry of Education introduced the 21st century learning (Ministry of Education, 2015) in line with the Malaysian Education Blueprint. In this study, we adopted the five basic standards stipulated in the 21st century skills, mainly on the 4C1V skills: communication, critical thinking, creativity, collaboration and instilling values and ethics (Ministry of Education, Malaysia, 2018). Therefore, this study would contribute to the current literature with regards to the application of 21st century learning in the ESL classroom.

Significance of Study

Incorporating 21st century learning skills is necessary to prepare Malaysian students for future needs that go beyond the classroom and to remain competitive in the globalized world. Thus, this

study is important as it explores the impact of speaking activities to encourage the development of 21st century learning skills such as communication, collaboration, critical thinking, creativity as well as values and ethics in English language classrooms. It is hoped that the language teachers in schools can then design similar activities to nurture the 21st century learning skills in students and simultaneously enhance the students' speaking skills and English language proficiency.

Research Questions

How can ESL speaking activities integrate 21st century learning skills?

Method

The participants were Form 4 students selected based on a purposive and convenience-based sampling. These students were studying in a national school that had the necessary IT infrastructure to support learning through online video conferencing software during the COVID-19 lockdown.

The qualitative data was gathered after conducting a role-play activity among the selected Form 4 students using the Zoom platform. The students were given two parts to participate in: the discussion and the role-play activity. The discussion and role-play were audio-recorded and transcribed verbatim for data analysis.

Initial line-by-line coding was carried out on the transcripts. This coding process involved two levels, the first and second level coding procedure. Based on the inductive coding process in relation to my study, the first level coding maintained and used participant-centric terms. The second level coding involved summarising the descriptive coding from the first level to make it more analytical. An overview of the available data was created to explore similar or contrasting patterns. Then, a coding framework was developed using verbs to capture the instances of actions of the participants and the final codes were mapped according to the five 21st century learning skills.

Findings and Discussion

All five skills were portrayed by the students in the role-play activity. However, based on the codes mapped to the five skills, there was a difference in frequency of these skills shown by students during the discussion or role-play activity itself. Based on the findings and analysis, the students portrayed the communication skill very regularly followed by the collaboration skill. The creativity and critical thinking were moderately shown by the students. However, values and ethics were not directly portrayed by the students, and it only occurred in certain situations during the role-play activity. Based on the researcher's observation, values and ethics are not something that can be taught directly to students. It is instead embedded in the activities where students show sensible applications of such values and ethics on a day-to-day basis. In the case of the role-play activity, students were able to incorporate values and ethics in certain instances. Therefore, participating in such activities enables students to indirectly put values and ethics into practice.

Limitations

Due to the COVID-19 outbreak in Malaysia and the closing down of schools, convenience sampling was used to rope in the four participants who agreed to participate in this study. Thus, the findings obtained in this study is limited. However, for future studies, obtaining data to compare and contrast among several small groups may provide other important findings.

Conclusion

Teachers can use role-play as an activity to encourage 21st century learning skills [PAK 21] among students. It is recommended that students be given more opportunities to participate in such speaking activities in order to develop and apply the 4C1V skills in English language classes.

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USING ESL SPEAKING ACTIVITIES TO ENCOURAGE 21ST CENTURY LEARNING SKILLS

By: Thashalini Sanjilatheeban & Sumathi Renganathan

ABSTRACT

In the 21st century environment, learning goes beyond the four skills, viz. reading, writing, listening and speaking. The Ministry of Education introduced the 21st century learning skills (PAK-21) which are governed by the five skills such as communication, collaboration, creativity, critical thinking and integration of values and ethics. This presentation describes a study which investigated how ESL speaking activities facilitate the 21st century learning skills. A qualitative analysis based on students' dialogue during a role-play activity was used to show how a speaking activity can integrate the five skills in various ways. The discussion and role-play were audio-recorded and transcribed verbatim for data analysis. The results showed that amongst the five skills, the communication skills displayed the highest achievement while instilling values and ethics was the least observed skill. The findings will be discussed further in the presentation. The findings help to draw attention to the methods of how the 21st century learning skills can be instilled in an ESL classroom.

PROBLEM STATEMENT

1. Many ESL classrooms in Malaysia limit students' exposure to conversing in English.
2. There is a need to ensure students are capable to deal with 21st century globalization.

RESEARCH QUESTION (S)

1. How can ESL speaking activities encourage 21st century learning skills?

METHODOLOGY

Qualitative analysis of a role-play activity participated by four students who were chosen using purposive and convenience sampling.

FINDINGS

1. All five skills were portrayed by the students in both the discussion and role play activity.
2. Based on the codes that were mapped to each skills, there was a difference in frequency of these skills being shown by students during the discussion or role-play activity.

CONCLUSION

Teachers can use role-play activity to encourage the 21st century learning skills [PAK 21] among students.

10th MELTA International Conference in English Language Education. 7 November 2020.
STUDENT TEACHER CATEGORY

LEARNERS' MOTIVATION IN ENGLISH LANGUAGE LEARNING THROUGH ANALOGUE GAMIFICATION IN LOCAL PRIMARY SCHOOLS

Yugeshineey Subba Rao
Rita Wong Mee Mee

Abstract

Digital gamification is taking the element of digital games and fun into classroom teaching. However, we must agree to the fact that the barriers of lack of adequate technology and resources to support the use of these advancements may hamper language learning. With this limitation, it is, then, difficult for educators to implement successful strategies to teach English language in the classroom. The call for language educators to be creative and innovative in the era of 21st century has brought about analogue gamified learning activities to be applied inside the classroom. The application of gamified activities has indirectly motivated the language learning ability in learners. A quantitative research approach was applied in this study to distinguish the effects of gamified activities on learners' motivation in English language learning. The results showed that gamified activities stimulate learners' curiosity and further developed learners' social skills.

Key Words

Gamification, engagement, motivation

Introduction

Educators are facing issues to discover new methods and strategies to keep their learners focused and motivated (Dicheva, Dichev, & Irwin, 2018). Learners of the current generation are easily bored with the traditional approach in language learning. Learners of Generation Z are more interested in the latest tech gadgets and teachers are facing challenges to keep the learners engaged in language learning. Therefore, this study was carried out distinguish the effectiveness of integrating game characteristics into lessons and on how gamified activities affect learners' motivation. According to Schunk, Pintrich and Meece (2010), gamification is able to stimulate the commencement or continuance of a goal-directed behaviour, i.e. motivation. This is supported by Alsawaier (2017) who stated that the application of game features into a non-game context with the goal to initiate motivation and engagement in language learning. It is deemed to be a win-win situation for both parties and enable educators the opportunity to prepare materials based on their learners' interests. Through the said gamified activities, learners get to explore, gain knowledge, and be engaged in a fun and creative way during English language learning.

Significance of Study

As the world progresses in line with the advancement of technology, educators need to keep pace and to address changes to the educational setting. This could be done by incorporating the elements of games into lessons. As learners are opting for a fun way in learning, educators will have to stay abreast to address their learners' needs. This study would aid educators by infusing features of a game into their daily language teaching lessons. It could also help educators to plan

and create materials or activities which are different from the conventional activities prepared before. Moreover, this study hopes to keep learners engage subconsciously into learning by boosting their motivation to learn.

Research Questions

1. What effects do gamified activities have on learners during English language learning?
2. How does the gamified features affect motivation of learners in learning English language?

Method

This study applied the quantitative approach where an online questionnaire was administered via a WhatsApp platform. The respondents, mainly teacher trainees who served in local primary schools in Selangor, were required to complete the questionnaire in regard to their perception of using gamified activities in language classroom to facilitate language teaching and learning. The questionnaire was measured using a Likert scale ranging from 1 to 5 where 1 represents totally disagree, 2 represents disagree, 3 represents neutral, 4 represents agree and 5 represents totally agree. A total of 33 respondents were obtained and the data collected was then processed and presented in graphs. Mean scores and standard deviations were displayed to distinguish respondents' answers to the questions assigned. The data was then analysed, and the information was extracted from the graphs to be discussed. From the graph, the researchers were able to get a gist to answer the research questions about the effects of gamified activities on learners' motivation.

Findings and Discussion

Table 1 Teacher Trainees' Observation

Question(s)	Percentage (%)					Mean	Std. Deviation
	Totally Disagree	Disagree	Neutral	Agree	Totally Agree		
1. Playing games requires too much engagement time	0	9.1	33.3	39.4	18.2	3.67	.890
2. Playing games stimulates curiosity in learning something	0	0	3	69.7	27.3	4.24	.502
3. When games are played with a group, this helps development of social skills	6.1	3	0	48.5	42.4	4.18	1.044
4. Games provide cooperative learning environment	3	6.1	24.2	36.4	30.3	3.85	1.034
5. It is easy for me to use games in the classroom	3	12.1	33.3	30.3	21.2	3.55	1.063

Table 1 shows teacher trainees' feedback from their observation on learners during language teaching. The descriptive statistics for 'Playing games enquires too much engagement time' during lesson revealed a M=3.67 (*SD*=.890) where a total of 39.4% teacher trainees agreed. The descriptive statistics for 'Playing games stimulate curiosity in learning something' revealed the highest mean with *M*=4.24 (*SD*=.502) showing a vast majority of teacher trainees agreed. As for 'When games are played with group, this helps the development of social skills revealed a *M*=4.18 (*SD*=1.044) with 48.5% (Agree) and 42.4% (Totally Agree) responses. The descriptive statistics for 'Games provide a cooperative learning environment' revealed a *M*=3.85 (*SD*=1.034). The descriptive statistics for 'It is easy for me to use games in the classroom' indicated a *M*=3.55 (*SD*=1.063).

Limitations

One of the limitations of this study is the difficulty faced by researchers to get first-hand feedback from the learners involved in this study. Data collected was based on teacher trainees' observation and further research would be needed to eliminate any biasness within data. Another

limitation is in determining the features for gamified activities to be carried out in language learning and teaching. The gamified features need to be applied and learners' feedback should then be analysed. Through the understanding of features for gamified activities, educators could then distinguish how each feature affect learners' motivation in language learning.

Conclusion

Teacher trainees mostly prefer to use gamified activities in their teaching. Majority of these teacher trainees agreed that gamification is able to create a suitable environment for learners to learn. This result is consistent with the findings of White and McCoy (2019) where they explained that incorporating games while teaching would lead to successful results as the students do not feel the pressure of really learning the subject and are able to motivate the students to perform better. Therefore, educators are required to obtain suitable type of gamified features to incorporate in the content which is needed for their lessons (Chandan & Prema, 2019).

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Learners' Motivation in English Language Learning through Analogue Gamification in Local Primary Schools

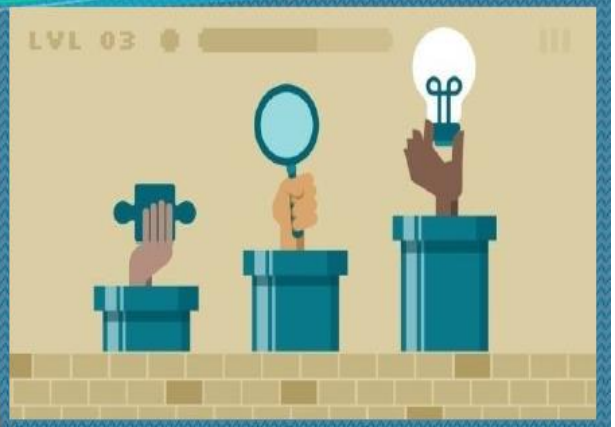
Yugeshineey Subba Rao & Rita Wong Mee Mee

INTRODUCTION

Many educators faced conflicts to keep the GenZ learners engaged in language learning as they are more glued to the latest tech gadgets. This study was carried out to distinguish the effectiveness of integrating game characteristics into lessons and on how gamified activities affect learners' motivation.

RESEARCH QUESTION

- What effects do gamified activities have on learners during English language learning?
- How does the gamified features affect learners' motivation in learning English language?



CONCLUSION

Teacher trainees mostly prefer to use gamified activities in their teaching. Majority of these teacher trainees agreed that gamification is able to create a suitable environment for learners to learn.

FINDINGS

Question(s)	Percentage (%)					Mean	Std. Deviation
	Totally Disagree	Disagree	Neutral	Agree	Totally Agree		
1. Playing games requires too much engagement time	0	9.1	33.3	39.4	18.2	3.67	.890
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10th MELTA International Conference in English Language Education. 7 November 2020.
STUDENT TEACHER CATEGORY

TEACHER-TRAINEES' EXPERIENCES AND CHALLENGES IN USING LANGUAGE GAMES TO TEACH ENGLISH

Yuuvatra Mani Selvan & Sumathi Renganathan

Abstract

A common creative way of teaching English is using language games. However, teaching English creatively in classrooms can pose challenges for many teacher-trainees. This presentation describes a study that explored how teacher-trainees used games and the challenges they faced when incorporating games in their English language classrooms. The findings suggest that while using games in language classroom can indeed be effective in motivating students to learn English, several issues related to game-based learning needs to be addressed for effective English learning experiences.

Key Words

Language games, game-based, teacher-trainees, ESL

Introduction

This study explored language learning using games in an ESL classroom. According to Dewi, Kultsum, and Armadi (2016), games can encourage deep and intense participation to communicate while enjoying the learning experience. Games in English language learning are known to encourage, entertain, educate and promote fluency and speaking skills (Razak & Connolly, 2013). It also offers a fun and relaxing atmosphere for students to learn English (Fithriani, 2019). Although there are many advantages in using games in an ESL classroom, planning and incorporating games in language lessons can also be very challenging. Thus, the present study discussed here explored ESL teacher-trainees' experiences in incorporating games in their lessons during their teaching practice. Exploring the teacher-trainees' experiences in using game-based teaching of English can provide other teacher-trainees an understanding on how to not only incorporate games but also manage the classrooms when games are utilised.

Significance of Study

Many teacher-trainees often use games during their teaching practice. -However, the effectiveness of using games to teach English is often based on 'trial and error'. Therefore, this study is important as the experiences of teacher-trainees highlighted here can help future teacher-trainees who plan to incorporate games to teach English.

Research Questions

1. How are games used in ESL classrooms?
2. What are the challenges faced by teacher-trainees when using games in ESL classrooms?

Method

This is a qualitative study which utilised purposive sampling. The participants are teacher-trainees who had just completed their teaching practice. All of them had used various language games during their teaching practice. The qualitative data was collected through in-depth interviews where each participant was interviewed twice to obtain the relevant information for this study. All the interviews were transcribed verbatim and coded individually to analyse the experiences faced by teacher-trainees in using games to teach English during their teaching practice.

Findings and Discussion

The findings indicated that different teacher-trainees have their own ways of incorporating games in an ESL classroom. The teacher-trainees have used games at different stages of their lessons. The main purpose is to create interest and therefore encourage the use of English among their students. Some used games to evaluate students' understanding of the lessons. Generally, language games encouraged students to participate and improve their knowledge and language comprehension. A common challenge that all four teacher-trainees faced was related to time. Games needed a lot of time to prepare where often additional materials were needed. At times, the teacher-trainees could not finish the game-based lessons due to lack of class time. There were also instances where students were too noisy when playing games and thus classroom management became difficult.

Limitations

As this study is an in-depth exploration of only four teacher-trainees' experiences, increasing the number of participants would address the limitations posed by the small number of participants. In addition, the data was only obtained from the perspectives of teacher-trainees. Thus, future research incorporating students' perspectives would present a more holistic understanding of using games in ESL classrooms.

Conclusion

The findings from this study revealed that the effectiveness of using language games in classrooms is highly dependent on the teacher-trainees. While teaching English using games has many advantages, incorporating games in classroom lessons can indeed be challenging. It is recommended that future teacher-trainees determine the purpose of using games and be aware of the possible challenges game-based lessons might pose. This would ensure that games are successfully incorporated in ESL classrooms.

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TEACHER TRAINEES' EXPERIENCES AND CHALLENGES IN USING LANGUAGE GAMES TO TEACH ENGLISH

Yuuvatra Maniselvan & Sumathi Renganathan

ABSTRACT

Teaching English creatively in classrooms can pose challenges for many teacher-trainees. While using language games to teach English is creative, teacher-trainees often face many challenges when incorporating games in their English language classrooms. Thus, the qualitative study presented here explores their experiences and challenges in using language games to teach English. The findings suggest that while using games in language classroom can indeed motivate students to learn English, several issues related to game-based learning needs to be addressed for effective English learning experiences.

PROBLEM STATEMENT

The effectiveness of using games to teach English is often based on 'trial and error'.

RESEARCH QUESTIONS:

1. How are games used in ESL classrooms?
2. What are the challenges faced by teacher trainees when using games in ESL classrooms?

METHODOLOGY

Qualitative in-depth interviews and narrative analysis of four teacher-trainees to understand their experiences in using games during their teaching practice.

FINDINGS

1. Played as part of the lesson:
   - At the beginning to create interest
   - At practice stage to encourage participation
   - At the end to maintain interest and as evaluation

2. Challenges
   - Preparation takes time
   - Students are too noisy
   - Requires additional materials to create games
   - Class time constraints playing games

CONCLUSION

Need to balance pedagogical values of games and practice in classroom for effective English learning experiences

10th MELTA International Conference in English Language Education. 7 November 2020.
STUDENT TEACHER CATEGORY

THE INTEGRATION OF ICT IN THE TEACHING AND LEARNING PROCESS FOR THE L2 LEARNERS

Violeta N. Basca

Abstract

This qualitative review aimed at finding the improvement of the communicative competence of the 21st century learners in the inclusion of Information and Communication Technology (ICT) in the teaching and learning process of the public secondary school teachers after the comprehensive execution of the competency-based curriculum K-to-12, this is done through the existing studies conducted by the experts in research. It also aimed at exploring the impact of ICT integration in the teaching and learning process in general education system and its influence in English teaching for the L2 learners. The Research studies argued that ICT integration at school depends on knowledge, technical competence and attitudes of the teachers. At present, the advent of big data requires more stable cyberspace connection and more advance computer technology, which may not be accessible to students in rural areas and urban poor of developing countries such as the Philippines. There is also the pressing issue of traditional teachers being 'immigrant' to the use of ICT. Thus, further research studies should be conducted on addressing technological gaps, teacher training, and alternatives to ICT use in cases where this is not accessible.

Key Words

ICT integration; ICT teacher training; ICT rural areas; ICT and the traditional teacher;

Introduction

English both oral and in written form enable a person to become successful somebody someday. According to Johnson (2019, p.133*)* "English is the language of the world; we must learn it to succeed." Johnson further stressed that English language fluency is a strong tool in the growth and progress of people and countries around the world, and that proficiency in English contributes towards a person self-sufficiency and success.

As Johnson (2019) stated English is not only useful but a necessary skill needed to become successful at work leaving behind those who do not speak English.

Under the K-to-12 curriculum the teaching of English starts in grade one, until tertiary level (DepEd, 2015). Wherein English is taught in spiral progression, which starts from simplest to complicated concepts. The program aimed Filipino students to gain mastery in learning and speaking the English language well. Philippine education system under the K-to-12 curriculum main target is to equipped Filipino learners to become globally and communicatively competent, which means, the student's ability to understand and use language appropriately and correctly to communicate in authentic situations. (DepEd, 2016). As Short, Armando, Yeong, and Patrick (2001) said to compete in the global market one needs to speak English. Johnson (2019) found that many companies worldwide have changed their business languages into English to make sure no employee is left behind and that billions of people worldwide master the art of speaking the English language hoping to increase their pay check. This is how English language is viewed

internationally and by the above-mentioned researchers, since English is a global language spoken globally (Crystal, 2013). The invention of modern technology brought people worldwide closer through globalization and the medium used for communication is English, and global communicative competence is the goal of the K12 program (DepEd, 2016) for the Filipino learners, with this view this academic writing is interested to ascertain the impact of technology integration during the instruction and training process in the education system in general and its influence in the teaching of English language for the second language learners (L2), and if the integration of ICT improves the speaking skills of the L2 learners. According to Ester (2013) in the instruction of English as a discipline, ICT is utilized by the teachers and learners through storing, giving, accepting and transforming data with no boundary to meet global requirements towards communicative competence. This academic writing will utilize the existing literatures as studied and proven by the experts in research.

Significance of Study

- This study is significant among the digitally challenged language teachers it will give them bird's eye view of the easy to use and accessible ICT tools they can integrate during the teaching and learning process.
- It is also significant among the L2 learners for it provide a venue to express themselves freely during the interaction process in the classroom setting.
- Language teachers can enliven the discussion through the use of the ICT tools as mentioned in the study.

Research Questions

1. What is the impact of ICT integration in the teaching and learning process after the implementation of K-to-12 curriculum among the L2 learners?
2. Does ICT integration improve the speaking skills of the L2 learners?

Method

This academic writing utilized the existing literatures as proven by the experts in research. The author used researchers which were conducted in the public secondary schools.

Findings and Discussion

The Research studies argued that ICT integration at school depends on knowledge, technical competence and attitudes of the teachers. At present, the advent of big data requires more stable cyberspace connection and more advance computer technology, which may not be accessible to students in rural areas and urban poor of developing countries such as the Philippines. There is also the pressing issue of traditional teachers being 'immigrant' to the use of ICT.

Limitations

The author mainly utilized studies conducted among the secondary public schools.

Conclusion

The integration of ICT significantly impacted the following;

- Teaching and learning process for the L2 learners,
- The education system in general, and
- Improved their speaking skills.

The Integration of ICT in the Teaching and Learning Process for the L2 Learners

Author: Violeta N. Bacsa

BACKGROUND

The author is interested to find out if the integration of ICT improves the communicative competence of the L2 learners

AIM

- To ascertain the impact of technology integration during the instruction and training process in the education system in general and its influence in the teaching of English language for the L2 learners.
- If the integration of ICT improves the speaking skills of the L2 learners.

Implication of the Study to Language Education

This study is of great help among the digitally challenged language educators as shown from the results of the study the ICT used by the teachers respondents are quite easy to use and access with.

METHODS

This academic writing utilized the existing literatures as studied and proven by experts in research.

CONCLUSION

The integration of ICT significantly impacted the following;

- Teaching and learning process for the L2 learners,
- The education system in general, and
- Improved their speaking skills.

10th MELTA International Conference in English Language Education. 7 November 2020.
PHD CATEGORY

Facilitating the Educator in Reading and Studying Malaysian Literature in English through Co-Construction of Meaning Using Digital Ethnography

Kalai Vaani Rajandram

Abstract

Educators have acknowledged that they are ill-equipped and have not had ample opportunities to be formally instructed on ways to read and study literature resulting in a lack of effectiveness in the classroom. There is a dearth of accessible processes in which the educator can follow, which illustrates how meaning is constructed in reading and studying literature. Hence, this study addressed this gap by bringing to the fore a process that educators can adapt to enhance their reading and studying of Malaysian Literature in English (MLIE). This was achieved through negotiating meanings between text, context and audience using digital ethnography as a platform. The study employed a narrative ethnography approach as outlined by Gubrium and Holstein (2009) where the writers of selected fiction were engaged online with the researcher (educator) over a period of time so that this study could gain insights into the interactional and situational terrains of the narratives of newer voices. This focus was complemented by the use of a form of Netnography, as proposed by Kozinets (2010). Netnography was utilised to elicit audience (student) responses via a selected online platform. It was through these online channels of engagement with the writers and the students, the researcher was able to experience one way in which meanings can be co-constructed in the attempt to read and study texts more adequately. This exploration brought about thematic implications, the necessity to orientate to reality, the alignment of meanings to local relevancies, the highlighting of how place and space are contested today, and the promotion of recognition of forms of social cohesion. These findings also provided a more informed way for text selection and new teaching strategies for the educator in the literature classroom.

Key Words

Reading and Studying Literature, Malaysian Literature in English, Narrative Ethnography, Netnography

Background of Study

The Malaysian Education Blueprint (2013-2025) targets upskilling of English language educators and expanding opportunities for more exposure to English via a compulsory English Literature component at the secondary school level (Kaur & Mahmor, 2014). Furthermore, there has been a call by the Ministry of Higher Education Malaysia for a shift in Malaysian classrooms, from traditional teacher-centred transmission models to more student-centred ones since the year 2009. The Blueprint also specifies the expansion in the use of Information and Communication Technologies (ICT) to customise learning and scale up quality learning across Malaysia (Ministry of Education, 2012). However, such pedagogies are still mainly unfamiliar to both teachers and learners within the Malaysian context, as Dass and Ferguson (2012) point out.

Alongside this, is the literary landscape in Malaysia. There seems to be two factions. The first group: the writers, critics and research are shaped by the spill-over effects of British colonialism. Themes revolve around diasporic concerns of alienation, displacement and the use of post-colonial theories as frames of reference. There is a select group of writers alongside a select group of text used for research in academia and scholarly activities. The second group: are New age practitioners that are rooting for change, of which many are key authority figures of Literature in Malaysia such as Vethamani (2004), Shamsul (2007), Quayum (2008) Lin (2017) and Chua (2014/2017). They are moving away from pre-set theories, master narratives and authoritative readings. In fact, their work criticizes practitioners' predisposition for British and American literary traditions; they have also called for updated representations in literary work, especially in MLIE, and have deemed mainstream work as fractional.

The actual classroom situation is also to be considered. Yeoh et al (2018) summarizes the ongoing problems in the literature classroom today since the introduction of literature in year 2000. Choo et al (2017)'s research points at the lack of student interest, Naser & Aziz (2017) highlight the poor language proficiencies of students, while Hariharan & Shri (2016) discuss the unfamiliar context of foreign literary material. Teacher expertise is also questionable as pointed out by Omar (2017).

Statement of Problem

Previous literature has indicated that educators are not sufficiently shown and taught processes or series of actions that can be taken to facilitate their reading and studying of literature. Yet, when policymakers put together a syllabus for teaching literature and create learning objectives and expected outcomes, it may seem to be done with the supposition or the belief that the practitioner is one that has a firm footing in the area. Principles of teaching literature, learning objectives and outcomes of the subject matter are developed on the assumption that the teacher is well-versed in reading and studying literature themselves; in-class activities are developed in a way that also assumes that the teacher is an expert reader and a professional literary interpreter.

While there has been admittance on the part of the educators that they have not had ample opportunities to be formally instructed on ways to read and study literature as pointed out by Aziz & Nasharuddin (2010), scholarly works to date continue to focus on activities that can be carried out in the classroom to ease teaching of literature. Handbooks and syllabi continue to provide information in the form of principles and abstract concepts when the teacher is desperate for a more cohesive set of processes in a form that illustrates how to interpret the text through more effective reading and studying. Therein lies the gap which this study intends to address. There is a lack of processes in which the educator can follow in order to read and study literature in a more systematic and cohesive manner. This study brings to the fore a set of protocols in the form of a process and procedure that educators can adapt to enhance their reading and studying of literature in English.

Significance of Study

The importance of this study covers three key areas: teacher education, MLIE and, interdisciplinary and integrative approaches. For teacher education, this study comes up with a set of protocols in the form of a consolidated process and procedure that can be adapted for reading and studying of MLIE. It utilizes a form of narrative analysis that privileges co-construction and negotiation of meanings between text, context and reader. It introduces another way of using a digital platform for teaching and learning (ICT) which enables the exploration of present-day construction of gender, identity and culture through a constructionist pedagogy. New teaching and learning strategies are inculcated along the way.

For MLIE, this study explores new writers and new material that reflect social reality today. Hence, there is a broader representation of sects of society in Malaysia which reduces fractional work. Since, the study looks at newer writers, newer genres and themes for surface for appreciation. The form of narrative analysis in use broadens the current purview of what stories are by going beyond the text; what happens outside the text is as important as what happens inside the text which brings about an appreciation of multiple realities. In addition, this study reinforces MLIE as a tool that can promote unity in diversity.

From an interdisciplinary and integrative approaches standpoint, this process supports the notion of the educator as a researcher. It proposes an approach that cuts across the three models of language teaching: language model, cultural model and the moral-philosophical model. The findings reflect theories/ideologies from other specializations such as anthropology, sociology and psychology.

Research Questions

1. How is the educator's reading and studying of MLIE facilitated through the educator's engagement with the writers' narrative responses to a stories' activation, production, organization and transmission?
2. How does the readers' narrative responses to these stories' activation, organization, production and transmission facilitate the educator's reading and studying of MLIE?
3. How can the writers' and readers' narrative responses to these stories' activation, production, organization and transmission enable the co-construction of meanings that facilitate the educator's reading and studying of MLIE?
4. What are the implications of this study to the teaching strategies for the educator of MLIE?

Method

The researcher engaged with 5 Malaysian writers: Tunku Halim, Brian Gomez, Mamu Vies, Xeus, Julya Oui, via email over a year and a half. There were 5 stages of questioning that were adhered to in accordance to Gubrium and Holstein (2009)'s proposed steps: fieldwork, analytical bracketing, analysis of interactional terrain, analysis of situational terrain and in-situ data collection. The questions were related to finding out about how these stories were activated, produced, organized and transmitted. The novels and short stories were chosen by the writers themselves: *Last Breath, Devil's Place, Dog Pound, Monster, Don't You Dare Forget Me*. Their narrative responses to the questions were then analysed using Gubrium and Holstein's method of narrative analysis which attempted to understand the nature of our present social realities and how this was embedded in their works. Narratives were analysed in terms of the content, organization and language. Categories were then generated.

Alongside this, was the Netnography that ran simultaneously. Netnography is the study of online communities and how they communicate with each other. It is suggested that this can enable the researcher to observe certain trends, patterns and underlying nuances to surface.10 students who were undertaking a literature course, who also came on board voluntarily, engaged in this exercise through a focus group setup which lasted for a 3-month period via an online platform, Goodreads.com. They read the selected texts and only engaged and interacted online with each other and with the researcher. There were two phases. In the passive netnography phase, the researcher observed how they reviewed the text: what they were saying, how they expressed a thought and what practices/habits that were specific to online behaviour. In the active phase, the researcher became a part of the group and engaged in their discussions for further understanding of what they felt shaped each text by talking about what motivated these forms of writings by looking at the production, organization and transmission. Categories were also created.

The narrative responses of the writers and the narrative responses of the readers were analysed to co-construct meaning by creating further categories or refining the initial categories

that were created. Through a reiterative, recursive and rigorous process of sifting through the thick and rich empirical material, not only new meanings were formed but also new teaching strategies emerged.

Findings and Discussion

The educator's reading and studying of MLIE were facilitated through this study because it explored new **thematic implications** which extended into newer genres of fantasy fiction, dark comedy and horror. This subsequently produced newer themes: empowerment, social injustices, abuse of power, corruption, escapism and relief, chaos. This is akin to what Maley (1989) points out when he says that "Literature is back but wearing different clothes" (p.59). Secondly, it showed the educator that **orientating to reality** was necessary if meanings were to stay current and relevant. The findings showed how understanding today's context, medium and language facilitated the educator's reading and studying of MLIE. Their narratives were not filtered from the "noise". The use of emojis, lingo and Manglish not only in the text but also in their narrative responses echoed Tagliamonte and Denis (2008) when they argue that these colourful expressions are living language that does not lead to a breakdown in language, but is firmly rooted in existent language suggesting that these forms actually expands and enhances the linguistic repertoire. This extended the discussion into looking at forms of cultural diffusion, group-think, indoctrination, conditioning and acculturation.

This study also found that reading and studying MLIE is also facilitated when we **align meanings to local relevancies** bringing to the fore subtle ideologies about heritage, Asian values and traditional practices. Much has been said about the bulk of the literary text in Malaysian classrooms not being contextually and culturally bound (Hariharan & Shri, 2016; Isa & Mahmud, 2012). With "culture" encompassing online practices today, the textual settings in these stories have provided a more concrete, sensuous dimension so that the readers can sense the locale of the story in terms of its historical and diurnal aspects. Hence bringing to life what Hasan (2016) says about practitioners having to understand that literature is "value-laden, highly subjective and reflective of the site of its production" (p.50). This also reaffirms that studying local text in initial stages of literary appreciation can enable a larger mass of students to understand the language better simply because the context makes sense. The findings also showed **how place and space were contested today.** Negotiating the roles of women took centre stage. Their roles in the texts were scrutinised, challenged and debated as viewpoints regarding how women were "given voice" was questionable. This created a comparison to Jalaluddin and Mat Awal (2007)'s interesting insights into their study of Malaysian women with regards to the word "strong" in which a cognitive semantics analysis of the variants associated with the characters in various Malay stories were bought to light.

The findings also indicated that in order for the educator to be facilitated in his reading and studying of MLIE, a co-construction can also bring about the **recognition of newer forms of social cohesion.** In line with Jenson (1998)'s notion of social cohesion as the continuous cycle of growing a community of shared values, shared challenges and equal opportunity, this study elucidated newer forms of what sense of belonging, inclusion, participation, recognition and legitimacy looked like today given our present realities. This new found forms of unity were ironically found in the acceptance of social stratification and race classification. Race base traits and nuances were seen as cultural artefacts and symbols of order. Language mash-ups indicated familiarity and warmth, while racist remarks, stereotyping and homogenizing groups were organic, indicating the natural harmony of races. The context clearly created a certain dynamics between the text and the reader which gave way to meanings that the educator was now privy to.

Limitations

The scope and perimeters to which construction of meaning was derived was within what happened during the course of events. The process was fluid, flexible, and was mediated and

moderated by the educator. While this opened up discussions into multiple realities, this process does not claim to be a set of robust guidelines that can replace formal teacher training. It provides a way, through this process, to make not only the reading and studying of text more manageable but also the teaching and learning of MLIE more accessible to the masses.

Being a study where the writers and students came on board on a voluntary basis, the findings and the teaching strategies were primarily tied to this factor. The selection of short stories and novels which were of the writers' choice determined the type of social realities that they wanted to discuss.

Similarly, the demography of students who participated from the literature class were students who were genuinely interested in reading Malaysian fiction in English; hence, they were pro-active and were willing to engage in a long-term relationship with the researcher on an online platform. The direction of this study is, to a large extent, determined by the nature of both of these participants' responses, reactions, and commitment. Without the online facilities and regular exchange of communication, the educator would not be able to trace patterns and trends from the exercise.

Conclusion

It can be concluded that while this study has elucidated how co-construction of meaning using digital platforms can facilitate the educators reading and studying of MLIE, it has also shown how text and context is crucial to the reader. Furthermore, it has brought about teaching strategies that suggest the educator adopt receptive practices. This entailed creating of learning environments where the educator was open to new meanings in which students' interpretations were given precedence in terms of how they felt stories were activated produced, organized and transmitted. Secondly, it also indicated the need for the educator to adapt to the strengths of the students. In this study, through the Netnography, the educator learnt that an online platform was a viable mode of communication; it provided an avenue for engagement, and an experiential channel for interaction that was already part of a student's lifestyle. The nature of the platform enabled 21st Century expressions to emerge, such as communicative patterns and views that were distinct to this method of elicitation. The texts, too, were contextually and culturally bound which played to their strengths. It can be suggested that teacher-student boundaries had to be adjusted for maximum impact in the teaching of literature via this online platform.

This study achieved learning outcomes from outside the classroom. The boundaries of communication between teacher and student had to be fluid, less restrictive and more inviting. The educator was encouraged to empower students to practice autonomy and accountability for their responses through flexibility in engagement, bringing of the 'cloud' into the classroom and creating a sort of a flipped classroom of sorts. It was also imperative for the educator to consciously activate the students' awareness of local relevancies. Being conditioned to look at texts from British and American literary traditions, students may not readily be able to initially understand the inner-workings of a Malaysian text until they are asked to shift their lens, as this study found through the Netnography sessions. Being more equipped to see what local relevancies were through this study, the educator was able to direct analysis to local images, expressions and experiences that were distinctively Malaysian such as language and style, characterisation and settings which have deeply rooted implications on gender, identity and culture. This awareness had also served to show in this study how social cohesion and multiculturalism manifest as textual strategies to be decoded. Hence, it becomes a teaching pedagogy that can be used by the educator to excavate connections, associations and ideologies.

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Facilitating the Educator in Reading and Studying Malaysian Literature in English through Co-construction of Meaning Using Digital Ethnography

by Dr Kalai Vaani Rajandram, Taylor's University

INTRODUCTION AND BACKROUND OF THE STUDY

- THE MALAYSIAN EDUCATION BLUEPRINT (2012-2025) TARGETS TO UPSKILL ENGLISH LANGUAGE EDUCATORS, SHIFT TEACHER-CENTERED CLASSROOMS TO STUDENT-CENTERED ONES, AND EXPAND THE USE OF ICT TO SCALE UP QUALITY LEARNING (MINISTRY OF EDUCATION, 2012).
- HOWEVER, THERE ARE ONGOING PROBLEMS IN THE LITERATURE CLASSROOM (OMAR, 2017; YEOH ET AL.,2018). THERE IS AN ADMITTANCE THAT EDUCATORS HAVE NOT HAD AMPLE OPPORTUNITIES TO BE FORMALLY INSTRUCTED IN WAYS OF READING AND STUDYING LITERATURE (AZIZ & NASHARUDDIN, 2010), THERE ARE STUDENT PROFICIENCY ISSUES WITH THE ENGLISH LANGUAGE (NASER & AZIZ, 2017), THE CONTEXT OF LITERARY WORK USED IN MALAYSIAN CLASSROOMS ARE UNFAMILIAR (HARIHARAN & SHRI, 2016) AND STUDENT INTEREST IN THE SUBJECT IS LOW (CHOO ET AL, 2017).
- IN ADDITION, THERE IS A SELECT GROUP OF WRITERS AND LITERARY TEXT UTILIZED IN CLASSROOMS, RESULTING IN FRACTIONAL RESPRESENTATIONS OF SOCIETY, MASTER NARRATIVES AND AUTHORITATIVE READINGS DUE TO THE PREDISPOSITION TO BRITISH AND AMERICAN LITERARY TRADITIONS (SHAMSUL, 2007; VETHAMANI, 2004; QUAYUM, 2008; LIN, 2017; CHUAH, 2014/2017).

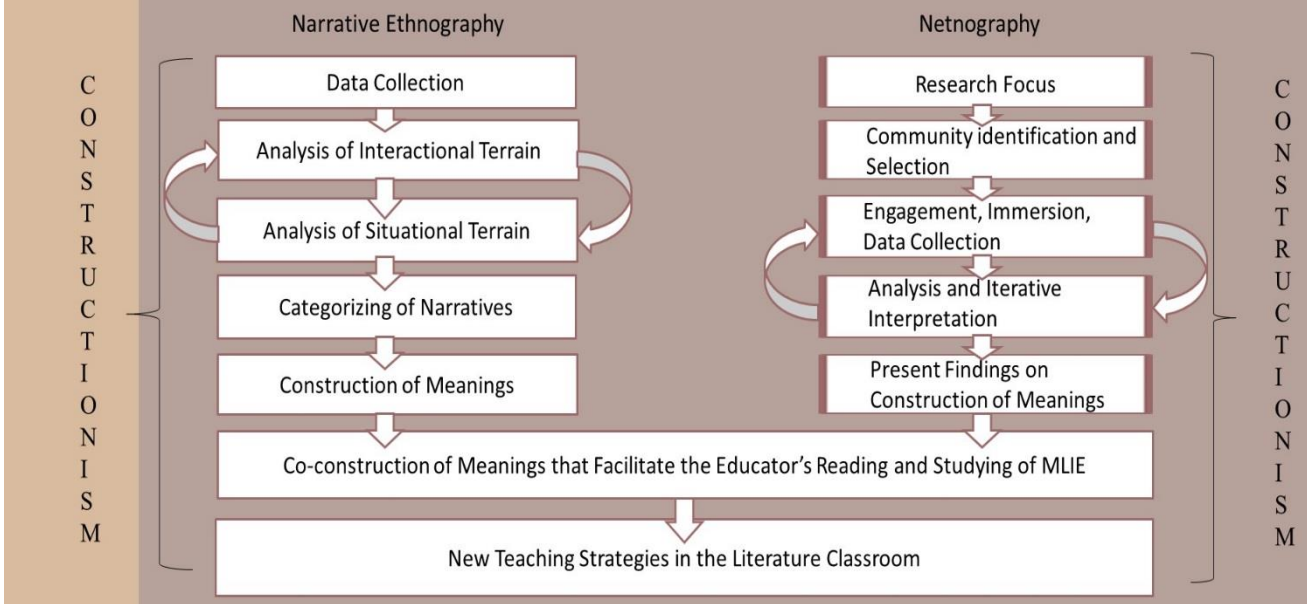
WHAT IS THE STUDY

- PREVIOUS LITERATURE HAS INDICATED THE SUPPORT OFFERED TO EDUCATORS SUCH AS TEACHING AND TRAINING PROGRAMS, SYLLABI, HANDBOOKS AND ACTIVITIES WHICH PROVIDE THEORETICAL APPROACHES AND PRINCIPLES TO TEACHING LITERATURE. HOWEVER, THESE HAVE BEEN GENERATED ON THE ASSUMPTION THAT THE EDUCATOR UNDERSTANDS WHAT READING AND STUDYING TEXTS MEAN IN THE CONTEXT OF LITERATURE. IT IS POSSIBLE TO SEE THIS PREDICAMENT AS THE ROOT PROBLEM, AND THE ISSUES IN THE CLASSROOM AS THE SYMPTOMS OF THIS.
- HENCE, THIS STUDY ADDRESSES THE GAP BY PROVIDING THE EDUCATOR WITH A SET OF PROCESSES AND PROCEDURES THAT CAN BE ADAPTED IN THE CLASSROOM IN ORDER TO ENHANCE THE EDUCATOR'S READING AND STUDYING OF LITERATURE IN ENGLISH.

HOW THE STUDY WAS CONDUCTED

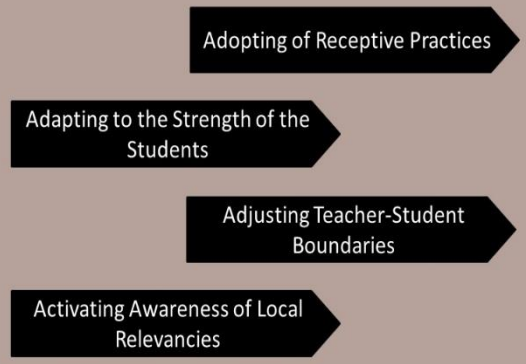
- RESEARCH PARTICIPANTS CONSISTED OF 2 GROUPS: 5 MALAYSIAN WRITERS (TUNKU HALIM, BRIAN GOMEZ, MAMU VIES, XEUS, JULYA OUI) AND 10 LITERATURE STUDENTS
- TEXTS CONSISTED OF 3 NOVELS AND 2 SHORT STORIES (LAST BREATH, DEVILS PLACE, DOG POUND, MONSTER, DON'T YOU DARE FORGET ME)
- RESPONSES OF THE WRITERS WERE GATHERED FROM A NARRATIVE ETHNOGRAPHY (GUBRIUM & HOLSTEIN, 2009) VIA EMAIL, AND THE RESPONSES OF THE STUDENTS WERE GATHERED FROM A NETNOGRAPHY (KOZINETS, 2010) VIA GOODREADS.COM OVER A PERIOD OF TIME.
- GUBRIUM & HOLSTEIN (2009) SUGGEST THAT STORIES BE ANALYSED IN TERMS OF HOW THEY ARE ACTIVATED, PRODUCED, ORGANISED AND TRANSMITTED. HENCE, ALL INTERVIEW QUESTIONS AND FOCUS GROUP DISCUSSIONS WERE GENERATED IN THAT LIGHT BY LOOKING AT THE INTERACTIONAL AND SITUATIONAL TERRAINS.
- NETNOGRAPHY IS THE STUDY OF HOW ONLINE COMMUNITIES BEHAVE. PASSIVE AND ACTIVE PHASES WERE EMPLOYED TO STUDY SHARED PRACTICES, BELIEFS AND UNDERLYING NUANCES OF THIS FOCUS GROUP ONLINE.

FRAMEWORK OF STUDY



FINDINGS

IMPLICATIONS ON TEACHING STRATEGIES



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PHD CATEGORY

WRITTEN LANGUAGING EFFECTS OF WRITTEN CORRECTIVE FEEDBACK ON LOW PROFICIENCY L2 LEARNERS' WRITING ACCURACY

Sabariah Abd Rahim

Abstract

With the higher demand for accuracy in the L2 writing of university students, the present study examines the written languaging (WL) effect of written corrective feedback (WCF) on low proficiency L2 learners' writing accuracy. WL is a mediational tool used to enhance the WCF's effectiveness. The study was conducted on 47 low proficiency L2 university students for eight weeks to elicit the effects of WL of WCF on low proficiency L2 learners' writing accuracy. A multiple-case research approach was used to collect and analyze the data of the study. The finding shows that the provision of WL on the WCF did not facilitate low proficiency L2 learners' writing accuracy because the students' writing accuracy could improve only with teachers' WCF. The low proficiency L2 learners also perceived WL of the WCF as insignificant. The findings of the actual study are partially shared in this presentation.

Key Words

Written languaging, written corrective feedback, low proficiency L2 learners, writing accuracy

Background of the Study

Writing grammatically correct is a daunting task for many L2 learners. This especially true for low proficiency L2 learners who always need their teacher to correct them since they have limited ability to function in L2. For these L2 learners, written corrective feedback is a must. However, a strong claim on WCF's adverse effects on L2 learners' language development (Truscott, 1996) has prompted mixed responses on the WCF's effectiveness. Although the claim was made years ago, studies on the role of WCF have continued to interest L2 acquisition (SLA) and L2 writing (SLW) scholars since then. The findings, however, have been inconclusive. There is growing evidence showing the positive relationship between WCF and writing accuracy over time. However, L2 learners need to interpret teachers' WCF accurately. Thus, WL was introduced. WL prompts L2 learners to think and reason thoroughly the errors found in their writing (Suzuki, 2012), which influences them to do the task efficiently and increase their attention to achieve self-regulatory abilities. Studies have shown that the WCF received by L2 learners becomes more effective when L2 learners apply WL, resulting in improved writing accuracy. Therefore, this notion of applying WL of WCF to improve the writing accuracy underpins the rationale of this study.

Statement of Problem

Despite getting constant corrective feedback from teachers in oral or written form for the language errors they make in the writing tasks given to them, the writing accuracy of the low proficiency L2 learners in the Reading and Writing in English course at the Centre of Promotion of Knowledge

and Language Learning (PPIB), Universiti Malaysia Sabah (UMS), is relatively low. Therefore, WL is applied to encourage L2 learners of this study to engage more with the given corrective feedback. It is recommended that L2 students be allowed to language the corrective feedback given to them (Suzuki, 2012; Moradian et al., 2017). This allows them to identify differences and discrepancies between their interlanguage and the target language (English) and learn about the target language features that they are not aware of or forget (Suzuki, 2009b, 2012; Swain, Lapkin, Knouzi, Suzuki & Brooks, 2009). It is hoped that WL helps these learners to enhance their grammatical and writing accuracy.

Significance of the Study

Studies on WL of the WCF of L2 learners writing in the Malaysian context are still not advanced. Thus, the findings of this study will benefit the pedagogical teaching of writing development in Malaysia, particularly in relation to the application of the mediational tool in the provision and processing of WCF and the complementary pedagogical strategy to WCF.

Research Question

The study attempts to answer these research questions:

1. Does the WL of the WCF of low proficiency L2 learners' writing text affect the grammatical accuracy of their new writing text?
2. What is the perception of low proficiency L2 learners on the application of WL of the teachers' WCF?

Method

The study employed the multiple-case research approach to collect and analyze its data. This approach provides a holistic and in-depth explanation of the issues concerned by allowing the researcher to explore beyond the quantitative statistical results and investigate current real-life phenomena through detailed contextual analysis of a limited number of conditions or settings and their relationships (Zainal, 2007). The study involved treatment and control groups. The control group (CG) acted as the baseline measure of the study, while the treatment group (TG) received the intervention that is the application of the WL task on the teachers' WCF. The research instrument was the writing tasks adapted from the textbook used for the course. The Wilcoxon signed-rank was used to determine the effect of WL of the WCF on the TG new writing texts' grammatical accuracy. The test also determined the grammatical accuracy of the CG new writing texts, who received only the teacher's WCF, and did the revision texts of the writing tasks. A semi-structured interview was conducted to elicit the participants' perception of the WL application on teachers' WCF. A thematic analysis was used to analyze the interview data.

Findings and Discussion

The finding shows that the provision of WL of the WCF on the low proficiency L2 learners' writing texts did not facilitate the grammatical accuracy of the new writing text. The Wilcoxon signed-rank test results indicate that the grammatical accuracy of the low proficiency L2 learners of this study could improve solely with teachers' WCF. This finding conforms with the sociocultural theory's (SCT) assertion on avoiding excessive assistance. As the theoretical framework of the study, SCT asserts that teachers should provide only an 'appropriate' amount of assistance that is just enough for L2 learners to perform beyond their existing capabilities because excessive assistance would only harm L2 learners' language development (Bitchener & Storch 2016). The WL in the study acted as extra assistance for the WCF, and the provision of the WL on the teachers' WCF did not benefit the L2 learners of this study. Results from the interview show that these learners also perceived WL as an insignificant tool that does not affect their writing positively. They preferred to have a more active and engaging discussion with their teachers on

the WCF provided. This finding also conforms with the SCT theory, which states that learners play an active role in their learning.

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WRITTEN LANGUAGING EFFECTS OF WRITTEN CORRECTIVE FEEDBACK ON LOW PROFICIENCY L2 LEARNERS' WRITING ACCURACY

Introduction

The study was conducted on 47 low proficiency L2 university students, whose writing accuracy (WA) was relatively low. To enhance their WA, the students were asked to apply WL of the teachers' WCF to encourage them to engage more with the given corrective feedback: to identify differences and discrepancies between their interlanguage and English and learn about the English grammar that they are not aware of or forget. The objectives of the study are to determine the effects of WL of the WCF on the students' grammatical accuracy of the new writing text, and to elicit the students' perception of the application of WL on the teacher's WCF.

Methods

- Research Approach: Multiple-Case Study
- Data Collection Methods: Writing Tasks & Semi-Structured Interview
- Data Analysis Procedure: The Wilcoxon Signed-Rank & Thematic Analysis

Results

1. The provision of WL of the teachers' WCF on the low proficiency L2 learners' writing texts did not facilitate the grammatical accuracy of the learners' new writing text.
2. The low proficiency L2 learners perceived WL as an insignificant tool that does not affect their writing positively.

Conclusions

According to sociocultural theory (SCT), excessive assistance should be avoided. The theory asserts that teachers should only provide an 'appropriate' amount of assistance that is just enough for the L2 learners to perform beyond their existing capabilities. The WL in the study acted as extra assistance for the WCF and supposedly improved the grammatical accuracy of the learners' new writing text. However, the low proficiency L2 learners of this study perceived WL as an insignificant tool that has no positive effects on their writing. The interview found that these learners prefer to have a more active and engaging discussion with their teachers on the WCF provided. This finding conforms with the SCT, which states that learners play an active role in their learning. L2 learners need to respond positively to the WL of the WCF to determine the level of their L2 language development. However, by doing the WL of the WCF, the learners were not able to actively discuss with their teachers for the errors they were not aware of and forgot because WL task only involved inner dialogue with self, where the learners had to write down their comments or thoughts about the teachers' WCF, resulting in a 'passive' role of the L2 learners of this study. The findings will benefit the pedagogical teaching of writing development in Malaysia, particularly in relation to the application of mediational tool in the provision and processing of WCF and the complementary pedagogical strategy to WCF.

10th MELTA International Conference in English Language Education. 7 November 2020.
PHD CATEGORY

It is worked /wɜrkt/ not /wɔrkɪd/ RMCR to Pronounce Lexical Stress Right!

Samah Yaslam Saleh Baaghah

Abstract

Assigning a correct location of English lexical stress is considered a complicated task for Arab EFL learners. This difficulty is mainly attributed to differences across languages that hinder some lexical stress patterns from being realised. Previous studies attempted to analyze L1 and L2 typologies to predict the difficulties of pronouncing the lexical stress by EFL learners but findings remain inconclusive. The current study employed an intervention to test the likelihood of enhancing the learners' ability to pronounce English lexical stress. A total of 20 undergraduate students participated in the study over four weeks. After testing the learner's pronunciation of English lexical stress, learners were introduced to phonetic training to prompt the pronunciation of English stress patterns. Learners' pronunciations were then analyzed and compared to the previous production of English lexical stress. Findings show many developmental differences in pronouncing English lexical stress after conducting the phonological training techniques, in which learners' pronunciation was recorded, measured, compared then rectified. This study can assist and guide EFL learners and educators to address the difficulties of pronouncing English supra-segmental features.

Key Words

Lexical Stress, EFL Learners, L1 Transfer, Phonology

Introduction

There are roughly 6,500 spoken languages in the world today (Hammarstrom, 2016). Yet, with globalization, English is the most instrumental language of communication. This profound role of English as a lingua franca has emphasized a belief among all language speakers to acquire the pronunciation of the English language effectively and intelligibly (Ahmed, 2016). Recent studies reported that accurate pronunciation of the English language requires the proper combination of two levels of features; the segmental features (consonants and vowels), and the supra-segmental features (stress, intonation, rhythm). Both aspects are very important to pronounce the English language accurately. However, supra-segmental features, especially the lexical stress, have a paramount role to control the pronunciation of the segmental features and the structure of the information (Beckman, 1994). For example, the word **IM**port becomes a noun if the first syllable is stressed, and it becomes a verb when the second syllable is stressed like, im**PORT.** Based on the Stress Typology Model (STM), most languages have acoustic cues to assign the syllable stress in a word, while other languages can be considered as non- stressed languages (Altmann, 2006). In this regard, learners of L1 that are non-stressed would have no difficulties to produce English syllable stress, learners of L2 that is stressed encounter greater challenges and difficulties to pronounce English stress (McCubbin, Guidance & Counselling, 1995; Al-Thalab, 2018).

The Arabic language is a fixed stressed language which can be determined by a higher

frequency and a longer duration in the stressed syllables (Helal, 2014). For instance, words like ***wo**rked* /**wɜ**rkt/**, in**teresting **/ˈɪn**trəstɪŋ**/** and **com**fortable /ˈ**kʌ**mfərtəbəl/, always pronounced as /**wɔ**rk**ɪd**/, / **ɪn**tər**ə**st**ɪŋ**/ and / **kʌ**m**fɔ**rtəbəl/. The pronunciation of word stress by Arab learners is affected by the Arabic language that has different syllable structure patterns, allows no morphemes at the end of the words, as well as, the Arabic stress assignment always falls in the right edges of the word. On the other hand, English primary lexical stress is unpredictable, and cannot be determined by the number of syllables in a structure (Vafaei et al., 2013; Hismanoglu, 2012). This assumes that English lexical primary stress can be placed at any syllable in polysyllabic words. For example, the words "**ta**ble" is stressed on the first syllable, "ho**tel**" is stressed on the second syllable, and "engin**eer**" is more prominent on the third syllable. As a result, predicting the position of English lexical stress is challenging and unclear for ESL/EFL learners (Roach, 2009).

EFL learners of other different languages encounter difficulties to pronounce the English lexical stress correctly. That is, Vietnamese, Chinese, Russian, Turkish, and Malaysian EFL learners are asserted to be unable to pronounce English word stress accurately due to mother tongue influences (Tuan, 2018; Altmann, 2006; Lai, 2008).

Statement of Problem

Assigning a correct English stress placement implies the meaning by affecting the sounds of the vowels in the word and enhances communication competence while speaking. Evidence through research, however, shows that ESL/EFL learners face difficulty in producing and perceiving the English lexical stress, which impede their communicative competence skill (Saha & Mandal, 2015, Altmann, 2006; Vogel, 2002; Pater, 2002; Peperkamp & Dupoux, 2002; Tuan, 2018). This difficulty is mainly attributed to the different backgrounds that prohibit some lexical stress patterns (Howie, 1976; Flege, 1995; Altmann,2006; Al-Thalab, 2018). In other words, the influence of L1 stress patterns has a significant effect on the acquisition of L2 lexical stress. Nevertheless, previous studies have extensively investigated the typological effect of L1 on the acquisition of L2. Yet, the remedy to overcome such phonological issue is quite neglected in research until now. Although Altmann (2006) and Boyle (1987) argue that the ability to perceive L2 lexical stress does not correlate with proficiency, studies such as Amer & Amer (2011) asserted that the explicit instruction on English lexical stress enhances the EFL learners' performance on lexical stress recognition.

Significance of Study

To solve this problematic issue, comprehension of English lexical stress rules is the key to perceive and produce English lexical stress correctly. Yet, traditional instructions of teaching have been proven to be ineffective inside classrooms (Arienintya, 2016). The study, however, used another approach using visual aids and software to enhance learners' communicative competence. Thus, the pronunciation of EFL learners can be enhanced by using recording, measuring, comparing and rectify (RMCR) approach. In other words, learners' pronunciation can be **recorded** and **measured** using PRAAT. This software will display a picture that indicates the incorrect pronunciation acoustically in cues patterns namely, the duration length, level of intensity, and vowel quality. Learners and teachers can then **compare** the inaccurate pronunciation with a native speaker's pronunciation to **rectify** and repeat the correct pronunciation.

Method

A total of 20 undergrad students who are studying at the University of Science Malaysia (USM) were involved in this study. Participants' age ranges from 19 to 22 years old. These participants are ideal for the study because the homogeneity of their English proficiency contributes positively to the study. 40 target words adapted from the study by Tuan (2018) as a stimulus. The study

employed an intervention for four weeks. In the first week, the participant's pronunciation was recorded and analyzed to identify the difficult areas. Upon that, the training session started in the second week. Participants were exposed visually to their pronunciation to understand their errors. After that, differences between their pronunciation and the native speaker's pronunciation were explained and illustrated in graphs. In the final week, learners tried to mimic and repeat the pronunciation of native speakers. Results were then analyzed using the PRAAT software to measure the acoustic cues of the English lexical stress as pronounced by Arab EFL learners. Data were presented in quantity using ANOVA.

Findings and Discussion

In the first stage, it was noticed that all the participants maintained almost the same results in pronouncing the English lexical stress, in which the location of the primary stress was affected by the Arabic stress pattern. Influence of L1 was explicit in multisyllabic words. However, the Arab EFL learners were able to pronounce the English lexical stress in monosyllabic words. These results lend support to the study of Zuraiq (2005) who tested the production of English lexical stress in minimal pairs.

In the second stage, the participants were enrolled in training sessions for 8 days within two weeks. Visual and audio aids were used to explain the English stress rules and compare them with Arabic stress rules. Pronunciation of the participants was also compared to native pronunciation in graphs and wave files. It was observed that the 20 participants were very interested and motivated to develop and see their pronunciation in graphs. In the last stage, production of English lexical stress was partially improved than the first stage, especially in words than contained two and three-syllable structures. Nevertheless, the production of four-syllabic words remained poorer than the native pronunciation's production. This result contradicted the claim of Altmann (2006) that ability to pronounce the L2 lexical stress does not correlate with the proficiency level. More training should have been done will deduce better results.

Limitations

The recruited participants of the study are limited to Yemeni Arab learners who speak the Yemeni Arabic dialect. Relatively, the study focused on the Yemeni Arabic syllable structure and stress patterns in the perception and the production of English lexical stress.

Conclusion

The study concluded that the ability to pronounce the English lexical stress by EFL learners can be enhanced through practice and phonetic training. The study has proven that the RMCR approach can be effective in enhancing the pronunciation of the English lexical stress, yet, more training should be conducted to promote learners' ability in pronouncing the English supra-segmental features, especially lexical stress.

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RMCR

to Pronounce Lexical Stress!

English as a lingua franca has emphasized a belief among all language speakers to acquire the pronunciation of English language and achieve communication competence

Supra-segmental features of English, especially the English word stress, have a paramount role to control the pronunciation of consonants and vowels in a word and enhance the communicative competence while speaking.

However, it is always challenging to pronounce the English word syllable stress correctly by EFL learners

This is due to mother tongue influence which affects the correct pronunciation of English according to the first language phonological structural system

/wɜrkt/

worked

/wɔrkɪd/

English native speakers tend to stress the first syllable of words like; worked and interesting. However, Arab EFL learners use to stress two syllables in first and the last positions of the English words

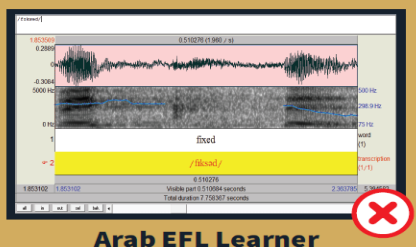
/ˈɪntrəstɪŋ/

interesting

/ˈɪntərəstɪŋ/

PRAAT software can help EFL learners to assign the English stressed syllables correctly by **recording, measuring** and **comparing** the incorrect pronunciation of EFL learners with the pronunciation of the native speaker to **rectify** the correct acoustic cues of duration, intensity and vowel quality to indicate the stressed syllable in English words.

Native Speaker



Arab EFL Learner

Record, Measure, Compare and Rectify (RMCR) to say it right is a strategy to attain the accurate English pronunciation by EFL learners.

10th MELTA International Conference in English Language Education. 7 November 2020.
PHD CATEGORY

AN EMPIRICAL STUDY OF ESP LEARNERS' EXPERIENCES USING EDMODO IN A VIRTUAL COMMUNITY OF PRACTICE

Jayanthi Muniandy

Abstract

The term community of practice which was developed based on situated learning theory and constructivisme has recently gained its recognition in tertiary institutions. In fact, this approach has expanded in the virtual environment where communication is carried out through the medium of technology. This study was conducted to investigate ESP learners' experiences in using social learning network, namely Edmodo in a virtual community of practice environment. This study was also aimed to determine the challenges the Business undergraduates encountered in using Edmodo. A mixed method research was employed to collect the data for this study; a questionnaire survey and a focus group discussion. The collected data was analysed through statistical and content analysis. The result showed that most ESP learners believed that Edmodo is a good platform for virtual learning community, particularly in terms of interaction and knowledge sharing. Although some learners have difficulty to create an identity in the community, the result showed that frequent motivation from both educators and active participants would boost the engagement of peripheral participants in the community. This study is significant as it offers some insights to both ESP practitioners and learners on the use social learning network in building an effective ESP virtual learning community and to achieve the course learning outcome.

Key Words

Edmodo, social learning network, virtual community of practice, English for Specific Purposes

Background of Study

A community of practice refers to a group of people who share similar interests and knowledge on certain subjects (Wenger et al., 2002). Although social media is well known for continuous interaction, not all social media tools have the capacity to develop a virtual community of practice (VCoP) (Fisher, 2014). Therefore, social learning network sites that integrate the strength of both social network sites and learning management systems are developed to provide a conducive learning environment. One of the common social learning sites that has been used quite extensively in tertiary education is Edmodo (Purnawarman & Sundayana, 2018).

Many past studies show that Edmodo plays an important role in improving learners' academic performance such as in writing (Purnawarman & Sundayana, 2018), reading (Warawudhi), speaking (Sophia & Phil, 2017) and listening (Ali & Arifiyanto, 2019). However, there is a lack of comprehensive studies on the use of Edmodo as a platform for VCoP in ESP courses.

According to Too (2017), sitting for English proficiency test alone is not sufficient to get into or secure a job. He reiterates that learners should be competent in utilising appropriate language skills in an authentic situation. Therefore, ESP practitioners are encouraged to examine their current teaching practices.

Statement of Problem

The review of literature mainly indicates the potential of Edmodo on learners' academic performance (Ngo & Ngadiman, 2019; Warawudhi, 2017). Lack of comprehensive research about ESP learners' experiences in using Edmodo has resulted in little understanding of the potential of Edmodo as the VCoP platform.

Although Purnawarman and Sundayana (2016) tag Edmodo as an assistant for language teachers, its potential impact to the use of Edmodo for providing access to a virtual learning community opportunity are still unclear and evolving (Annamalai et al., 2018; Inel-Ekici, 2017).

Therefore, the present study aims to examine the ESP learners' experience of using Edmodo as a board for VCoP and also to identify possible challenges that the ESP learners face in using Edmodo as the learning community.

Significance of Study

The researcher hopes that the result of this study will assist the management of tertiary institutions to help strengthen their education policy and also in the development of teaching and learning of ESP courses. The results of this study will also draw closer the attention of the ESP practitioners and learners on the use of social learning network in the VCoP environment. It is believed that this move will allow learners to communicate, collaborate and participate in the on-going discussion and other online activities.

Many scholars have found out that many undergraduates still struggle in writing reports and emails (Kaur & Clarke, 2009) and speaking skills (Too, 2017) in an authentic situation. It is hoped that the use of Edmodo as a VCoP platform could hone their skills and enhance their expertise.

It is extremely important to identify ESP learners' experience towards Edmodo before it is incorporated in the curriculum or pedagogy. In fact, Yeou (2016) highlights that learners are known to be the main key to create a successful online learning platform.

Research Questions

1. What are the ESP learners' perception of their experiences in using Edmodo as a platform for virtual community of practice?
2. What are the challenges faced by the ESP learners in using Edmodo as a platform for virtual community of practice?

Method

In this study, a mixed-method research was employed to answer the research questions. A survey was conducted by distributing a set of questionnaire that consisted of respondents' demographic profile and 21 five-point likert scale statements. The questionnaire items include the abilities of using Edmodo for knowledge contribution, interaction, collaboration, social identity and ease of using Edmodo. The questionnaire was validated by a panel of experts before distributing to the participants. The data was analyzed through the mean score.

Besides, ten participants who had completed the questionnaire were called for a focus group discussion to get better result on their views towards the use of Edmodo as a platform for ESP online community of practice. The data was analysed using thematic analysis. Consequently, two themes were divided namely, 'the learners' perception towards Edmodo' and 'challenges of using Edmodo'. The former was analysed under four sub-themes: 'knowledge sharing and construction', 'interaction and collaboration' 'social identity', and 'the ease of use'. The latter was analysed using several sub-themes and they were calculated in the percentage mode to increase the transparency and clarity of the research findings.

Findings and Discussion

Research Question 1

Table 2: The mean score of Business English learners' perception of their experiences in using Edmodo as a platform for virtual community of practice;

ESP Learners' Perception towards Edmodo	Mean Score
Knowledge sharing and construction	3.95
Interaction and collaboration	4.06
Social identity	3.87
Ease of use	3.87

Table 2 shows that most of the respondents perceived Edmodo as an effective platform for VCoP for ESP learners. They utilized Edmodo mainly for interaction and collaboration (mean score = 4.06) and also for knowledge sharing and construction (mean score = 3.95). The findings of this study are in line with the past studies' result that Edmodo could create an effective platform for virtual discussion and collaboration (Ali, 2015; Zainal Abidin et al., 2018) and for knowledge sharing (Balasubramaniam et al., 2014). This indicates that the learners have the opportunity to share knowledge, communicate ideas and collaborate with others through Edmodo, which complies with the characteristics of VCoP. According to Fisher et al. (2014), an effective community of practice is built when the participants in the community able to acquire and share knowledge without any obstacles.

The result from the focus group discussion show that most of the learners are in favour of using Edmodo for interaction and collaborative purposes as they find the platform gives them the opportunity to communicate with ease through instant messages and small group feature. This explains that small group feature plays an important role in attracting learners' participation because learners feel comfortable in communicating with less people in the group (Akcaoglu & Lee, 2017). However, some of the learners hesitate to interact virtually due to lack of confidence in their proficiency. According to Fisher et al. (2014), a social identity is usually developed gradually as it will take time for the learners to adapt themselves in the newly created group. Therefore Wenger et al. (2002) pointed out that frequent interaction in the group will allow peripheral learners to take part in the conversation gradually.

Research Question 2

Figure 1 shows the possible challenges encountered by ESP learners in using Edmodo. The pie chart reveals that lack of knowledge on educational technology and computer was the major problem among the ESP learners (22%). This is due to unfamiliarity in using Edmodo among the ESP learners especially in the initial stage. The researcher agrees with the past studies that Edmodo is user-friendly and it is convenient to be used in the education (Ali, 2015; Enriquez, 2017; Warawudhi, 2017). However, sufficient training on the use of Edmodo should be given to the ESP learners before embedding it in the teaching and learning process. Mokhtar (2018) emphasised that motivation helps learners stay focus on their online learning activities. Thus, as highlighted by Fisher et al. (2014), educators play an essential role in encouraging learners to get engaged and collaborate in the virtual community.

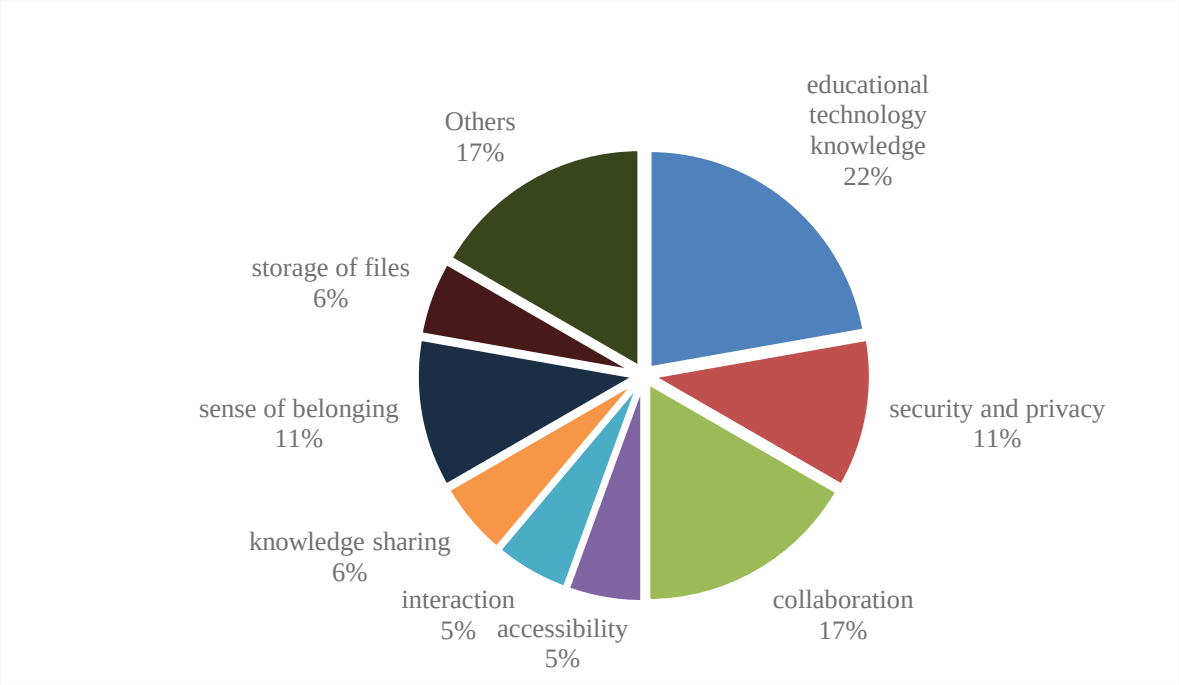


Figure 1: The possible challenges of using Edmodo as an ESP online community of practice

Limitations

The present study is limited to only one group of ESP learners and with a small sample size. This study focuses only undergraduates taking Business English as their ESP course.

Conclusion

As a conclusion, Edmodo is an effective platform in building VCoP for ESP learners. The learners were able to develop their knowledge and skills through frequent interaction and collaboration with other learners from the Edmodo group. However, some learners could not feel as a part of the community and this probably occurs due to their low proficiency in English language. Fisher et al. (2014) point out that ongoing discussion would eventually rope these learners into the community where they would gradually learn even to defend their opinions.

It is suggested that educators should employ VCoP approach in their teaching as it promotes lifelong and autonomous learning and motivate the shy and weak learners to take up the challenges in sharing knowledge and contributing new ideas. ESP course developers should also consider of embedding VCoP approach in the curriculum to achieve the learning outcome of the course. Frequent interaction and collaboration will enable learners equip themselves with specific terms, subject matter, language use and language skills related to their ESP course.

Future studies should look into other ESP courses with larger sample size. Further investigation is needed to determine the acceptance of Edmodo as a VCoP platform by ESP learners from different proficiency level and academic specialization.

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An Empirical Study of ESP Learners' Experiences Using Edmodo in a Virtual Community of Practice

ESP Learners' Challenges

- Inability to perform in a real work place
- struggle in writing reports, emails and in speaking skills

Cybergogy

EDMODO
-social learning network
- tagged as the language assistant
- improvement in writing, reading, speaking and listening skills.
-limited studies on its potential for interaction, collaboration & sharing of knowledge.

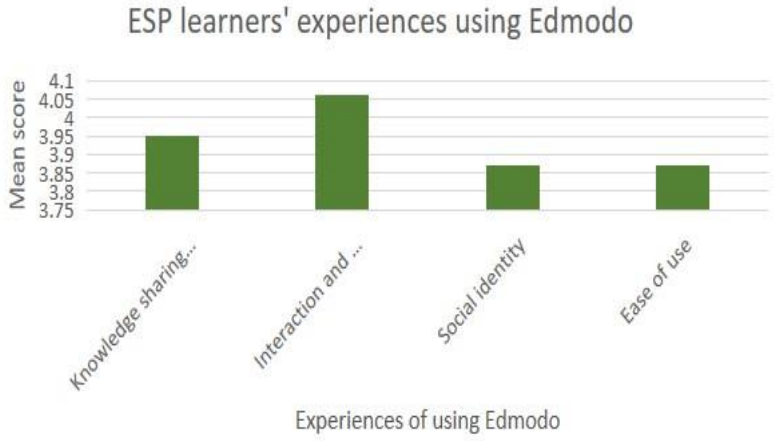
Learning Theory

Community of Practice (CoP)
-share common interest, passion, knowledge and experience.
- the potential of CoP in educational techonology is still evolving.
- limited studies on the use of Edmodo as a platform for virtual community of practice (VCoP)

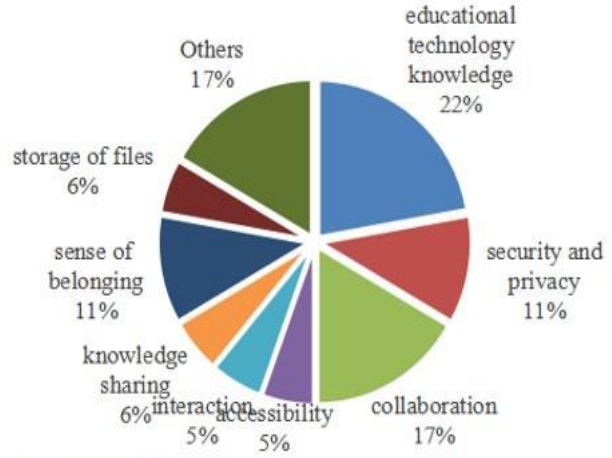
Implications

- acknowledge ESP learners' knowledge and expertise.
- allow a room for interaction & collaboration; sharpen their skills.
- continuous virtual interactions improve learners knowledge & proficiency
- incorporate social learning network & VCoP in the ESP curriculum

The potential of Edmodo as a VCoP Platform



Challenges of using Edmodo



10th MELTA International Conference in English Language Education. 7 November 2020.
PHD CATEGORY

THE EFFECT OF GRAPHIC ORGANIZERS AND INSTRUCTIONAL SCAFFOLDING ON ARGUMENTATIVE WRITING PERFORMANCE AMONG TESL UNDERGRADUATES

Jayasri Lingaiah

Abstract

The argumentative essay writing is a key skill for writing success in higher tertiary education but undergraduates were found to have difficulties writing an argumentative essay. More appropriate teaching methods and approaches can effect argumentative writing performance. The current study seeks to investigate the effectiveness of graphic organizers and instructional scaffolding on argumentative writing performance among 90 TESL undergraduates placed equally into three different groups namely 'Graphic Organizer with Instructional Scaffolding' (GOIS), 'Graphic Organizer without Instructional Scaffolding' (GONI) and 'No Graphic Organizer No Instructional Scaffolding' (NGNI). A quasi-experimental research using the pre-test and post-test design was employed. The quantitative data were gathered from the pre-test and post-test and video-recording and the qualitative data from the semi-structured interview. The one-way ANCOVA, percentages and the constant comparative approach were employed to analyse the quantitative and qualitative data. The results of the study indicated that the graphic organizers and instructional scaffolding are effective in enhancing argumentative writing performance among TESL undergraduates.

Key Words

Graphic Organizer, Instructional Scaffolding, Argumentative Essay Writing, Sociocultural Theory

Background of Study

Mastering the writing skill is the most challenging and difficult compared to other language skills (Tayib, 2015). Further, writing and mastering the argumentative essay although found to be challenging, is a key skill for writing success (Thompson, 2017) and acknowledged as significant for *"general life purposes*" (Dastjerdi & Samian, 2011, p.68). The ability to write a quality argumentative essay was noticed to promote the cognitive ability of students to think critically, solve problems, generate and justify solutions, formulate ideas and make decisions (Cho & Jonassen, 2002). Despite its importance, many tertiary students were found to enter their tertiary education without the skills needed (Kellogg & Whiteford, 2009). They were found not to be able to think critically (Ponnudurai, 2011) and lack in their writing and communication skills especially in the argumentative essays (Spawa & Hassan, 2013). A wide range of studies have looked into instructional scaffolding using various strategies on students' writing (e.g. Allenger, 2015; Rahimi & Noroozisiam, 2013). In line with this, the present study aimed to discover the probable positive impact of three different delivery modes, namely "Graphic Organizer Instructional Scaffolding" (GOIS), "Graphic Organizer No Instructional Scaffolding" (GONI) and "No Graphic Organizer No Instructional Scaffolding" (NGNI) on argumentative writing performance among TESL undergraduates.

Statement of Problem

Previous studies have revealed various reasons on why students face problems in their argumentative writing and among those, the graphic organizer was viewed as a separate writing piece instead of being connected to the essay writing (Hawkins, 2011). Additionally, students were also found to receive minimal instruction from their educators (Zainuddin & Rafik-Galea, 2016) who failed to explain and provide appropriate teaching methods and positive learning environment (Zulkarnain & Kaur, 2014). Therefore, to address these problems, various studies have looked into using the instructional scaffolding and graphic organizers as a way to improve the argumentative writing (Allenger, 2015; Lancaster, 2011; Meera & Aiswarya, 2014; Tayib, 2015). Although past studies have looked into the use of graphic organizers and instructional scaffolding but the researcher believes developing argumentative writing should focused on the use of graphic organizers as instructional scaffolding which involves explicit instruction and guidance from an educator as well as jointly written tasks in small groups. The researcher believes by doing so, collaborations can occur and help students to accomplish their argumentative tasks successfully. Therefore, it will be useful to find out if the GOIS which incorporates those mentioned criteria would be an added advantage over the GONI and NGNI delivery modes in the argumentative writing performance.

Significance of Study

The significance of the study can be seen from various aspects. The weaknesses and strengths identified in the three different delivery modes (GOIS, GONI & NGNI) provide knowledge to educators on how to implement suitable methods in teaching argumentative writing. Additionally, the comparison of the Communicative Acts (CA) adopted by students in the GOIS and GONI delivery modes provides information on how students communicate using the different delivery modes. The findings will enable educators to be better equipped with the knowledge of guiding students with appropriate patterns of interaction. As a conclusion, the study is significant as it will facilitate progress in the teaching of argumentative essay with educators gaining knowledge of conjunctions, argumentative elements and to think critically.

Research Questions

Based on the research topic and issues, 3 main research questions and sub-research questions were formulated:

Research question 1:
Are there any significant difference in the argumentative writing performance between the three delivery modes?

Research question 1a:
Effect of graphic organizers as instructional scaffolding on the overall argumentative essay writing performance among TESL undergraduates.

Research question 1b:
Effect of graphic organizers as instructional scaffolding on the overall frequency of conjunctions in the argumentative essays among TESL undergraduates.

Research question 1c:
Effect of graphic organizers as instructional scaffolding on the overall frequency of argumentative elements in the argumentative essay writing among TESL undergraduates.

Research question 2:
What are the differences in the overall percentages of ‘Communicative Acts’ (CA) between the GOIS and GONI delivery modes among TESL undergraduates?

Research question 3:
How do the TESL undergraduates experience learning in the GOIS, GONI and NGNI delivery modes?

Method

The study involves a mixed method study comprising qualitative and quantitative data collection. The sample of the study were three intact classes, two experimental and a control group whom were divided equally into a group of (30 students each). The quantitative data was obtained from the pre- and post test of the three different groups (GOIS, GONI & NGNI) groups and video recording from the GOIS and GONI group. However, the qualitative data was gathered through students' semi-structured interview. The argumentative writing performance was analysed in terms of overall argumentative essay writing performance, overall frequency of conjunctions and overall frequency of argumentative elements using the 'Descriptive (Mean & Standard Deviation) and 'Inferential Statistics' (ANCOVA & Bonferroni post hoc test) and the inter-rater reliability was carried out. However, the Communicative Acts (CA) was analysed using the percentages and the inter-rater reliability was also carried out. Finally, the qualitative data analysis procedure of the semi-structured interview was analyzed using the analytical framework from Glaser and Strauss (1967) which was later modified by Leech and Onwuegbuzie (2007).

Findings and Discussion

The findings for research question 1(a) indicated a significant difference in the overall argumentative essay writing performance between the three groups. Therefore, the results of this study reject the null hypothesis and accept the alternative hypothesis. As for research question 1(b) a significant difference was observed in the overall frequency of conjunctions between the GOIS group and the NGNI group and between the GONI group and the NGNI group. Therefore, the results of this study reject the null hypothesis and accept the alternative hypothesis. Research question 1(c) indicated a significant difference in the overall frequency of argumentative elements between the GOIS group and the NGNI group and between the GONI group and the NGNI group. Thus, the results of this study reject the null hypothesis and accept the alternative hypothesis. However, no significant difference was observed between the GOIS group and the GONI group. Thus, the results of this study accept the null hypothesis and reject the alternative hypothesis. In terms of ‘Communicative Acts’ the GONI group has more percentages of CA's compared to the GOIS group. The results of the semi-structured interview indicated that the GOIS group experience more benefits using the delivery mode compared to the GONI and NGNI groups. The GONI group was found to experience more benefits and less learning obstruction compared to the NGNI delivery mode.

Limitations

No randomisation was carried out in this study due to logistic issues and the study resorted to using a quasi-experimental research design using the intact groups. The researcher cannot deny that there could be the possibility of some extraneous variables affecting the efficacy of the research treatments. Further, in terms of dialogic interaction, the control group (NGNI) which did not receive any variables being tested as the two experimental groups (GOIS & GONI) was not compared. The effectiveness of the three delivery modes might have been different if the students in all three delivery modes had involved in group work activities.

Conclusion

This study suggests that TESL undergraduates in the tertiary level need to be introduced to the GOIS condition to enable them to perform better in their argumentative writing performance. The use of mediating tool such as the graphic organizer to collaborate in groups and to accomplish the argumentative essay writing is effective for TESL undergraduates especially to perform better in the use of conjunctions and argumentative elements. This study offers a few recommendations for future research. First, this study involved TESL undergraduates, so future research can explore using graphic organizer as instructional scaffolding (GOIS) on different populations, genre or age groups. Further, this study explored and compared two experimental groups (GOIS & GONI) in terms of dialogic interaction without the control group (NGNI). The effectiveness of the three delivery modes might have been different if all the groups had involved in the group work activities.

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THE EFFECT OF GRAPHIC ORGANIZERS AND INSTRUCTIONAL SCAFFOLDING ON ARGUMENTATIVE WRITING PERFORMANCE AMONG TESL UNDERGRADUATES

Abstract

The argumentative essay writing is a key skill for writing success in higher tertiary education but undergraduates were found to have difficulties writing an argumentative essay. More appropriate teaching methods and approaches can effect argumentative writing performance. The current study seeks to investigate the effectiveness of graphic organizers and instructional scaffolding on argumentative writing performance among 90 TESL undergraduates placed equally into three different groups namely 'Graphic Organizer with Instructional Scaffolding' (GOIS), 'Graphic Organizer without Instructional Scaffolding' (GONI) and 'No Graphic Organizer No Instructional Scaffolding' (NGNI). A quasi-experimental research using the pre-test and post-test design was employed. The quantitative data were gathered from the pre-test and post-test and video-recording and the qualitative data from the semi-structured interview. The one-way ANCOVA, percentages and the constant comparative approach were employed to analyse the quantitative and qualitative data. The results of the study indicated that the graphic organizers and instructional scaffolding are effective in enhancing argumentative writing performance among TESL undergraduates.

Key Words

Graphic Organizer, Instructional Scaffolding, Argumentative Essay Writing, Sociocultural Theory

Background of Study

- Mastering the writing skill → is the most challenging and difficult compared to other language skills (Tayib, 2015).
- Writing and mastering the argumentative essay although challenging → is a key skill for writing success (Thompson, 2017)
- → and acknowledged as significant for *"general life purposes"* (Dastjerdi & Samian, 2011, p.68).

Background of Study (cont.)

- The ability to write a quality argumentative essay → was noticed → to promote the cognitive ability of students to think critically, solve problems, generate and justify solutions, formulate ideas and make decisions (Cho & Jonassen, 2002).
- Despite its importance, many tertiary students were found to enter their tertiary education without the skills needed (Kellogg & Whiteford, 2009).

Background of Study (cont.)

- They were found not to be able to → think critically (Ponnudurai, 2011)
- → lack in their writing and communication skills especially in the argumentative essays (Spawa & Hassan, 2013).
- A wide range of studies have looked into instructional scaffolding using various strategies on students' writing (e.g. Allenger, 2015; Rahimi & Noroozisiani, 2013).

Background of Study (cont.)

- In line with this, the present study aimed to discover the probable positive impact of three different delivery modes, namely
  - "Graphic Organizer Instructional Scaffolding" (GOIS),
  - "Graphic Organizer No Instructional Scaffolding" (GONI)
  - No Graphic Organizer No Instructional Scaffolding" (NGNI)
- → on argumentative writing performance among TESL undergraduates.

Statement of Problem

- Previous studies have revealed various reasons on why students face problems in their argumentative writing.
- Among those
  - The graphic organizer was viewed as a separate writing piece instead of being contected to the essay writing (Hawkins, 2011).
  - Students' were also found to receive minimal instruction from their educators (Zainuddin & Rafik-Galea, 2016) who failed to explain and provide appropriate teaching methods and positive learning environment (Zulkarnain & Kaur, 2014).

Statement of Problem (cont.)

- Various studies have looked into using the instructional scaffolding and graphic organizers as a way to improve the argumentative writing → (Allenger, 2015; Lancaster, 2011; Meera & Aiswarya, 2014; Tayib, 2015)
- Although past studies have looked into the use of graphic organizers and instructional scaffolding but the researcher believes developing argumentative writing should focused → on the use of graphic organizers as instructional scaffolding which involves explicit instruction and guidance from an educator as well as jointly written tasks in small groups.

Statement of Problem (cont.)

- The researcher believes by doing so,
  - collaborations can occur
  - and help students to accomplish their argumentative tasks successfully.
- **Therefore,** it will be useful to find out if the GOIS which incorporates those mentioned criteria would be an added advantage over the GONI and NGNI delivery modes in the argumentative writing performance.

Significance of Study

- The **significance** of the study can be seen from various aspects .
  - The weaknesses and strengths identified in the three different delivery modes (GOIS, GONI & NGNI) provide knowledge to educators on how to implement suitable methods in teaching argumentative writing.
  - The comparison of the Communicative Acts (CA) adopted by students in the GOIS and GONI delivery modes provides information on how students communicate using the different delivery modes.
  - The findings will enable educators to be better equipped with the knowledge of guiding students with appropriate patterns of interaction.

Significance of Study (cont.)

As a conclusion, the study is significant as it will facilitate progress in the teaching of argumentative essay with educators gaining knowledge of conjunctions, argumentative elements and to think critically.

Research Questions

Based on the research topic and issues, 3 main research questions and sub-research questions were formulated:

Research Questions (cont.)

1. Are there any significant difference in the argumentative writing performance between the three delivery modes?
   - 1a. Effect of graphic organizers as instructional scaffolding on the overall argumentative essay writing performance among TESL undergraduates.
   - 1b. Effect of graphic organizers as instructional scaffolding on the overall frequency of conjunctions in the argumentative essays among TESL undergraduates.
   - 1c. Effect of graphic organizers as instructional scaffolding on the overall frequency of argumentative elements in the argumentative essay writing among TESL undergraduates.
2. What are the differences in the overall percentages of 'Communicative Acts' (CA) between the GOIS and GONI delivery modes among TESL undergraduates?
3. How do the TESL undergraduates experience learning in the GOIS, GONI and NGNI delivery modes?

Method

Mixed Method (Quantitative & Qualitative)

- **QUANTITATIVE (Experimental Research)**
  - PRE-TEST & POST-TEST → GOIS, GONI & NGNI
  - VIDEO RECORDING → GOIS & GONI
  - Three intact classes, two experimental groups (GOIS & GONI) and a control group (NGNI) were divided equally (n=30).
- **QUALITATIVE**
  - SEMI-STRUCTURED INTERVIEW

Method (cont.)

Quantitative

- Descriptive (Mean & Standard Deviation) and Inferential Statistics (ANCOVA & Bonferroni post hoc test)
- Inter-rater Reliability
- Argumentative Writing Performance
  - Overall Argumentative Essay Writing Performance
  - Overall Frequency of Conjunctions
  - Frequency of Argumentative Elements
- Communicative Acts (CA)
  - Frequency/Percentages
  - Inter-rater Reliability

Method (cont.)

Qualitative

- Semi-structured Interview
- Analytical Framework: Glaser and Strauss (1967) which was later modified by Leech and Onwuegbuzie (2007).
- Inter-coder Reliability

Findings and Discussion

RQ1 (a) Effect of graphic organizers as instructional scaffolding on the overall argumentative essay writing performance among TESL undergraduates.

- A significant difference was observed in the overall argumentative essay writing performance between the three groups. → The results of this study:
  - Reject the null hypothesis
  - Accept the alternative hypothesis

Findings and Discussion (cont.)

RQ1(b) Effect of graphic organizers as instructional scaffolding on the overall frequency of conjunctions in the argumentative essays among TESL undergraduates.

- A significant difference was observed in the overall frequency of conjunctions between the GOIS group and the NGNI group and between the GONI group and the NGNI group. → The results of this study:
  - Reject the null hypothesis
  - Accept the alternative hypothesis

Findings and Discussion (cont.)

RQ1(c) Effect of graphic organizers as instructional scaffolding on the overall frequency of argumentative elements in the argumentative essay writing among TESL undergraduates.

- A significant difference was observed in the overall frequency of argumentative elements between the GOIS group and the NGNI group and between the GONI group and the NGNI group. → The results of this study:
  - Reject the null hypothesis
  - Accept the alternative hypothesis
- No significant difference was observed in the overall frequency of argumentative elements between the GOIS group and the GONI group. → The results of this study:
  - Accept the null hypothesis
  - Reject the alternative hypothesis

Findings and Discussion (cont.)

RQ2: What are the differences in the overall percentages of 'Communication Acts' (CA) between the GOIS and GONI delivery modes among TESL undergraduates?

- In terms of 'Communicative Acts' → GONI group has more percentages of CA's compared to the GOIS group.

RQ3: How do the TESL undergraduates experience learning in the GOIS, GONI and NGNI delivery modes?

- Semi-structured Interview
  - GOIS group experience > benefits compared to the GONI and NGNI groups.
  - GONI group was found to experience > benefits and less learning obstruction compared to the NGNI delivery mode.

Limitations

- No randomisation was carried out in this study due to logistic issues and the study had resorted to using a quasi-experimental research design using the intact groups. → The researcher cannot deny that there could be the possibility of some extraneous variables affecting the efficacy of the research treatments.
- In terms of dialogic interaction, the control group (NGNI) which did not receive any variables being tested as the two experimental groups (GOIS & GONI) was not compared. → The effectiveness of the three delivery modes might have been different if the students in all three delivery modes had involved in group work activities.

Conclusion

- This study suggests → TESL undergraduates in the tertiary level need to be introduced to the GOIS condition to enable them to perform better in their argumentative writing performance.
- The use of mediating tool such as the graphic organizer to collaborate in groups and to accomplish the argumentative essay writing → effective for TESL undergraduates especially to perform better in the use of conjunctions and argumentative elements.

Conclusion (cont.)

This study offers a few recommendations for future research.

1. This study involved TESL undergraduates, so future research can explore using graphic organizer as instructional scaffolding (GOIS) on different populations, genre or age groups.
2. This study explored and compared two experimental groups (GOIS & GONI) in terms of dialogic interaction without the control group (NGNI). The effectiveness of the three delivery modes might have been different if all the groups had involved in the group work activities.

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MASTER CATEGORY

DEVELOPING AND ASSESSING ORAL FLUENCY THROUGH SELF ASSESSMENT, PEER ASSESSMENT AND REFLECTIVE PRACTICES USING VLOG PORTFOLIO IN AN ESL CLASSROOM

Muhammad Asyraf Shuib & Lilliati Ismail

Abstract

This study explored the potential of using video blogging portfolio or vlog portfolio to develop and assess speaking fluency among ESL learners at a higher learning institution in Malaysia. Specifically, the study investigated the extent that the vlog portfolio helped develop oral fluency through self-assessment, peer assessment and reflective practices. An exploratory single case study was employed, and a social media platform, Instagram, was utilised as the vlog portfolio to systematically compile learners' communicative activities. Vygotsky's Zone of Proximal Development Theory and Siemen's Theory of Connectivism underpin the study. Audio recordings of the participants' speaking tasks, field observations and a focus group interview were used to collect data. Fluency and pause rates were also measured. The findings showed that participants progressed in their speech fluency rates and learners were able to practise English extensively throughout the vlog portfolio project. Through peer-reviewing they were encouraged to self-assess and peer-assess their performances. It can be concluded that the vlog portfolio is beneficial as a learning and assessment tool as it adds novelty to instructional practices, and encourages scaffolding through self-assessment, peer assessment and reflective practices. It also encourages active listening, helps learners improve on their fluency, and encourages learners to practise speaking using a social media platform.

Key Words

Speaking skills, video blogging, peer assessment, self-assessment, reflective practices.

Background of Study

With the upsurge of technological development, the internet and social media have sparked much attention from practitioners, curriculum designers and scholars to explore the potentials of using various media tools that can support teaching and learning as an instructional strategy. Today, frequent engagement with social media and the internet allows learners to enhance their English language communication skills. For this reason, it is important to acknowledge the significant role of technology in this day and age (Lowell & Thakkar, 2013). Technology eases the transfer of information across the world- enabling people to connect despite their distances. Now, studies in the world of English Language Teaching (ELT) that are connected to technological development are becoming increasingly important. In the Malaysia Education Blueprint (2013-2025), the 7th Shift highlights the importance of transforming our education system by leveraging on ICT to scale up the quality of learning across Malaysia. Therefore, the current study utilises a social media platform for the vlog portfolio and aims to develop and assess speaking skills among a group of learners in Malaysia.

Statement of Problem

Giving speeches in front of a large audience is believed to cause speaking-anxiety among learners, which hinders them from attempting any English conversations in impromptu or face-to-face conversation especially among English as a Second Language (ESL) and English as a Foreign Language (EFL) learners (Pertaub, Slater, & Barker 2002; Woodrow, 2006; Tanveer, 2007). In Malaysia, studies show that common problems in communication among graduates include poor speaking skills, inability to comprehend questions, and lack of interaction skills (Saleh & Murtaza, 2018; Alias, Sidhu, & Chan, 2013). At schools, it was suggested that students were found to be rather passive when they have to speak in the classroom (Kaur, 2015). Likewise, scholars (Darmi & Albion, 2013; Hassan & Selamat, 2002) agreed that students are not given enough support for their learning especially in nurturing listening and speaking to improve communication in the second language (L2). Hon (2018) suggested that giving meaningful and relatable tasks to learners will consequently lead to them being more engaged in learning. The collaborative video blogging project is meant to provide an alternative solution to the lack of exposure to the L2 and lack of engagement in speaking activities among ESL learners. Therefore, video blogging was proposed as a tool to enhance speaking fluency among ESL learners at a higher learning institution in Malaysia.

Significance of Study

This study could benefit instructional designers and curriculum developers, ELT practitioners and ESL learners. Typically, portfolios are paper based and known to assess writing skill rather than speaking skill. Therefore, based on the findings teachers may try a different instructional practice by using vlog portfolio to develop and assess learners' communicative skills. Instructional designers and curriculum developers could also incorporate the use of the vlog portfolio in the syllabus as part of the formative assessment for speaking, and learners could gain greater autonomy in developing their speaking abilities with peer and self-assessments, and reflective practices in vlog portfolios. This research is not only important for pedagogical and methodological purposes, particularly speaking, but also shows the importance of language learning strategies that incorporate the use of interactive medias in 21st century learning in order to achieve oral fluency and exercise active listening.

Research Question

To what extent does the vlog portfolio help develop oral fluency through self-assessment, peer assessment and reflective practices in an ESL classroom?

Method

The sampling technique used is purposive sampling. The researchers conducted this study in a private tertiary institution in Malaysia. Participants were selected among foundation students in Fashion Marketing and Interior Design as they fit the sample criteria that participants must be among non-English majors and their recent English test achievement is either a minimum of C+ in SPM (47% and above) or MUET (Band 3-5). 19 students participated in this study (male, n=10 and female, n=9). The participants were asked to form groups of 2-3 members. The instruments used were audio recordings of the participants' speaking tasks, field observations and a focus group interview. Observations were carried out using the Speech Review Report (SRR) form, which was developed by the researchers. Peer validation from practitioners and an expert in the field were conducted to ensure the validity of the document. A speech fluency analysis was carried out to gauge fluency rates throughout the video blog project. The researchers adapted the formula used in past studies to measure the oral fluency rates (Abdi, Eslami, & Zahedi, 2012; Jong & Hulstijn, 2009; Tavakoli & Skehan, 2005). The formula measures speed rate, with the total number of words uttered by the speaker divided by the total time of response (120 seconds).

Findings and Discussion

Sharples and Domingue (2016) argued that although it is possible to attend public speaking programmes, opportunities to practise and receive feedback from tutors or peers under realistic conditions are limited. Thus, this study utilised an instructional strategy that merges the principles of peer scaffolding and the theory of connectivism that are able to maximise learner-to-learner and learner-to-technology interactions. Findings from this study showed that the vlog portfolio can maximise the efficacy of a communicative classroom through peer scaffoldings and edtech. Findings from this study also elucidated how the vlog portfolio holds the potential of supplementing high quality instruction through blended learning and project-based assessment with the help of technology.

In a similar vein, the study by Hsu et al (2008) and Shih (2010) also posited that technology and blended learning could assist learners to improve communicative ability. It was found that adults who do not speak English will need at least 600 hours of high-quality instruction and 600 hours of speaking practice to master English well enough for the average workplace (Education First, 2019). The vlog portfolio project in this study demonstrates that learners are able to practise English extensively, whilst leveraging on peer collaboration, self-assessment and reflective practices. The results of the study indicated that learners did experience significant improvement in their oral fluency through engaging in the vlog-portfolio project. Among the 19 participants, 14 participants (78.2%) agreed that vlogging has helped them improve their communication, whereas 5 participants (21.8%) disclosed that it did not improve after the vlog project due to the different experience vlogging gives as they can work at the comfort of their own pace as compared to the external pressure that they had to overcome while delivering speeches in public. In spite of that, the researchers observed that the participants were able to maximise practice in their L2 communication which was initially hindered by the physical classroom constraints (class size and time). The study found that 11 (62.9%) participants repeatedly recorded themselves for each video blog entry (between 2-10 times) that indicates rehearsal outside of classroom contact hour. However, 8 (37.9%) participants were not able to gauge the number of recording times they did before posting the vlog entry. The participants agreed that they repeated the process of recording while producing their vlog portfolio entries and were able to not only practice their L2 to produce the video but also to exchange feedback amongst their peers.

Limitations

It is recognised that the self-assessment, peer assessment and reflective practices by each participant may vary due to existing extraneous factors. The researchers acknowledged them as a limitation of his study, which is common for a qualitative case study, as the results are specific to the samples of the study. It is therefore recognised that the findings neither can represent nor be generalised to any other educational institutions, communities or individuals.

Conclusion

Video blogging appears to have helped improve the participants' speaking skills, as it allows them to overcome their shyness to speak, anxiety in some cases, and encourage peer interaction to garner support in learning. Video blogging also helped participants increase their confidence and practice using the language, which led to increases in speech volubility and speech fluency rates. Participants reported that they faced some difficulties to conduct the vlog portfolio project when it was first introduced, but as they went through the project for several weeks, they began to find that the tasks were much more feasible and they could complete them without much difficulty. Therefore, utilising the vlog portfolio using social media as a digital learning tool to facilitate teaching of speaking, as well as a method of assessing the skill appear to be highly feasible and useful. With the current demand for instructional variations and pedagogical innovations, the study illuminates a new potential way of teaching and testing speaking. Although the results of this study do not prove that speaking mastery can be achieved through the application of vlog

portfolio in the classroom, it serves as a beginning with a strong assistive factor – for it motivates learners to collaborate to improve the pace of their speech while refining the skills appropriate to their level. For teachers who seek a project-based learning theme to encourage learners to practice speaking, the researchers highly recommend this method. Through the project, teachers can increase the opportunities for learners to practice speaking. It also allows learners to take the role of evaluator which encourages active listening and critical thinking, and enables learners to monitor their speech progress in the aspect of fluency upon seeing the results of their fluency pace, and lastly reflect on their overall language development – vocabulary, pronunciation, structure etc. For future research, the vlog portfolio could be used in different institutions and learning contexts to gauge its feasibility in developing and assessing oral abilities.

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MIRCELE 2020

DEVELOPING AND ASSESSING ORAL FLUENCY THROUGH SELF ASSESSMENT, PEER ASSESSMENT AND REFLECTIVE PRACTICES USING VLOG PORTFOLIO IN AN ESL CLASSROOM

Asyraf Shuib, Baling Community College, Kedah
Lilliati Ismail, Faculty of Educational Studies, Universiti Putra Malaysia

1. Introduction

- In Malaysia, studies show that common problems in communication among graduates include poor speaking skills, inability to comprehend questions, and lack of interaction skills (Saleh & Murtaza, 2018; Alias, Sidhu, & Chan, 2013). At schools, it was suggested that students were found to be rather passive when they have to speak in the classroom (Kaur, 2015). Likewise, scholars (Darmi & Albion, 2013; Hassan & Selamat, 2002) agreed that school students are not given enough support for their learning especially in nurturing listening and speaking to improve communication in the second language (L2), hence there is minimal exposure to practice L2 within a meaningful communicative context at primary and secondary levels.
- Technology eases the transfer of information across the world, which is evident in the burgeoning use of social media — enabling people to connect despite their distances. Now, studies in the world of English Language Teaching (ELT) that are connected to technological development are becoming increasingly important. In the Malaysia Education Blueprint (2013-2025), the 7th Shift highlights the importance of transforming our edu

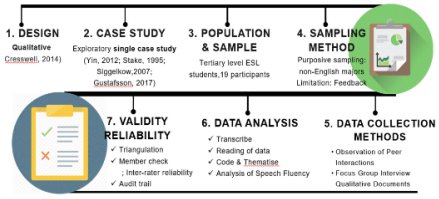
2. Significance of Study

- This study could benefit instructional designers and curriculum developers, and ELT practitioners in incorporating the use of the vlog portfolio in the syllabus and lessons. L2 learners could also gain greater autonomy in developing their speaking abilities with peer and self-assessments, and reflective practices in vlog portfolios

3. Research Question

- To what extent does the vlog portfolio help develop oral fluency through self-assessment, peer assessment and reflective practices in an ESL classroom?

4. Methodology



- The Sampling Technique used is purposive sampling. The researchers conducted this study in a private tertiary institution in Malaysia. Participants were selected among foundation students in Fashion Marketing and Interior Design as they fit the sample criteria that participants must be among non-English majors and their recent English test achievement either a minimum of C+ in SPM (47% and above) or MUET (Band 3-5).

Native Languages	Male	Female	Ethnicity
Malay	1	0	Peranakan
Indonesian	0	1	Indonesian
Korean	0	1	Korean
Chinese (Hokkien/Mandarin)	9	7	Malaysian Chinese

5. List of Publications

1. Shuib, A. , Ismail, L. & Abdul Manaf, U.K. (2020). Scaffolding Speaking Tasks Using Videoblog Portfolio in an ESL Classroom. *Universal Journal of Educational Research*, 8(1A), 44 – 52 (**scopus-indexed**)

2. Shuib, A. , Ismail, L. & Abdul Manaf, U.K. (2019). Scaffolding Speaking Fluency Using The Videoblog Portfolio (pp. 320-329). Proceedings of the 5th International Conference on Educational Research and Practice (ICERP) 2019. UPM, Serdang: Faculty of Educational Studies, UPM.

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6. Results

A. Speech Fluency Analysis

B. Analysis of Speech Fluency (Speed)

Figure 1: Participants with Consistent Fluency Rates

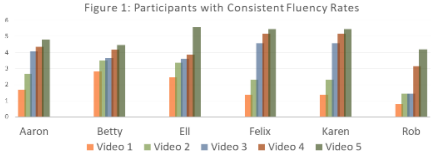


Figure 2: Participants with Moderate Fluency Development

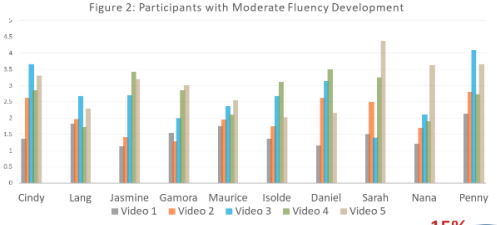
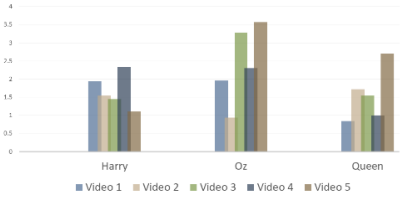
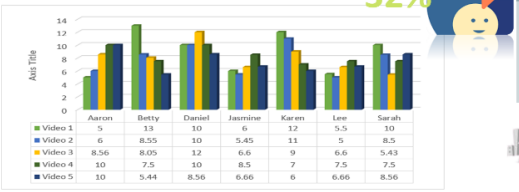


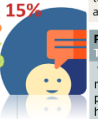
Figure 3: Participants with Inconsistent Fluency Development



C. Analysis of Breakdown Fluency (Pause Rate)

Figure 4: Breakdown Fluency Rates of Participants in the Vlog Project





Analysis of Speech Fluency

- Speed fluency (**0.8 wps – 5.59 wps**)
- Breakdown Fluency (**15 pauses/min - 5 p/m**)

Aaron	1.68 - 4.80wps
Betty	2.84 - 4.45wps
Cindy	1.36 - 3.30wps
Daniel	1.16 -2.16wps
Ell	**2.45 - 5.59wps**
Felix	1.37 - 5.46wps
Glenn	1.82 - 2.20wps
Harry	1.95 - 1.10wps

Formula adapted from (Gromik, 2013; Abdi et al., 2012; Jong & Hulstijn, 2009)

Isolde	1.36 - 2.02wps
Jasmine	1.13 - 3.29wps
Karen	1.37 - 5.46wps
Lee	1.54 - 3.02wps
Maurice	1.76 - 2.55wps
Nick	1.20 - 3.62wps
Oz	1.96 - 3.57wps
Penny	2.13 - 3.66wps
Queen	0.85 - 2.70wps
Rob	0.80 - 4.20wps
Sarah	1.51 - 4.38wps

Reflection Entries

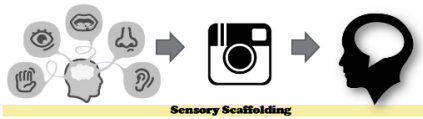
- **Video 1**: usually difficult, forget scripts, 5 recording attempts or more, longer time to complete one video blog entry and lack peer support.

After 5 vlog projects

- **Video 5**: less time taken to complete one video blog entry. Ss take less attempts, improve their speech pace, and peer support emerged.

D. Observation of Peer Discussions

Speech Review Report (SRR) – Qualitative Document



Sensory Scaffolding

- ✓Feedback on the reviewed (speech)
- ✓Addressing pronunciation errors
- ✓Simulated pronunciation feedback
- ✓Pronunciation accuracy or language structures accuracy

Interactive Scaffolding

- ✓Ss negotiate for context or intended meaning
- ✓Ss address the errors in structure made by peer
- ✓Ss rehearse pronunciation together
- ✓Ss check accuracy of language during peer reviewing (pronunciation/structure) via other tools while completing the task

E. Focus Group Interview: Sample Feedback (Transcribed)

Probe: How does video blogging help you improve your English?
Theme 1: Video blogging has helped participants improve their spoken English

Aaron: Video blogging helped me with my communication because it help me realised that I could actually speak fluent English and it help me on my confident.

Betty: It will help us to improve not to be shyness cause some of us are not usually talk in English. Also, it will improve our confident for presenting something when talking English.

Ell: Yes, video blogging help me improve my communication with other people. It make my English more fluent and smooth, and then these exercises will give me more courage to actively communicate in English.

Lang: Video recording does help me a lot video recording with friend is a good idea too because more to normal conversation, video blogging helps me to improve my English because you talk every week and become a habit.

Probe: How does video blogging help you improve your English?
Theme 1: Video blogging has helped participants improve their spoken English

"I think I have used more words and improved my language after the vlog project as I know learn my mistakes and I improve it. I think I can more easy speak a lot more within 2 minutes after the vlog project, because this project is a practice, make me more confident talk in front the people. I feel like I have improved my pronunciation after the vlog project, because I practice again and again. I feel like I commit less fillers if I does not feel nervous. I believe that the vlog project if practice can help students improve their spoken English."

Participant of Vlog Project

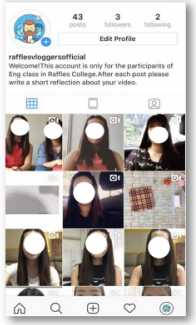
F. Sample Reflection Entries

SB6: Well, this is my first time video blogging so there are so much of mistake and difficult to compete it. The first thing is need to simply memorize it or else I will have to look at the paper which looks unnatural to the screen.

SB5: This video was my first time recording video blog, it is interesting, but I recorded 10 times sounds terrible

SB6: In this video, I find it very interesting. This is because I am a person who loves to work by hand. I also have friends to help me record when I am doing "hand knitting". I have record it one time only.

SB5: I did about a bunny tutorial. As I made this before, I can just straightly explain how it work. I really enjoy this topic due to I like to make stuff. I speak very rush due to the time limit.



7. Snippets of the Vlog Project

10th MELTA International Conference in English Language Education. 7 November 2020.
MASTER CATEGORY

LEARNING TO SPELL AMONG PRIMARY SCHOOL ESL PUPILS USING GOOGLE CLASSROOM

Emily Lau Yen Yen & Maslawati Mohamad

Abstract

Learning to spell correctly is an important component in the learning of the English Language. However, primary school ESL pupils find that it is not easy to learn spelling through conventional methods in the classroom. In order to improve their ability in learning to spell, a new approach should be employed, parallel to Information and Communication Technology (ICT) in 21st century learning. In light of this situation, this study examined the usage of Google Classroom to enhance the learning of spelling among primary school ESL pupils. There were fifteen Year Four ESL participants from a national primary school in Selangor who were purposively chosen to participate in this intervention. The pre and post-test scores were computed using SPSS Version 23 as the research instrument for data collection. Findings demonstrated improvement in the participants' achievement in their spelling of words after the intervention.

Key Words

Learning to spell, primary school ESL pupils, 21st century learning, Google Classroom

Background of Study

English Language is an international language and it is considered the second language in Malaysia (Thirusanku and Yunus, 2014). Parallel to this, Treiman et al. (2019) asserted that primary school pupils should have a decent grasp of the English word spelling because 21st century teaching and learning involve communication via writing.

Nevertheless, the pupils faced challenges to learn spelling in conventional methods in the classroom because of their lack of interest, poor motivation and limitations in spelling skills. In order to improve their ability in learning to spell English words correctly, Hashim (2018) suggested a new approach, parallel to Information and Communication Technology (ICT) in the 21st century learning, should be employed.

This would further appropriate the perceptions of ESL pupils, also considered as the generation Z pupils (Mohamad, 2020), while staying in line with the 7th shift of the Malaysia Education Blueprint (MEB) 2013-2025 to leverage ICT for quality learning. Evidently, it called for the use of technology to teach English, including spelling. Hence, this study was conducted to examine the usage of Google Classroom in learning to spell among primary school ESL pupils.

Statement of Problem

Bakar et al. (2018) commented that due to limited spelling skills, Malaysian pupils struggle to master the English Language. Mohd Samuddin and Krish (2018) found that it is a major concern in L2 (English) spelling among the Malay learners in which the opaque orthography of the English Language vastly differs from their L1 (Bahasa Melayu). Additionally, pupils with low confidence in spelling skills usually write lesser and with reduced authority compared to the confident spellers

(Dheifallah & Radzuwan, 2019).

Similarly, the researcher discovered that her Year Four ESL pupils were faced with challenges due to their first language (L1) Bahasa Melayu interference with the English Language (L2) which resulted in errors and mistakes in their spelling. The common mistakes made were usually omission, inversion, transposition and compounding, corroborated with Dadzie and Bosiwah (2015).

Despite the popularity of Google Classroom as an online learning platform, there is minimal research done on using Google Classroom in the primary classrooms and how this will impact pupils' learning (Kaukab & Nayab 2018; Ragesh et al., 2018). Thus, this study will examine the usage of Google Classroom in learning to spell among primary school ESL pupils.

Significance of Study

The researcher considered her pupils as the generation Z millennials who learn best in a technology-based environment in 21st century learning. The Ministry of Education Malaysia has promoted Google Classroom as the latest mainstream online platform for imparting and receiving knowledge between both teachers and pupils (Awang et al., 2019). Notably, the usage of Google Classroom is a new learning approach in regards to spelling. For this study, explicit learning of the spelling of words was used through the whole word approach in this intervention, as supported by Treiman et al. (2019).

Furthermore, Abd Manan and Hanafi (2019) discovered that the combination of media technology in education perpetuate meaningful and productive learning. Similarly, Hashim (2018) stressed that the usage of an online learning platform is flexible provided that there is good Internet connectivity. As such, findings from this study will benefit English Language teachers towards developing primary school ESL pupils' spelling skills via Google Classroom.

Research Question

The following research question will be answered in this study:

1. What are the primary school ESL pupils' spelling performance in learning to spell before and after using Google Classroom?

Method

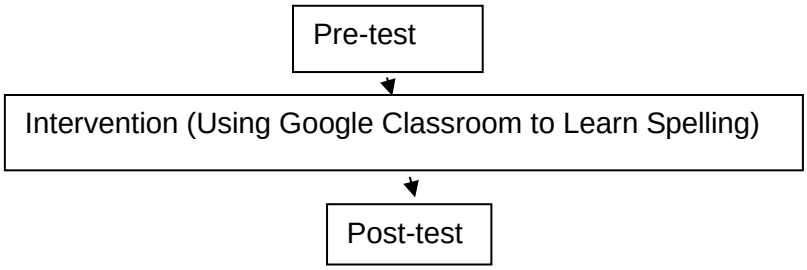


Figure 1: Method

There were fifteen Year Four primary school ESL pupils who were purposively chosen to participate in this intervention. An online pre-test was carried out to test the participants' spelling comprehension of fifty words which they had learned during their previous English lessons. The words were taken from the first five modules of their Year Four English textbook. This was to determine their spelling ability before the intervention. Next, during the process of intervention, Google Classroom served as the online-based learning platform illustrating pictures, audios and quizzes to learn spelling which was carried out during the English lessons for five consecutive weeks. Every week, the participants were required to type the spelling of the words based on the pictures and audio pronunciation of each word given in Google Classroom. The participants were

allowed to correct each other's spelling by giving comments in the comment box. Following this, they were required to answer the spelling quizzes individually. It helped the pupils to be more confident in learning and using the language (Hashim & Yunus, 2018). After the intervention, an online post-test was carried out to compare their performances against the pre-test. The data were then analysed.

Findings and Discussion

The scores from the pre and post-test were computed via SPSS Version 23. The participants' spelling performances indicated a rise in the results from the post-test. The differences in the results from the means (M) and standard deviations (SD) illustrated in Table 1 showed that there was a significant difference between the pre and post-test spelling scores: -

Table 1: Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	53.60	15	24.239	6.259
	Post test	70.67	15	23.430	6.050

From Table 1, the score of the pre- and post-test for the participants showed that there were differences in the mean value. The mean value for the post-test was higher (M= 70.67, SD = 23.43) compared to the pre-test (M= 53.60, SD = 24.239). The higher mean value from the post-test showed that the participants performed better in the post-test. The findings indicated that the participants improved in learning to spell after using Google Classroom.

Table 2: Paired Sample T-Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Post test - Pre test	17.067	7.440	1.921	12.947	21.187	8.884	14	.000

The paired sample t-test in Table 2 showed that there were significant differences between the pre and post-test [t (14) = 8.884; p< .05]. The paired difference in the mean of the pre-test and the post-test supported the advantages of using Google Classroom in learning to spell. It suggested the positive effects of having the participants learning to spell using picture-based and audio methods. Using Google Classroom as a platform, pictorial cues along with auditory support were made available to enable participants to build lasting mental images and auditory memories for quick retrieval of spelling of the words (Yunus et al., 2020). As such, they could make better predictions and decode the spelling of the words. This is in accordance with the findings by Lau and Mohamad (2020) that the usage of ICT for online-based learning for primary school ESL pupils enabled them to enjoy the benefits of improving their spelling skill.

Limitations

It is neither easy to fully implement nor integrate Google Classroom for primary school pupils in learning to spell despite its many advantages. Pupils residing in urban and suburban areas may have access to various learning sources on the web compared to those in the rural areas who will be left behind with poor or no access to the Internet connection. Additionally, due to time constraint in this research, the participants were unable to display how they can perform further

though they did become better with technology while learning to spell in the Google Classroom.

Conclusion

21st century education demands that pupils are well-prepared with 21st century skills (Suhaimi, Mohamad & Yamat, 2019). Through this study, pupils were able to demonstrate notable results via Google Classroom in learning to spell. The implications of using Google Classroom to teach spelling skills indicated that it is important to ensure purposeful methods must be in place and that pupils can learn to spell at their own pace. Besides, the use of Google Classroom could broaden the teacher's viewpoint on an online-based learning platform to produce enjoyment in learning to spell. Future research could also be carried out to determine the effectiveness of Google Classroom for secondary school ESL pupils in learning to spell since this research was limited to primary school ESL pupils.

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LEARNING TO SPELL AMONG PRIMARY SCHOOL ESL PUPILS USING GOOGLE CLASSROOM

(EMILY LAU YEN YEN & MA SLAWATI MOHAMAD)

Statement of Research

•**Scope** - Spelling (writing)

•**Problems**

- Pupils' L1 (Bahasa Melayu) interference with their learning of L2 (English Language)
- Errors and mistakes in spelling (omission, inversion, transposition, compounding)
- Minimal research on Google Classroom despite its popularity

•**Research Question**

What are the primary school ESL pupils' spelling performance in learning spelling before and after the intervention ?

Summary of Research Framework

Pre-test

↓

Intervention (Using Google Classroom to Learn Spelling)

(fifteen Year 4 primary school ESL participants)

↓

Post-test

Significance of Study

-Generation Z – learn best in technology based environment

-Google Classroom – a new learning approach in spelling

•**Limitations**

- Create digital divisions among pupils
- Time constraint - Unable to display further improvement with usage of technology to learn spelling

Summary of Findings

Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	53.60	15	24.239	6.259
	Post test	70.67	15	23.430	6.050

Findings

•Pupils showed improvement in learning spelling (from pre-test to post-test)

•Pictorial cues and auditory support consolidate spelling of words

•Usage of ICT for learning to spell is beneficial

Implication for English Language Education

Pupils

>Purposeful knowledge in learning to spell

>Learning to spell at their own pace

Teacher

>Broaden the teacher's viewpoint of Google Classroom as an online-based learning platform

Future research

Similar research in future on secondary school ESL pupils

10th MELTA International Conference in English Language Education. 7 November 2020.
MASTER CATEGORY

THE USE OF MULTISENSORY TECHNIQUES FOR A MALAYSIAN CHILD WITH DYSLEXIA

Harmit Kaur & Chew Shin Yi

Abstract

The objective of this case study is to investigate the effectiveness of multisensory techniques (OG approach) in helping an eight-year-old bilingual child with dyslexia to improve her performance in English spelling. The effectiveness of multisensory techniques was measured using pre- and post-tests of Elementary Spelling Inventory (ESI), Developmental Spelling Assessment (DSA) and dictated sentences. In addition, an analysis of the participant`s written work three months before and after the remedial activities was conducted. The findings showed that the participant made improvement in her scores of the two spelling inventories (ESI & DSA) and dictated sentences. Further analysis also revealed that the participant has improved in 7 out of the 10 spelling features which were taught using multisensory techniques. The participant's knowledge of these spelling features was retained and found to be used correctly in her written work three months after the intervention was conducted.

Key Words

Dyslexia, multisensory techniques, OG approach, spelling difficulties

Background of Study

Dyslexia is a kind of learning disability and usually, a child who suffers from dyslexia faces difficulties in decoding and recognising words. Children with dyslexia are often poor in spelling, vocabulary and reading comprehension. Multisensory techniques using the Orton Gillingham (OG) approach is believed to be able to help children with dyslexia to categorise words in ways which let them explore generalisations of written language based on the connection between letters and sounds (Ashbaugh, 2016). It allows children with dyslexia to have the advantage of learning alphabetic patterns and words by engaging with all the learning modalities (Multisensory Structured Language Teaching, 2017). Studies showed that children with dyslexia who received multisensory techniques instructions improved in perceiving unfamiliar words, reading fluency and word study skills (Dornell, 2007; Rasinski & Padak, 2000). However, very few studies have investigated the effectiveness of multisensory techniques on bilingual children with dyslexia (Balakrishnan et. al, 2015). In Malaysia, most of the studies on multisensory techniques are related to Malay language (Ahmad, Ali, & Salehuddin, 2018).This calls for a study which investigates the effectiveness of multisensory techniques (OG approach) on bilingual children who are learning English as a second language.

Statement of Problem

Children with dyslexia face challenges in spelling as they find it difficult to isolate the sounds in words, match those sounds to letters, and blend it into words. Most children with dyslexia will memorise words for spelling tests but then immediately forget them once the tests are over (Rosen, 2014). This circumstance is unfortunate as the window to early literacy among young learners is through developing their spelling skills (Ouellette & Sénéchal, 2008). Children with

dyslexia who use the Malay language as the first language (L1) in Malaysia face even more challenges in learning English spelling. This is due to the influence of first language or L1 (Gomez, 2004) and the vast difference in the orthographical depths between the Malay language and English language (Alvarado, 2009). Bilingual children with dyslexia whose Malay language is their first language were found to perform poorly in English spelling because they tended to spell English words like how they spelled Malay words (Liow & Lau, 2006). Hence, there is a need to find effective ways to support bilingual children with dyslexia to master the alphabetic code and form memories in order to retain the acquired English spellings.

Significance of Study

This case study of an ESL child with dyslexia is important because it contributes to the limited literature on utilising multisensory techniques (OG approach) as remedial activities for bilingual children. The findings of this study will enlighten parents and educators on ways to support dyslexic children whose first language is Malay in learning and retaining English spelling skills. With the policy of no child should be left behind, it is high time that we pay attention to the bilingual children who face learning disabilities. This will help to improve the quality of our education, reduce inequalities and ultimately fulfil the Sustainable Development Goals proposed by the United Nations to transform our world into a better one.

Research Questions

1. What are the differences in the spelling skills employed by the ESL child with dyslexia before and after participating in multisensory techniques (OG approach) as remedial activities?
2. How have the multisensory techniques (OG approach) influenced the spelling performance of the ESL child with dyslexia over time?

Method

To answer research question 1, pre-tests of Elementary Spelling Inventory (ESI) and Developmental Spelling Assessment (DSA)-Word Within stage were conducted before the start of the 4-week multisensory remedial activities. In each week of the experiment, pre- and post-tests of dictated sentences were carried out. The dictated sentences were based on the targeted spelling list that the participant`s teacher was planning to teach for that week. After 4 weeks of multisensory remedial activities, post-tests of ESI and DSA-WW were conducted. The differences in scores, percentages and spelling features from the pre- and post-tests of: a) ESI, b) DSA-WW and c) dictated sentences were compared.

To answer research question 2, a total of six written works were randomly collected from the participant's English writing book three months before and three months after conducting the remedial activities. The spelling features that the participant used in her pre- and post-remedial activities written work were compared. The analysis focused on detecting spelling features that the participant had shown improvement in, if any, in the pre- and post-tests of ESI, DSA-WW, and 4 weeks of dictated sentences.

Findings and Discussion

Prior to remedial activities, the test results indicated that the participant attempted to spell based on how the words sounded, which posed a challenge to spell English words with opaque orthography. Results from the pre- and post-tests of the two spelling inventories (ESI and DSA-WW) and 4 weeks of dictated sentences revealed that the participant experienced improvement in understanding abstract vowel pattern (-oi,-oy,-ou, and -ow), other long vowel pattern (-ve), and complex consonant pattern (-ch and -tch) that do not cue to the sound when the word is pronounced. The analysis of the participant's written work 3 months after the remedial activities demonstrated that she was able to retain 7 out of 10 spelling features (-oi, -oy, -ow, -ou, -ve, -tch, and -ch) that had shown improvement in the two spelling inventories (ESI and DSA-WW)

and 4 weeks of dictated sentences. Nevertheless, the participant did not show any improvement in *-ce, -se*, and *-r/l, n+ch* spelling features learned through the use of shapes. Perhaps multisensory techniques that use colour and texture are more effective than the use of shapes for the participant of this study.

Limitations

This study was conducted with a single child with dyslexia. Therefore, the results cannot be generalised to other children with dyslexia in Malaysia. In addition, the remedial activities were conducted for only 4 weeks, based on the permission granted by the learning centre's principal. This study would have been more effective if the remedial activities (multisensory techniques) were conducted for a longer time.

Conclusion

This study was carried out to investigate the effectiveness of using multisensory spelling techniques to support a child with dyslexia who faced challenges in spelling. Pre- and post-tests of two spelling inventories (ESI and DSA), 4 weeks of dictated sentences, and a collection of the participant's written work were used. The findings revealed that the participant was able to improve spelling skills learned using multisensory spelling techniques. Besides that, she retained the spelling skills and applied it in her written work over a period. In conclusion, it is hoped that parents and educators can effectively use multisensory spelling techniques to support dyslexic children facing spelling difficulties. To obtain a better understanding of the effectiveness of multisensory spelling techniques, a longitudinal study with the involvement of more children can be carried out in future.

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The Use of Multisensory Techniques for a Malaysian child with dyslexia

Harmit Kaur , Dr Chew Shin Yi

Background

Education National Key Research Area (2010) record showed that dyslexia programs were only introduced in 51 primary schools and 16 secondary schools nationwide. This was not enough to cater for the high number of children struggling with dyslexia (Dzalani & Shamsuddin, 2014). Additionally, support and services provided for children with dyslexia in the secondary schools were not documented (Dzalani & Shamsuddin, 2014). It has been suggested that intensive and quality learning instructions are required to support Malaysian children with dyslexia (Dzalani & Shamsuddin, 2014).

Statement of Problem

Children with dyslexia face challenges in spelling as they find it difficult to isolate the sounds in words, match those sounds to letters, and blend it into words. Most children with dyslexia will memorise words for spelling tests but then immediately forget them once the tests are over (Rosen, 2014). This circumstance is unfortunate as the window to early literacy among young learners is through developing their spelling skills (Ouellette & Sénéchal, 2008). Children with dyslexia who use the Malay language as first language (L1) in Malaysia face even more challenges in learning English spelling. This is due to the influence of first language or L1 (Gomez, 2004) and the vast difference in the orthographical depths between the Malay language and English language (Alvarado, 2009). Bilingual children with dyslexia whose Malay language is their first language were found to perform poorly in English spelling because they tended to spell English words like how they spelled Malay words (Liow & Lau, 2006). Hence, there is a need to find effective ways to support bilingual children with dyslexia to master the alphabetic code and form memories in order to retain the acquired English spellings.

Research questions:

1. What are the differences in spelling skills of the ESL child with dyslexia before and after participating in multisensory techniques (OG approach) as remedial activities?
2. How have multisensory techniques (OG approach) influenced the spelling performance of the ESL child with dyslexia over time?

Methods

Obtain Consent

⇩

Consult Dyslexia Association Malaysia

⇩

Collection of participant`s pre-remedial activities written work

⇩

Administration of pre-tests: Elementary Spelling Inventory (ESI) & Developmental Spelling Assessment (DSA)

⇩

Intervention

Week1

Pre-test of dictated sentences: week 1
Remedial Intervention week 1:
Colour category (MsT) using week 1 targeted spelling list
Post-test of dictated sentences : week 1

Week 2

Pre-test of dictated sentences : week 2
Remedial Intervention week 2 :
Texture writing (MsT) using week 2 targeted spelling list
Post-test of dictated sentences : week 2

Week 3

Pre-test of dictated sentences: week 3
Remedial Intervention week 3:
Shape category (MsT) using week 3 targeted spelling list
Post test of dictated sentences: week 3

Week 4

Pre-test of dictated sentences : week 4
Remedial intervention week 4:
Shape it up (MsT) using week 4 targeted spelling list
Post-test of dictated sentences : week 4

⇩

Administration of post-tests of Elementary Spelling Inventory (ESI) and Developmental Spelling Assessment (DSA): Word Within (WW)

⇩

Collection of work participant's post-remedial activities written

Data Analysis

To answer RQ1:
Compare the differences in scores, percentages and spelling features from the pre- and post-tests of:

- ESI
- DSA-WW
- Dictated Sentences

To answer RQ2:
-Compare the spelling features that the participant used in her pre- and post-remedial activities written work.
-The analysis focused on detecting spelling features that the participant had shown improvement in, if any, in the pre- and post-tests of ESI, DSA-WW, and 4 weeks of dictated sentences.

Key Findings

RQ1

Quantitative analysis revealed that the participant`s scores in the two spelling inventories (ESI and DSA:WW) and 4 weeks of dictated sentences showed increment after multisensory techniques (OG approach) remedial activities.

The analysis of the spelling revealed that 7 out of 10 spelling features (-oi, -oy , -ow, -ou , -ve , -tch , -ch) have improved. Whereas, the other 3 spelling features which did not show any improvement are -ce, -se and –r/l,n+ch.

RQ2

The analysis of participant`s pre-remedial activities written work and post-remedial activities written work revealed that participant was able to retain the spelling features: -oi, -oy , -ow, -ou , -ve , -tch , -ch after three months of remedial activities.

Limitations of the Study

- conducted with a single child with dyslexia. Therefore, the results cannot be generalised to other children with dyslexia in Malaysia.
- the remedial activities were conducted for only 4 weeks. This study would have been more effective if the remedial activities (multisensory techniques) were conducted for a longer time.

Conclusion

- The findings revealed that the participant was able to improve spelling skills learned using multisensory spelling techniques. Besides that, she retained the spelling skills and applied it in her written work over a period.
- It is hoped that parents and educators can effectively use multisensory spelling techniques to support dyslexic children facing spelling difficulties.

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MASTER CATEGORY

AESTHETIC READING OF ENGLISH LITERATURE COMPONENT TEXTS THROUGH READER RESPONSE ACTIVITIES

Mohamad Iadid Ashrai Bin Hassannudin &
Ravichandran Vengadasamy

Abstract

This research is conducted to investigate the aesthetic reading process through Reader Response activities in reading English Literature Component texts of Form 4 and 5 in a Malaysian secondary school. The study is expected to indicate whether the use of Reader Response Approach is effective and applicable to be in the literature reading lesson. Many of the previous studies focused on using the approach to enhance students' literal comprehension to answer exam questions. Therefore, the current study aimed at the use of Reader Response Approach in instilling and inculcating the students' aesthetic reading which is integrated in English Literature Component Texts to enhance literary personal meaning-making transaction among secondary schools students. In fact, the research will assist the students to determine their aesthetic reading identity using Pike's Aesthetic Reading Identity Taxonomy (2003) which would enable the teachers to approach the literature reading lesson with students according to the variations in their aesthetic identities. Hence, this mixed method research seeks to examine students' aesthetic reading identity through literature reading lesson observation, written responses and questionnaire. The findings revealed that the inclination of aesthetic reading process using Reader Response activities had boosted personal meaning-making transaction of the students. This was reflected in the students' written responses as well as their preferred aesthetic reading identity in relating and responding to the literary text with their personal schemata and feeling. Regardless of students' proficiency, the engagement and enjoyment of reading literary texts can be improved using Reader Response activities in aesthetic reading process to generate meaningful literary transactions. A major implication of this research is to assist teachers to provide opportunities for students to respond and relate to the literature reading lesson. Besides, it will improve their critical and creative thinking skills as well as develop their individual personality through the aesthetic values gained from the literary transaction.

Key Words

Aesthetic reading, aesthetic reading identity, personal meaning-making, aesthetic values, schemata.

Background of Study

In the light of re-emphasizing the teaching and reading of literature component text in our English Language syllabus, this research highlights the principles of Reader Response Approach that are aligned with the objectives of incorporating the literature component in the curriculum for all secondary students. The constantly changing teaching approaches of literature component employed by the teachers show that the curriculum specifications of literature component does not have any specific approaches in teaching and reading literature component text. However,

previous studies reflected that the teaching and reading literature in Malaysian classroom were seen to be passive as the students were spoon-fed and often mainly teacher-centred in order to achieve good grades for students in the examination (Hwang & Embi, 2007). It is known that the literature component in English is aimed to enhance students' proficiency as well as to generate critical and creative thinking skill to appreciate the aesthetic part of the language which required students to personally respond to the text (Ali, 1993; Dhanapal, 2010, 2012; Nair, 2012). Abdullah (2007) also stated that language learning and teaching has evolved tremendously over the years in our education. This is because the function of literature is not only to excel in language proficiency but also a possibility for aesthetic reading where readers provide responses and interact with the literary text that synthesizes students' experience with their own interpretation of the texts (Abdullah, 2007). It also helps the students not just to improve their proficiency but also to respond to the literature text creatively and critically (Ali, 1993; Dhanapal, 2010 & 2012). Therefore, this research will investigate the use of Reader Response activities to assist students to determine their aesthetic reading identity. Consequently, it helps to promote students' ability to express and respond with their thoughts and schemata for aesthetic transaction of meaning between the literary text and students in order to gain aesthetic values from the aesthetic reading process.

Statement of Problem

The highlighted issues pertaining to previous studies are mostly on the effectiveness of the Reader Response Approach in teaching and learning literature component texts in local contexts as the students perceived the approach to only assist them to answer the examination questions correctly instead of responding and relating the literary text to their personal feelings. Hence, this can be inferred that the notion of Reader Response is only to be carried out through teaching and learning activities in order to score high marks in the examination. This is supported by Ramlan (2015) that argued the enjoyment of teaching and reading literary texts has been impeded by the exam-based culture whereby the teachers are indoctrinated in their approach of teaching literature in preparing the students for the examination. It is also claimed by Ramlan (2015) in which it leads to the rejection of the initial aims of incorporating literature into the language classroom. Apart from that, few studies have been done regarding the use of Reader Response activities in nurturing aesthetic reading among Malaysian readers retrospectively through literary texts. On that account, the reading and learning experience of literary texts are not encouraging and fruitless as the teachers underestimate the students' capability to read, think and respond to the text based on their schemata (Narasuman, 2006). Therefore, the Reader Response Approach will be employed in the teaching and reading of literature component texts to study whether the selected approach will meet the objectives of integrating the literature component into the syllabus. On that note, it will also facilitate the students in determining their aesthetic reading identity when reading the literary texts and gaining aesthetic values from it.

Significance of Study

Likewise, the students will have vast opportunities to express in reading and responding to literature texts with their thoughts and schemata. Based on the data collected, it will give insightful written data on aesthetic reading through the activities of Reader Response Approach in nurturing students' reading identity to transact meaningful meaning-making process with literary texts. This goes back to the objective of implementing English literature in our education syllabus that is to cultivate reading habits for our Malaysian students. Thus, the research will provide findings to demonstrate either current teaching approach of literature component texts is aligned or not with the objectives of implementing reading and learning literature component texts in the syllabus. Consequently, this is also affected by the current situation of COVID-19 that significantly changes the literature teaching and learning experience of the students. Moreover, it will be significant to the curriculum developers with the integrated data to extend the investigation whether the literature component texts used in the syllabus are suitable to the students' schemata.

Research Questions

The study aims to answer the following questions:

1. How do the Reader Response activities assist the students to determine their aesthetic reading identity when reading literary texts that are used in the literature classroom?
2. What are the students' reading identities through their written responses after the use of Reader Response activities in aesthetic reading of literature component texts?
3. What aesthetic values can the students gain through aesthetic reading of literature component texts?

Method

The purpose of the study is to integrate the Reader Response instructional teaching and reading for literature component texts among Form 4 and Form 5 students in the classroom through the data gathered from the observation, reading orientation and types of personal responses. This is also to investigate the Reader Response instruction that nurtures students' aesthetic reading. Hence, it can facilitate the students to determine their aesthetic reading identities in approaching and responding to the literary texts. Louise Rosenblatt's Reader Response Theory (1995) and Pike's Aesthetic Reading Model (2003) are chosen for the conceptual framework in this study. The first theory adapted into the study is Rosenblatt's Reader Response Theory (1995) as a pedagogical approach that translated into teaching instruction in the literary reading classroom. This teaching instruction is conducted during classroom intervention that promotes students' aesthetic reading process.

Findings and Discussion

The students engaged with the literary text aesthetically as they were reflecting to their personal experiences and schemata as well as the issues happening around them. Reader Response Approach activities had moved away from the conventional teaching approach in reading the literary text. Nevertheless, due to the pressure of examination affecting over students and teacher, the presence of efferent reading was plausible although the Reader Response Approach activities were conducted in the two sessions for both classes. It is further supported by Kaur & Fook (2010); Zubaidah & Akma (2010) that the teaching and learning of literature creates a washback effect consequently because too exam oriented lesson that impending the engagement and enjoyment of reading aesthetically and gaining values from the literary texts which the students were emphasized in answering the fact and answer questions in the examination. Hence, the Reader Response Approach activities need to be continuously incorporated in the literature reading that can inculcate students reading habit and manifest students' experience in aesthetic reading of the literary text. To conclude these findings, students' written responses are inclined to aesthetically-oriented responses as it reflected after going through the Reader Response activities for both classes which are science class and social science class. The students had also demonstrated the criteria that reflected to Mark A. Pike's Aesthetic Reading Identity (2003). However, the inclinations of efferent responses are still seemed to be presented in the students' written responses. This indicates that the participants had normalized the reading process to be only information-taking in which they tend to view literature reading as an examination and a classroom reading exercise. It can be affected to the literature reading process that lead to shallow interpretation, limited scope and direction in which the students' interpretations derive around literal meaning and information of the literary text (Aryanti & Zaidah, 2019). Khairul Husna (2016) stated that upon closer to examination, students were likely to adopt efferent reading in which lacking in the dynamics of the responses as the meaning was taken literally from the text but not aesthetically. Despite of that, letting the students to undergo through the Reader Response activities had redefined the previous research on the use of Rosenblatt's Reader Response Approach by characterizing students' aesthetic reading

identity as well as promoting and assisting aesthetic reading experience to the students through their individual variation in making the reading process to be more valuable and meaningful. Therefore, the findings of this research have highlighted to cover all research questions and could further develop aesthetic reading model by Mark A. Pike in centralizing the notion of the unique influence of abilities and experiential backgrounds of readers' identity among students in Malaysia classroom.

Limitations

Due to the COVID-19 pandemic outbreak, the research procedures had been reframed by the researcher in following the Standard Operation Procedure (SOP) that had been implemented by the Ministry of Education (MOE) in schools. The researcher was not allowed to be at the school for a longer period in the class. Moreover, the researcher could not receive the number of samples from the same class as the school administration had divided the class into two groups. Nonetheless, the researcher was given permission to enter two different classes from different fields in order to get significant number of samples in the population. Apart from that, the reconstructed methodology that required following the Standard Operation Procedure (SOP) has restrained the researcher to execute group activities among the students in the classroom as they needed to keep their social distance safe among their classmates.

Conclusion

This can be deduced that the students who adopted aesthetic and critical oriented responses tend to have a wider, variety and dynamic views and perspectives about the literary text that they read as their knowledge flow through their reading experience and personal schemata and feelings that able them to make meaning between the literary text and themselves (Aryanti & Zaidah, 2019). Moreover, the use of Reader Response Approach activities has facilitated the students to identify their aesthetic reading identity during aesthetic reading process towards the literature component text. Future research should widen the research paradigms to provide more details and findings in aesthetic reading and aesthetic reading identity which can assist the teachers in schools to adapt the Reader Response Approach in teaching and learning of literature texts for the students. Hence, the teaching and learning of literature text could finally be aligned with the objectives of the curriculum specification that emphasized the use of aesthetic language in creating appreciation for literature and learning the aesthetic values that help develop the students' personality. Moreover, the implication of this research could lead to a new era of teaching and reading of literature component texts in relation to current COVID-19 situation whereby it has significantly changed the scenario of students' reading experience in schools. Therefore, the conceptual and analytical framework of this research can be adopted in future research to investigate further on students' aesthetic reading of literature texts.

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AESTHETIC READING OF ENGLISH LITERATURE COMPONENT TEXTS THROUGH READER RESPONSE ACTIVITIES

Iadid Ashrai Hassannudin;
Ravichandran Vengadasamy
[1]National University of Malaysia
[2]Centre for Research of Language & Linguistics, Faculty of Social Sciences & Humanities.

ABSTRACT

This research is conducted to investigate the aesthetic reading process through Reader Response activities in reading English Literature Component texts of Form 4 and 5 in a Malaysian secondary school. The study is expected to indicate whether the use of Reader Response Approach is effective and applicable to be in the literature reading lesson. Many of the previous studies focused on using the approach to enhance students' literal comprehension to answer exam questions. Therefore, the current study aimed at the use of Reader Response Approach in instilling and inculcating the students' aesthetic reading which is integrated in English Literature Component Texts to enhance literary personal meaning-making transaction among secondary schools students. In fact, the research will assist the students to determine their aesthetic reading identity using Pike's Aesthetic Reading Identity Taxonomy (2003) which would enable the teachers to approach the literature reading lesson with students according to the variations in their aesthetic identities. Hence, this mixed method research seeks to examine students' aesthetic reading identity through literature reading lesson observation, written responses and questionnaire. The findings revealed that the inclination of aesthetic reading process using Reader Response activities had boosted personal meaning-making transaction of the students. This was reflected in the students' written responses as well as their preferred aesthetic reading identity in relating and responding to the literary text with their personal schemata and feeling. Regardless of students' proficiency, the engagement and enjoyment of reading literary texts can be improved using Reader Response activities in aesthetic reading process to generate meaningful literary transactions. A major implication of this research is to assist teachers to provide opportunities for students to respond and relate to the literature reading lesson. Besides, it will improve their critical and creative thinking skills as well as develop their individual personality through the aesthetic values gained from the literary transaction.

CONTACT

Mohamad Iadid Ashrai Hassannudin
School of Language Studies & Linguistics, Faculty of Social Sciences & Humanities.
National University of Malaysia, Bangi, Selangor, Malaysia.
iadidashrai@gmail.com
+6013-5765359

INTRODUCTION

In the light of re-emphasizing the teaching and reading of literature component text in our English Language syllabus, this research highlights the principles of Reader Response Approach that are aligned with the objectives of incorporating the literature component in the curriculum for all secondary students. The constantly changing teaching approaches of literature component employed by the teachers show that the curriculum specifications of literature component does not have any specific approaches in teaching and reading literature component text. However, previous studies reflected that the teaching and reading literature in Malaysian classroom were seen to be passive as the students were spoon-fed and often mainly teacher-centred in order to achieve good grades for students in the examination (Hwang & Embi, 2007). It is known that the literature component in English is aimed to enhance students' proficiency as well as to generate critical and creative thinking skill to appreciate the aesthetic part of the language which required students to personally respond to the text (Ali, 1993; Dhanapal, 2010, 2012; Nair, 2012). The highlighted issues pertaining to previous studies are mostly on the effectiveness of the Reader Response Approach in teaching and learning literature component texts in local contexts as the students perceived the approach to only assist them to answer the examination questions correctly instead of responding and relating the literary text to their personal feelings. Hence, this can be inferred that the notion of Reader Response is only to be carried out through teaching and learning activities in order to score high marks in the examination.

METHODOLOGY

The purpose of the study is to integrate the Reader Response instructional teaching and reading for literature component texts among Form 4 and Form 5 students in the classroom through the data gathered from the observation, reading orientation and types of personal responses. This is also to investigate the Reader Response instruction that nurtures students' aesthetic reading. Hence, it can facilitate the students to determine their aesthetic reading identities in approaching and responding to the literary texts. Louise Rosenblatt's Reader Response Theory (1995) and Pike's Aesthetic Reading Model (2003) are chosen for the conceptual framework in this study. The first theory adapted into the study is Rosenblatt's Reader Response Theory (1995) as a pedagogical approach that translated into teaching instruction in the literary reading classroom. This teaching instruction is conducted during classroom intervention that promotes students' aesthetic reading process.

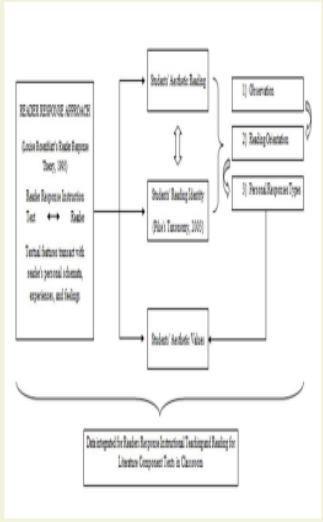

Figure 1: Conceptual Framework of the Study

Excerpts 1: Written Responses Reflected on Cognitive Identity

R1: "It is because sometimes literature text is difficult to understand and it has its own deep meaning for me to push my brain to understand the literary text. Yet, it is enjoyable."

R2: "I like having discussion on the topic based on the themes of the story as it reflects on the modern problems. It is interesting to know other people's point of view on the novel and the conflicts within it and it is definitely fun to debate on the topic relating to Dawon's problems with the problems we are currently facing now."

R3: "I can understand more when I imagine something and make it like my own story. By reading only, it is quite hard for me to understand without using my imagination.

Excerpts 2: Written Responses Reflected on Investigative Identity

R4: "Reading the novel of 'Sing to the Dawn' by Minfong Ho has made me to come with a lot of assumptions as why the characters like Dawon and the head monk and even Dawon's parents to act in certain ways that made me question about it. Why they did that? A lot of point of views can be derived from all aspects in the story. Every scene has its own understanding. So basically, I like to assume from my own views about how it should have happened and it shouldn't have."

R5: "While reading this novel, it's like I'm in a big world that have a lot of types of opinion and assumptions that can be taken out from the literary text. The point of views can come from others. So, I have the right to make my own assumptions to give myself a deep understanding and affect my view as a person and my life."

R6: "I actually enjoyed doing [investigating] the story as if I can predict what's coming next of the story."

Excerpts 3: Written Responses Reflected on Affective Identity

R10: "The story has touched my heart as it shows the sacrifice that is done by someone for the sake of other people. One of the values that I learned from the novel is sacrifice as we should sometimes sacrifice our things, belongings or even our feelings just to ensure happiness for our loved ones."

R11: "I felt sad that her father only cares about Kwai's success but not his own daughter, Dawon. I learned that as a parent, we should support each one of our children. We should not only focus on one person and ignores the other."

R12:"I felt proud of her character's development as she was able to stand up for herself and tell her father that she deserves more than Kwai to go to the city and she also believes herself that she can help the village albeit her gender."

Table 1: Students' Written Responses Reflected on Aesthetic Reading Identity

RESULTS

The analysis of the qualitative findings through two sessions of the observation classes from two different fields of study which are science and social science classes have indicated that the teacher acts as a facilitator during the literary reading. This can be proven from the observation data as the teacher probed the students to read aloud the story, retell the story and guide the students' responses with their own personal point of views. Other than that, from the observation data, most of the questions posited by the teacher were evoking students' personal schemata and feelings in order to respond to the literary text. The engagement of literature reading had improved based on the findings presented previously. The students engaged with the literary text aesthetically as they were reflecting to their personal experiences and schemata as well as the issues happening around them. Reader Response Approach activities had moved away from the conventional teaching approach in reading the literary text. Nevertheless, due to the pressure of examination affecting over students and teacher, the presence of efferent reading was plausible although the Reader Response Approach activities were conducted in the two sessions for both classes. In addition, the observation findings have indicated that the teacher gave spaces for the students to respond and relate to the literary text personally without imposing the right answer for the students. The teacher encouraged more personal responses coming from the students using the Reader Response activities.

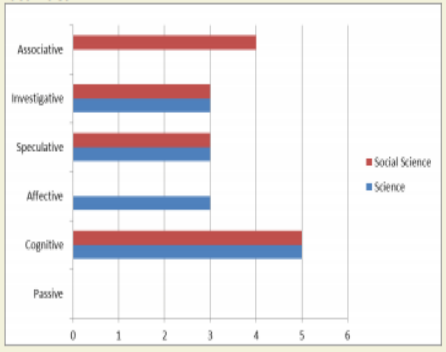

Chart 1: Cross-Tabulation of Frequency Distribution of Students' Preferred Aesthetic Reading Identity between Science and Social Science

To conclude these findings, students' written responses are inclined to aesthetically-oriented responses as it is reflected after going through the Reader Response activities for both classes which are science class and social science class. The students had also demonstrated the criteria that reflected to Mark A. Pike's Aesthetic Reading Identity (2003). However, the inclinations of efferent responses are still seemed to be presented in the students' written responses. This indicates that the participants had normalized the reading process to be only information-taking in which they tend to view literature reading as an examination and a classroom reading exercise.

DISCUSSION

The accumulated findings have guided the teacher to emphasize on Reader Response activities in inculcating aesthetic reading of the literary text as the students can explore in reading and responding to the literary text in depth and meaningful. Moreover, the students have demonstrated aesthetic responses in relating and responding to the text with their personal schemata and feelings which it is evoked using Reader Response activities in aesthetic reading experiences. This is reflected in their personal written responses that mostly show their self-involvement and empathy with the main character and other foregrounding elements of the literary text. This can be deduced that the students who adopted aesthetic and critical oriented responses tend to have a wider, variety and dynamic views and perspectives about the literary text that they read as their knowledge flow through their reading experience and personal schemata and feelings that able them to make meaning between the literary text and themselves (Aryanti & Zaidah, 2019). Furthermore, , the use of Reader Response Approach activities has facilitated the students to identify their aesthetic reading identity during aesthetic reading process towards the literature component text.

CONCLUSIONS

In responding to the issue, the findings of this research have highlighted the positive impacts of the Reader Response Approach in inculcating aesthetic reading process in reading literature component texts. This is necessary to fill in the gap in the previous research which is to reflect on the aesthetic aims of using literary texts as well as to understand and respond according to students' personal feelings and experiences. In general, the findings from this research indicate that teachers could employ such an approach to identify students' aesthetic reading identity. The adoption of aesthetically-oriented responses could help the students to exercise their readership power and encourage them to exercise some control over their learning and subsequently help them develop free thoughts (Aryanti & Zaidah, 2019).

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10th MELTA International Conference in English Language Education. 7 November 2020.
MASTER CATEGORY

EFFECT OF CREATIVE PEDAGOGY-BASED WORKBOOK on STUDENTS' LANGUAGE PROFICIENCY

Djet Mae T. Jao

Abstract

This action research aimed to enhance the English language proficiency of the high school students in a private school in the Philippines by developing a Creative pedagogy-based workbook anchored on Task-based language teaching and Game-based learning. Using the ADDIE Instructional Design Model, the researcher conducted needs analysis of the 48 students and designed a workbook focusing on reading and grammar skills. The workbook was validated by experts and it was carried-out for one quarter. Findings showed that there was a significant improvement in the language proficiency of the respondents in the pretest-posttest comparison. The respondents evaluated the workbook to have communicative activities that promote active learning. The study concurred that Creative pedagogy can improve students' language proficiency.

Key Words

Creative pedagogy, Game-based learning, Task-based language teaching

Background of Study

Educators and educational experts from different places tend to look for new innovations to improve quality of education. One of the most recent innovations in education is incorporating "creativity" in it-- creativity in both teaching and in learning (Saebø et al., 2007). In fact, Harris & Bruin (2018) claimed that creativity is an essential aspect of teaching and learning which is in more ways than one, influencing and shaping the possibilities of 21st-century learners and worldwide educational policy and teacher practice. This study, then, employed Creative pedagogy in teaching reading and grammar to the Grade 9 students of a private school in the Philippines. Creative pedagogy is a kind of framework that allows teachers to incorporate various yet related ideas into fostering and nurturing creativity in the context of education (Lin, 2014). Dineen and Niu (2008) pointed out that creative pedagogical models can transform the learning environment into a flexible one because it enhances creativity, levels of confidence, and intrinsic motivations (as cited in Saebø et al., 2017). This study therefore aimed to determine the effect of Creative pedagogy on students' language proficiency using the workbook developed.

Statement of Problem

With the onset of globalization, society today needs more than just critical thinkers. The demand for new ideas, and construction of original knowledge has been raised to its utmost level. To meet up the demands of the society, education must be more than just teaching knowledge to the students. It should go beyond the traditional way of teaching; and incorporating creativity is a good start. This study aimed to address the reading and grammar skills of the students by using Creative pedagogy. A study by Avila (2015) titled "Creativity in the English Class: Activities to Promote EFL Learning" which was focused in improving the oral and written production of

students in the English classroom, especially those who have shown a lack of interest or attention used a pedagogical intervention which was shaped by Creative pedagogy. The findings claimed that Creative pedagogy helped develop the students' fluency in both oral and written production and improved their understanding of English grammar and structure; however, there are only eleven respondents of the study; also, despite the positive effects of creative pedagogy on student learning, there is a dearth of studies about Creative pedagogy.

Significance of Study

The findings of the study corroborated with other researchers claiming that the use of Creative pedagogy significantly improve students' English language learning. The result of the study presented that teaching and learning English could also be an avenue on developing the creativity of both the teacher and the learners. In this study, it presented that language proficiency and intercultural communicative competence are not just the end-game of teaching English, but also developing creativity among learners if Creative pedagogy will be used.

Additionally, the study presented another notable pedagogy in teaching English language. By the use of this Creative pedagogy, teaching English would be fun and engaging while at the same time developing the students and the teacher's creativity because Creative pedagogy doesn't just focus on the product but more importantly on the process. Moreover, the findings also presented that the use of Task-based Language teaching and Game-based learning promoted active learning among the students.

Research Questions

This quasi experimental study using single group pre-test- post-test design aimed to develop and assess the effectiveness of Creative pedagogy-based workbook grounded on the theories of Task-Based Language Teaching, Game-Based Learning and Social Constructivism through the language proficiency performance of the Grade 9 students. This was conducted in the Third Quarter of the School Year 2018-2019.

Specifically, this study sought to answer the following:

1. What is the language proficiency of the Grade 9 students in the:
   1.1. pretest; and
   1.2. posttest?
2. Is there significant improvement from the pretest to the posttest in the language proficiency performance of the Grade 9 students after the implementation of Creative pedagogy-based workbook?
3. What is the students' evaluation of the workbook on:
   3.1. reading texts; and
   3.2. activities?

Method

Following the ADDIE model, this research followed five phases: The first phase is the analysis phase, the researcher conducted a pre-test to identify the needs of the learner. Identifying of the least mastered competencies in consonance to reading and grammar was also done in this phase. In the next phase, Design, outlining and designing of the workbook incorporating Creative pedagogy were done. In the development phase, the researcher created detailed formulation of the workbook incorporating Creative pedagogy; then, evaluation and assistance from the validators/experts were sought for the improvement of the material. Four validators/experts were asked to check and evaluate the material. The next phase is the implementation phase where the workbook was implemented. Notably, individual copy of the workbook was distributed to all

the respondents, and the parts and activities were explained thoroughly to the respondents to avoid confusions. The workbook was used as the main didactic material in achieving the target competencies. During this time, the researcher-observer conducted a daily observation sheet while carrying out the program. Lastly, the evaluation Phase, this is where the effectiveness of the workbook was tested through a post-test and a survey to the respondents.

Findings and Discussion

The study claimed that Creative pedagogy significantly improved students' language proficiency. As claimed by experts, Creative Pedagogy could significantly improve the performance of the language learners in language learning especially in English (Liao, et. al., 2018; Avila, 2015). The significant findings of the study concurred with the said claim which revealed that Creative pedagogy is a good strategy in improving students' language proficiency. Additionally, materials that were based on the needs of the students could also significantly improve students' performance. Moreover, the respondents evaluated the workbook to have communicative activities that promote active learning.

Limitations

The workbook and plan that were created for this study covered the Third Quarter reading and grammar competencies of the grading period for Academic year 2019-2020. There were 30 contact hours in the implementation of the program which covered one quarter; also, it is significant to note that students from the respondents' school have very limited resources in terms of project-based educational supplies.

Conclusion

The significant findings of the study concurred with the claim that Creative pedagogy could significantly improve the language proficiency of the students. Additionally, materials that were based on the needs of the students could significantly improve students' performance. Therefore, the TBLT, GBL and SC theories which were anchored to in this study which state that authentic environment and active engagement among students promote active learning, and significant others play a crucial role in a child's learning were affirmed.

It is recommended that further studies be conducted to further verify the findings of the study, but with a longer duration of implementation period with more competencies, and with the use of a pure experimental design of research with control and experimental groups.

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EFFECT OF CREATIVE PEDAGOGY-BASED WORKBOOK on STUDENTS' LANGUAGE PROFICIENCY

Djet Mae T. Jao

University of the Philippines

ABSTRACT

This action research aimed to enhance the English language proficiency of the high school students in a private school in the Philippines by developing a Creative pedagogy-based workbook anchored on Task-based language teaching and Game-based learning. Using the ADDIE Instructional Design Model, the research conducted Needs Analysis of the 48 students and designed a workbook focusing on reading and grammar skills. The workbook was validated by experts and was used for one quarter. Findings showed that there was a significant improvement in the language proficiency of the respondents in the pretest-posttest comparison. The respondents evaluated the workbook to have communicative activities that promote active learning. The study concurred that Creative pedagogy can improve students' language proficiency.

OBJECTIVES

-To develop a learning material that will reinforce the students' knowledge about their least mastered competencies and at the same time will help them enhance their Reading and Grammar skills.

-To evaluate the effectiveness of the Creative pedagogy-based workbook through the language proficiency performance of the respondents.

RESEARCH QUESTIONS

1. What is the language proficiency of the Grade 9 students in the:
   1.1. pretest; and
   1.2. posttest?
2. Is there significant improvement from the pretest to the posttest in the language proficiency performance of the Grade 9 students after the implementation of Creative pedagogy-based workbook?
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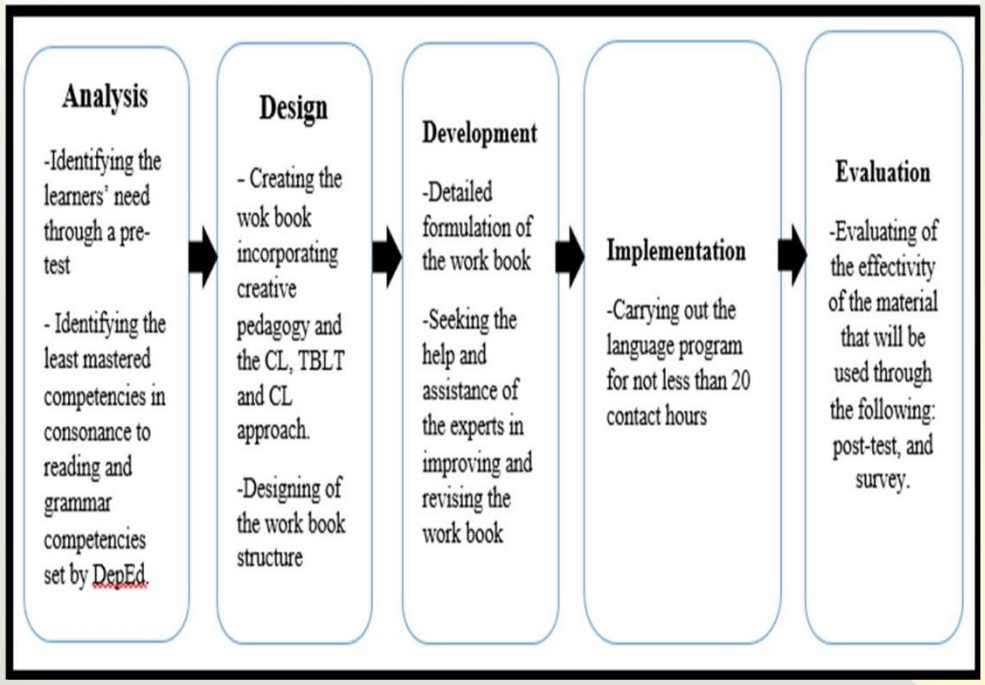
RESEARCH METHODOLOGY

Following the ADDIE model, this research followed five phases:



FINDINGS

✓ Creative pedagogy significantly improve students' language proficiency. As claimed by experts, Creative Pedagogy could significantly improve the performance of the language learners in language learning especially in English (Liao, et. al., 2018; Avila, 2015).

✓ Materials that were based on the needs of the students could also significantly improve students' performance.

✓ The respondents evaluated the workbook AS Excellent to have communicative activities that promote active learning.

CONCLUSION

The significant findings of the study concurred with the claim that Creative pedagogy could significantly improve the language proficiency of the students. Additionally, materials that were based on the needs of the students could significantly improve students' performance. Therefore, the TBLT, GBL and SC theories which were anchored to in this study which state that authentic environment and active engagement among students promote active learning, and significant others play a crucial role in a child's learning were affirmed.

LIMITATIONS

The workbook and plan that were created for this study covered the Third Quarter reading and grammar competencies of the grading period for Academic year 2019-2020. There were 30 contact hours in the implementation of the program which covered one quarter; also, it is significant to note that students from the respondents' school has very limited resources in terms of project-based educational supplies.

RECOMMENDATION

It is recommended that further studies be conducted to further verify the findings of the study, but with a longer duration of implementation period with more competencies, and with the use of a pure experimental design of research with control and experimental groups.

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10th MELTA International Conference in English Language Education. 7 November 2020.
MASTER CATEGORY

INVESTIGATING MENTOR TEACHERS' ROLES IN MENTORING PRE-SERVICE TEACHERS IN THE MALAYSIAN CONTEXT

Phang Biao Li, Badariah Binti Sani &
Nur Aizuri Binti Md Azmin

Abstract

This study looked into the mentor teachers' roles played when mentoring pre-service teachers in teaching practicum through the pre-service teachers and mentor teachers' perspectives using Hudson's Five Factor Mentoring Model. Using an explanatory sequential mixed method, this study recruited and distributed questionnaires to 250 English pre-service teachers and conducted interviews with 6 mentor teachers. Data were analysed using descriptive statistics, multiple regression, coding, and thematic analysis. Quantitative findings revealed that mentor teachers only played their role to a moderate extent, which was insufficient neither significant enough; regression analysis showed the regression model fit the data but the variation was deemed insufficient; qualitative findings showed mentor teachers shared much pedagogical knowledge and provided feedback, but certain roles were deemed unnecessary.

Key Words

Pre-service teacher, mentor teacher, teaching practicum, role.

Background of Study

In pre-service teacher training, pre-service teachers are trained and developed to specialize in certain areas of interest, they are simultaneously required to understand the resolutions and requirements outlined in the Malaysian National Philosophy of Education and make effective contributions in classrooms since the first day of teaching (Goh & Blake, 2015; Tee et al., 2015). Teaching practicum is a compulsory component in pre-service teacher training, where teachers from these programs are assigned to schools to carry out teaching before completing the program (Gan, 2013; Mohd et al., 2014). Filtering only for credible research papers, the literature on teaching practicum in the Malaysian context was in abundance, however, majority of the studies focused on the challenges faced by pre-service teachers (see Goh & Matthews, 2011; Lokman et al., 2014; Melor et al., 2010; Mohd et al., 2014; Rosilawati, 2013; Shireena et al., 2011; Taghreed & Mohd, 2017). Mentor teachers were existing school teachers elected by principals and supposed to guide, supervise, and support the pre-service teachers by playing necessary roles (Goh & Blake, 2015; Mohd et al., 2014). Mentor teachers' roles were important but not much attention has been given to it. Therefore, creating a gap that needed to be addressed.

Statement of Problem

The extent of how successful an education and education system is dependent on the way a teacher conducts lesson and makes contributions (Mohd et al., 2014). Pre-service teachers, regardless of their specialization, are supposed to be present and conduct effective lessons in teaching practicum (Goh & Blake, 2015; Mohd et al., 2014). However, the many challenges present in teaching practicum are proven to be both mentally and physically stressful, further a

creating negative experience to the pre-service teachers (Goh & Matthews, 2011; Izadinia, 2017). Furthermore, with the scarcity of literature discussing on mentor teachers, they who were assigned to mentor pre-service teachers failed to perform sufficient duties and roles (Lokman et al., 2014; Melor et al., 2014; Taghreed & Mohd, 2017), which roles remain unclear and this puts a negative impression on mentor teachers. These negative experiences in teaching practicum are enough to get the pre-service teachers to reconsider their thoughts and instead of joining the teaching profession, they are quitting the profession after obtaining their teaching verification in schools (Taghreed & Mohd, 2017; Tee et al., 2015). There is a possibility that there will be a teacher shortage in future, which might also affect the quality of education.

Significance of Study

This study would help provide an insight into the extent of roles mentor teachers have played in the Malaysian context. These findings will help mentor teachers in rekindling their teaching enthusiasm, realizing and reflecting their duties and roles further revitalizing their teaching practices (Ambrosetti, 2012; Childre & Van Rie, 2015). Various initiatives have been introduced by the Ministry of Education to help teach the English language to the students and boost their proficiency in the language (Iber, 2014), and mentor teachers who are able to perform their roles in mentoring pre-service teachers would help realize the goals of these initiatives in classroom teaching and learning, further aiding pre-service teachers to be more confident, efficient, and proficient in teaching the English language to the students.

Research Questions

1. What were the roles played by the mentor teachers based on the pre-service teachers' point of view?
2. Did the roles namely system requirements, pedagogical knowledge, modelling, and feedback have an influence on mentor teachers' personal attributes?
3. What were the mentor teachers' perceptions with regards to the roles they played when mentoring pre-service teachers?

Method

This research used an explanatory sequential mixed method which involved collecting quantitative data followed by inquiring for qualitative data (Creswell, 2014; Edmonds & Kennedy, 2017). The quantitative data was conducted through an online questionnaire distributed to 250 English language pre-service teachers from various Malaysian universities, this was to provide a generalization of the state of mentoring in the Malaysian context. The online questionnaire used a 4-point Likert scale and comprised of mentor teacher's roles based on Hudson's Five Factor Mentoring Model, which the five factors are Personal Attributes, System Requirements, Pedagogical Knowledge, Modelling, and Feedback. Telephone interviews were then conducted on 6 mentor teachers who had mentored pre-service teachers previously where they were asked to share their perceptions of the roles played. Questionnaire analysis involved conducting descriptive statistics and multiple regression, which Galamay-Cachola et al.'s (2018) interpretation on Likert scale was used and multiple regression was used to determine if the roles from System Requirements, Pedagogical Knowledge, Modelling, and Feedback had an influence on mentor teachers' Personal Attributes. Interviews were recorded using an audio recorder, transcribed in Microsoft Word, and then analysed through coding and thematic analysis. The findings from interviews conducted served to explain findings obtained from the quantitative study.

Findings and Discussion

All 250 pre-service teachers claimed that they received mentor teachers during teaching practicum. The extent of roles played using Galamay-Cachola et al.'s (2018) interpretation were all revealed to be at a moderate extent (2.50-3.49) which also meant that it was insufficient. Furthermore, multiple regression analysis showed a 57.6% variation, which meant that despite mentor teachers had played their roles, their personal attributes were in play in boosting pre-service teachers' confidence and positive attitudes, and there was a possibility of 42.4% where mentor teachers had not played their roles. Roles played by mentor teachers were supposed to be at a great extent, significant, and meaningful to the pre-service teachers, and not just a mere figure present holding the name as mentor teacher (Galamay-Cachola et al., 2018; Hudson, 2013). From the mentor teachers' responses, they claimed to have a good relationship with the pre-service teachers, but it became questionable when they stated the meetings held were on a "depending" basis, possibly explaining why the extent of mentoring was at moderate further suggesting that the roles played were insufficient. Even with claims on sharing a wide range of pedagogical knowledge and providing feedback, a "depending-basis" meetings simply suggested the possibility of no roles being played.

Limitations

A total of three limitations were identified, with the first limitation being non-response from the pre-service teachers and mentor teachers due to the nature of online questionnaire and telephone interview which permits ignorance and refusal (Crano et al., 2015), gathering data was made even difficult during the implementation of the Movement Control Order (MCO); next, no questionnaire was sent to the mentor teachers, which resulted in a one-sided data; lastly, only pre-service teachers from universities were recruited, those who were from Institutes of Teacher Education were not involved, resulted in a lack of generalization among the pre-service teacher population.

Conclusion

Mentor teachers had certainly played their roles in the Malaysian context, but these were insufficient neither significant enough for the pre-service teachers. With only a moderate extent of roles played, the various initiatives from the Ministry of Education cannot be realized in teaching the English language to the students, and that fully depending on existing in-service teachers to realize the initiatives is unwise. While the research questions were successfully answered, future research could look at the attitudes of the pre-service teachers as they might be a mediator between mentor teachers' roles and the quality of teaching practicum; pre-service teachers from other specializations can be recruited as well to provide a more comprehensive, vivid context on the state of mentoring; the questionnaire can also be distributed to the mentor teachers to show a comparison between the findings which help in determining the extent of the truth.

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INVESTIGATING MENTOR TEACHERS' ROLES IN MENTORING PRE-SERVICE TEACHERS IN THE MALAYSIAN CONTEXT

Presenter: Phang Biao Li

Problem Statements

- An abundance of *challenges* in teaching practicum (Goh & Matthews, 2011).
- Limited *literature* on mentor teachers' *roles*.
- Tendency of pre-service teachers to *leave* the profession (Tee et al., 2015).

Research Questions

- What were the *roles* played by mentor teachers?
- Did roles have an *influence* on mentor teachers' personal attributes?
- What were the mentor teachers' *perceptions* of their roles?

Scope

- Involving *pre-service teachers and mentor teachers* to investigate the *roles* played by mentor teachers in *teaching practicum*.

Research Framework

- *Explanatory sequential mixed-methods* design was used.
- *250* English language pre-service teachers & *6* mentor teachers were recruited.
- *Online questionnaires* & *telephone interviews*.
- SPSS: *Descriptive and inferential statistics*.
- *Coding* and *thematic analysis*.

Research Findings

- Roles played were at *moderate extent* only.
- Mentor teachers' *personal attributes* were *in play* as they played their roles.
- Mentor teachers regarded certain roles as *not needed*.
- Claimed to share many knowledge and provide feedback but *meeting* between both parties was at a "*depending*" basis.
- Suggested a possibility of *no mentoring* and contradicted literature on playing roles to a great, significant, & meaningful extent.

Research Implication

- Pre-service teachers' contribution in teaching is *equally important* in enabling students to understand English.
- Mentor teachers need to *understand* their roles and the *importance* of such roles.

Limitations

- Did not distribute questionnaire to *mentor teachers*.
- Did not include pre-service teachers from *Institutes of Teacher Education*.

10th MELTA International Conference in English Language Education. 7 November 2020.
MASTER CATEGORY

EXPLORING THE POTENTIAL OF MASSIVELY MULTIPLAYER ONLINE ROLE-PLAYING GAMES AS A MEANS OF ACQUIRING VOCABULARY FOR ESL LEARNERS

Rino Shafierul Azizie Bin Shahrir Raghbir & Ng Lee Luan

Abstract

This study investigates the use of vocabulary learning strategies (VLS) in Massively Multiplayer Online Role Playing Games (MMORPG) among Malaysian ESL players. The data was obtained via a 12-hour online gameplay session of *Guild Wars 2* involving four Malaysian ESL players. A set of observational notes was also collected during the gameplay sessions to support the findings of this study. The outcome of the study revealed that the ESL players employed seven different vocabulary learning strategies (VLS) which are related to four categories in accordance to Gu and Johnson's (1996) categorisation of vocabulary learning strategies, i.e. metacognitive, cognitive, memory, and activation. The 7 strategies used are meaning-making, consultation, using online dictionary, word repetition, visual association, word comparison, and incorporating words with real-life contexts. Given the current pandemic situation, these findings are insightful as teaching and learning beyond classroom will offer language instructors an additional avenue to incorporate game-related vocabulary learning strategies as a means for learners to enhance their vocabulary knowledge. Additionally, instructors will gain useful insights that relates to the effectiveness of online gaming implementation towards English language learning among ESL learners.

Key Words

Vocabulary Learning Strategies, MMORPG, Thematic Analysis, English as Second Language

Background of Study

In line with the increased use of technology in teaching and learning activities, there are many studies that look into various aspects of teaching and learning which focus on beyond classroom learning environments. In view of the present COVID-19 pandemic, it is pertinent to explore the relationship between the incorporation of online games and the ESL learners' use of vocabulary learning strategies (VLS) in beyond classroom learning environment. However, in general, the findings of past studies on language learning involving online games are inconclusive, due to small sample sizes and limited duration of game-play sessions (Peterson, 2010). It is also quite difficult for researchers to adapt or replicate past studies as there is a lack of information on theories that can be used to explain language learning involving online games. Simultaneously, there is a lack of studies that explore the functionalities of online gaming related to language learning, as well as how online games can promote ESL learners' motivation in acquiring new English vocabulary through the use of vocabulary learning strategies.

Statement of Problem

Past studies on vocabulary language learning have been conducted among English-as-a-

second-language (ESL) players in complex online game contexts, specifically in massively multiplayer online role-playing games (MMORPGs). These studies tend to focus on vocabulary language learning strategies in a globally renowned pay-to-play MMORPG, *World of Warcraft*. However, the learning of English vocabulary in online game contexts has not been thoroughly researched in the local Malaysian context. The existing studies have only investigated the effectiveness of MMORPG in language learning performance. However, these studies did not focus on how Malaysian ESL players incorporate vocabulary learning strategies in online games or MMORPGs. Non-native English players who aim to understand and execute game tactics in MMORPG are likely to apply certain vocabulary learning strategies to comprehend the English words that they encounter in the course of playing MMORPG. As the number of Malaysian gamers increases (Statista, 2020), it is important to look into Malaysian ESL players' English language learning in MMORPGs, specifically on aspects relating to learning English language vocabulary.

Significance of Study

The immersive and multidimensional attributes of online games potentially could be used to enhance the learning capabilities of ESL learners, as this learning platform is learner-centred as opposed to the teacher-centred approach used in a traditional classroom setting. By investigating the use of VLS in the gaming context, this study hopes to provide greater understanding on how online games can influence the English language learning experience. Furthermore, it can also provide further insights to future researchers pertaining to how different types of VLS are utilised by ESL learners in MMORPG and other genres of online games.

Research Questions

1. What are the vocabulary learning strategies used by Malaysian ESL players in MMORPG?

Method

During game-play sessions, all four participants were placed in the same group in order to make it easier for the researcher to observe the different types of vocabulary learning strategies used by these players. The game-play sessions were then recorded using the Open Broadcaster Software. With this, the researcher had a clearer view on what vocabulary learning strategies were used by the participants. The participants' vocabulary learning strategies were then categorised in accordance to Gu and Johnson's (1996) categorisation of vocabulary learning strategies. Finally, the identified vocabulary learning strategies were tabulated and discussed.

Findings and Discussion

There are seven vocabulary learning strategies identified throughout the course of all four game-play sessions. The strategies are categorised based on Gu and Johnson's (1996) categorisation of vocabulary learning strategies. In the metacognitive category, the Malaysian ESL learners used *meaning-making strategy*, whereas in the cognitive category, they employed *consultation* and *using online dictionary strategies*. Simultaneously, the participants used *word repetition*, *visual association*, and *word comparison strategies* in the memory category. In the activation category, they used the strategy that involves *incorporating words with real-world contexts*. The findings have shown that ESL players are able to adapt their VLS in order to fulfil the needs to learn new English vocabulary in online games. In addition, the frequent use of VLS related to *consultation, incorporating words with real world contexts*, and *using online dictionary* have also aided ESL players in acquiring new English vocabulary in order to understand the storyline and quests in online games. Furthermore, the findings show that other less frequently used VLS also enable ESL players to learn new vocabulary while immersing themselves in the game.

Limitations

The limitations of the current study is related to the small sample size. The sampling of four participants is inadequate to give a comprehensive coverage of the different types of VLS used by ESL players during game-play sessions in order to acquire new English words. Hence, future studies related to this area of study should involve a bigger sample size in order to provide a more comprehensive coverage. Additionally, the current study does not investigate the effectiveness of other online gaming genres in looking at how ESL learners implement different VLS to learn a language.

Conclusion

The study resonates with the shift of teaching and learning paradigm due to the pandemic, in which most universities in Malaysia have opted to offer online classes for university programmes. Based on the findings, via MMORPG, these ESL players demonstrated that they use vocabulary learning strategies in order to learn the language and to better understand the online game. Due to this, it is clear that online gaming has the potential to be implemented beyond classroom instruction setting, in which educators can incorporate online games as a supplement to their online instruction. This will help students to be more motivated and engaged in online classes. As the study focuses on the use of VLS by ESL players within the MMORPG context, future researchers should consider conducting studies on the use of VLS by ESL players across multiple online gaming platforms.

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Exploring the Potential of Massively Multiplayer Online Role Playing Game as a Means of Acquiring Vocabulary for ESL Learners

Rino Shafierul Azizie Bin Shahrir[1], Ng Lee Luan[2]
Faculty of Languages and Linguistics, Universiti Malaya

Faculty of Languages & Linguistics

BACKGROUND OF THE STUDY

- In view of the present COVID-19 pandemic, it is pertinent to explore the relationship between the incorporation of online games and the ESL learners' use of vocabulary learning strategies (VLS) in beyond classroom learning environment.
- There is a lack of information on theories and studies that:
  - Explain language learning involving online games.
  - Explore the functionalities of online gaming related to language learning.
- Research Question: What are the vocabulary learning strategies used by Malaysian ESL players in MMORPG?

RESEARCH METHODOLOGY

The participants were placed in the same team to ease the identification of different VLS used.

The game-play sessions were video recorded in order to capture how participants use VLS.

The VLS used were grouped according to Gu and Johnson's (1996) Categorisation of VLS.

RESULTS AND ANALYSIS

Game-Related Vocabulary Learning Strategies	Frequency of Game-Related VLS Used				
	1st Session	2nd Session	3rd Session	4th Session	Total
Meaning-Making	1	1	-	2	4
Consultation	2	4	1	5	12
Using Online Dictionary	1	2	-	2	5
Word Repetition	-	1	1	-	2
Visual Association	1	1	-	1	3
Word Comparison	-	1	-	3	4
Incorporating Words with Real-World Contexts	1	2	-	3	6

Table 1: Types of VLS used during Game-play Sessions

DISCUSSION

- ESL players adapt their VLS in order to fulfil their needs to learn new English vocabulary in online games.
- The frequent use of VLS related to *consultation*, *incorporating words with real world contexts*, and *using online dictionary* by ESL players have aided them in acquiring new English vocabulary in order to understand the storyline and quests in online games.
- Other less frequently used VLS also enable ESL players to learn new vocabulary while immersing themselves in the game.

RESEARCH IMPLICATIONS

- Online games could be an alternative instructional approach that educators could incorporate as a part of supplementary enrichment learning activities that could enhance students' motivation in English vocabulary language learning.
- As part of initiatives linked to blended learning or "Flipped classroom", educators should be exposed as well as trained to adopt new technology such as digital games in enhancing their English language instruction.

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WEB-BASED APPLICATIONS SUPPORTING ENGLISH LANGUAGE EDUCATION FOR LEARNERS WITH DYSLEXIA: AN EVALUATIVE TOOLKIT

Saima Khan

Abstract

Framing remedial instructions for learners with reading disability requires sagacious endeavours. Essentially, the programs ought to run parallel to the individual need, which is often a challenging task. Assistive technology is the often sought solution in such a situation. A plethora of research is available regarding the use of technology for supporting English language education among dyslexic learners. Unfortunately, academics fall short in providing any comprehensive research with strong theoretical discourse. The present study is an attempt to fill this lacuna by providing a meticulous theoretical review and assessment of web-based applications available for English language education for dyslexic learners. This study aims at increasing awareness of the technological aid available for dyslexic learners in order to promote independent learning along with highlighting anomalies, if any, for refining them. Such a study would help English language educators in selecting web-based educational tools and drafting an effective curriculum for dyslexic learners in a pedagogically sound way.

Key Words

Dyslexia, English language education, assistive technology, independent language learning.

Background of Study

Learning Disabilities is an inclusive term, which encapsulates within itself a number of disorders manifested in the form of difficulty at several levels involving cognition, be it articulation, reading, writing, reasoning or other abilities (International Dyslexia Association, 2012). Dyslexia is the most frequently reported learning disorder and is considered as an educational problem, with difficulties that focus on weaknesses in the acquisition of literacy skills, therefore, the main emphasis of intervention should be educational and must concentrate on improving those skills (Snowling & Stackhouse, 2006).

Children with dyslexia, therefore, require additional modified instructions (special education) at an early stage to be at par with the rest (Torgesen, 2004). Special education raises questions on what are the contents taught, how it is being taught i.e. the methods of instruction, what are the materials and teaching aids used, and the time these students take in order to manifest progress. The growing need for work-from-home, social distancing laws and lockdown initiatives have led students to resort to home based independent learning approach, especially among learners with dyslexia.

The recent years have witnessed an immense consideration in English language instructions for dyslexic students. In an effort to help learners with special needs, the study probes the use of Computer Assisted Language Learning (CALL) for this purpose. The use of assistive technology and software for English language teaching is a recent trend that provides a promising future for special education (Sharan, 2014; Levy & Stockwell, 2006). Thus, there is a growing

need to introduce web-based learning aid to provide avenues of English language education for dyslexics even in times of pandemic.

Statement of Problem

The current scholarship focus on screening, diagnosing, and providing pre-learning support to English learners with dyslexia (Rello et al., 2018, 2019; Rauschenberger, 2018). The most recent studies highlight the use of CALL for dyslexic learners who are speakers of languages other than English (Aljojo, 2020; Vega et al., 2019). Regarding English language teaching to dyslexic learners, studies rest on the notions of highlighting the significance of CALL for dyslexia through empirical studies with particular software (e.g. Madeira et al., 2015; Kazakou et al., 2011). Several efficient software are used by dyslexic learners around the globe, but very few theoretical work has been undertaken for the same and thus, the academia lacks a comprehensive toolkit discussing them. This study is an attempt to fill this lacuna by providing a review of software that can be effectively used for English language teaching and learning in special education.

Significance of Study

As a recent trend, CALL is now being used for special education — both for English language teaching and learning. This study endeavours to gain a holistic view of the extent to which CALL is effective for dyslexic students. It presents a comprehensive review of the technologies — software, web-based applications and computer programs specifically designed for people with dyslexia, and discusses its practical success. The study aims to provide guideline to academicians and teachers working in this direction and to help in increasing awareness about the potential technology for aiding English language special education. The study also aims to assist in designing English language learning materials based on the use of multimedia and computer technology in a pedagogically sound way. Furthermore, such a study comes in handy for both English language teachers and learners as a toolkit while making decisions for selecting, drafting and practicing curriculum for dyslexic learners. Its praxis manifests itself both within and outside the English language classroom.

Research Questions

This paper addresses the following research questions:

1. What is the nature and extent to which technology can support English language education for learners with dyslexia?
2. What are the types of comprehensive software available for assisting English language learning for dyslexic learners?
3. What are the problem areas in dyslexic students ameliorated by assistive technology?
4. What are the future possibilities regarding the use of technology in English language learning and teaching for special needs students?

Method

This study systematically discusses the software available for English language learning and teaching for dyslexic learners, and therefore adopts an explanatory approach with descriptive research methodology. For discussing the theoretical aspect of the study, it predominantly relies on secondary data made available by past researches in this field. By analysing the software and the aspects they cater to the dyslexic learners, inferences are deduced about the use of CALL for individuals with dyslexia. The researcher has enlisted and elaborated on the theoretical as well as the practical aspects of the notion as well.

Findings and Discussion

This section discusses some significant, effective, and accessible web-based applications available as assistive technology for English learners with dyslexia. Each of the application is discussed in the light of its functional objective, efficacy, aspects of dyslexia ameliorated, as well as accessibility.

- GraphoGame

GraphoGame is an educational game for young learners with initial signs of dyslexia by targeting problem areas relating to English phonic skills and phonemic fluency by providing e-learning interactive environment (Borleffs et al., 2017). It is one of the most extensive study based application with efficient outcome (e.g., Kyle et al., 2013; Lyytinen et al., 2015).

- Nessy

Based on the Orton-Gillingham principles of teaching and learning, Nessy aims at improving the damaged skills of English reading, writing and spelling. Core phonic skills of phoneme-grapheme correspondence, syllable identification, word recognition as well as skills of vocabulary and fluency along with comprehension are sought to develop among learners with dyslexia.

- Wordshark

This is one of the earliest applications designed to cover a wide range of learning difficulties including dyslexia. It assists learners with their memory in acquiring skills of reading and spelling. The software is designed for children from 5 to 15 years of age, including a database of over 10,000 words and more than 50 games to choose from, along with customizable settings, presented as easy and manageable English language learning games.

- Spellzone

Spellzone is an inclusive online English spelling course designed for individuals with dyslexia as well as learners of English as a foreign language. Designed for students of seven years of age and adults, the program includes thousands of pages of teaching and interactive practice exercises. The application begins with spelling ability tests to measure the current competence of the learner and thus provides flexible individualized learning through multi-sensory activities and tasks.

- IDL Literacy

This cloud based multi-sensory intervention program aims at assisting children having dyslexia with English reading and writing. The program operates at refining letter and word recognition, through incorporating bright graphics and layout, for improving literacy skills.

- Starfall

This web-based application offers friendly learning environment to preschool and kindergarten learners with dyslexia. It contains four levels beginning from basic to advance – from ‘learning ABCs’, ‘early beginning reading’, ‘intermediate beginning reading’, finally to the ‘advanced beginning reading’.

- Dyseggxia

Rello, Otal & Pielot (2014), presented the first approach to improve spelling skills of learners with dyslexia – Dyseggxia. The game displays an incorrect word that the player is required to correct. The game contains 5,000 exercises for English and Spanish language.

The following are the key findings deduced from the above discussion:

- These applications provide effective academic outcomes.
- Multi-sensory features hold the interests of learners.

- Flexible layouts assist in reading with considerably lesser efforts.
- Gradable tasks ensure effective learning.
- Immediate feedback reduces frequently occurring errors.
- Promote independent English language learning
- Cost effective and accessible.

Conclusion

Crafting curriculum, both at home and in school, around CALL produces efficient output by providing easy access, personalized teaching-learning environment and lucid presentation which assists learners with dyslexia who struggle with memory deficit or sequencing issues. Since, researches reveal that people with dyslexia use “five times of the overall brain area as non-dyslexic readers while performing a simple language task” (Richards et al., 1999; as cited in Greene, 2006); thus CALL’s coherent multi-sensory feature of graphics, sounds, visuals, etc. help to hold the interests of dyslexics, which otherwise lacks due to the exceeding demand on cognition while reading or comprehension. Moreover, the possibility of personalized flexible layouts assists in reading with considerably lesser efforts. Although, the applications discussed fall short in catering to varying degrees of dyslexia and are not essentially designed for adult learners. This paper presents a comprehensive discussion of web-based applications for English language learners having dyslexia. Such a study is unique in its approach as it elucidates the potential support that technology offers for language education. It would also serve as a theoretical guide for adopting technology for English language special education especially in the present scenario where home-based teaching and learning is practiced especially in special educational context. It is an effort to remove the barriers in the path of education and to assist dyslexic learners in making rational decisions while resorting to technology-based English language education and to help them adapt to the changing times.

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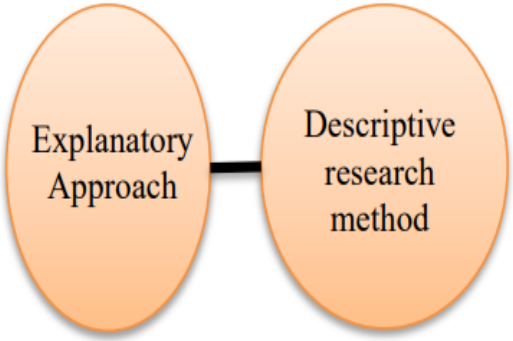
Web-based Applications Supporting English Language Education for Learners with Dyslexia: An Evaluative Toolkit

Introduction & Significance

- Holistic view of the extent to which CALL is effective for dyslexic students.
- A comprehensive review and assessment of web-based applications designed for people with dyslexia.
- Assist in designing English language learning materials based on the use of technology in a pedagogically sound way.
- Comes in handy for both English language teachers and learners as a toolkit while making decisions for selecting, drafting and practicing curriculum for dyslexic learners.
- Its praxis manifests itself both within and outside English language classroom.

Methodology



Research Questions

- Nature and extent of technological support?
- Types of software available?
- Problem areas ameliorated by assistive technology?
- Future possibilities regarding the use of technology in English language special education?

Discussion

Web-based apps for dyslexic English language learners-

- ❑ GraphoGame
- ❑ Nessy
- ❑ Wordshark
- ❑ Spellzone
- ❑ IDL Literacy
- ❑ Starfall
- ❑ Dyseggxia

Spelling	Nessy	Wordshark	Spellzone	IDL Literacy	Dyseggxia
Reading	Nessy	Wordshark	IDL Literacy	Starfall	
Phonics skills	GraphoGame	Nessy	Starfall		
Writing	Nessy	IDL Literacy			
Grammar	Nessy				
Comprehension	IDL Literacy				

Conclusion

- ✓ Effective academic outcomes
- ✓ Multi-sensory features hold the interests of learners
- ✓ Flexible layouts assist in reading with considerably lesser efforts
- ✓ Gradable tasks
- ✓ Immediate feedback
- ✓ Promote independent English language learning
- ✓ Cost effective and accessible

- ○ Does not cater to varying degrees of dyslexia
- ○ Not for adult learners with dyslexia

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MASTER CATEGORY

ATTRIBUTES OF A GOOD TEACHER: AS PERCEIVED BY DIGITAL MEDIA DESIGN UNDERGRADUATES AND TEACHERS

Tan Chin Seng

Abstract

A good teacher brings positive impacts on students' academic achievements. Yet, there is no single set of agreed-upon attributes of a good teacher because different stakeholders may have varying ideas concerning what makes a good teacher. This study was carried out to examine the perception of undergraduate students and teachers on the attributes of a good teacher. The study was conducted using mixed methods research methodology and the data collected was analysed using Lowman's two-dimensional model of effective college teaching. The result shows that the teachers think a good teacher should be knowledgeable enough to offer effective education, concern about students' academic progression and help them excel in their study. However, students think a good teacher should respect their individuality, inspire and encourage them for further improvement as well as show interests in them. The subjectivity of perceptions has confirmed that the attributes of a good teacher must not be generalised.

Key Words

Good teachers, Lowman's Two-Dimensional Model, effective college teaching, students' perceptions, attributes of good teachers

Background of Study

In school systems, good teachers are generally accepted as someone who can bring positive impacts on students' academic achievements. They are assessed based on their certifications and paper qualifications (Norman, 2010). However, theories emerged in the 2010s suggest that a good teacher cannot be measured solely based on the descriptions of skills and paper qualifications. A student's achievement does not correlate to the teacher's qualification, length of practice, and the number of professional courses the teacher has taken (Harris & Sass, 2010; Zagyváné Szűcs Ida, 2017). In contrast, it correlates significantly to the teacher's attributes such as being caring, enthusiastic, and motivated. Studies have shown different findings because a good teacher's attributes are rather extensive and complex (Devine, Fahie, & McGillicuddy, 2013), and the perceptions vary between different stakeholders (Zagyváné Szűcs Ida, 2017). Nimmer and Stone (1991) reported that students' perceptions of a good teacher were influenced by their academic experiences, preferences, background and social status. Bullock (2015) and Komarraju (2013) provided additional evidence that students' perceptions are also subjected to their age, gender, motivation and self-concept. Bullock (2015) found that students tended to describe good teachers using personality characteristics while teachers emphasised the ability qualities when describing good teachers.

Statement of Problem

The idea of a good teacher varies among different age groups of students (Bullock, 2015; Komarraju, 2013; Nimmer & Stone, 1991; Samples & Copeland, 2013; Zagyváné Szűcs Ida, 2017). Teachers' perceptions can be influenced by their past experiences and vary from those of students (Bullock, 2015; Bekereci, 2017). There is no definite answer to what makes a good teacher because it depends on the people who answer the question, their social background and the time they are asked. The subjectivity in student and teacher perceptions indicates that the attributes of a good teacher must not be generalised. Hence, this is identified as a research gap that needs to be filled in this study.

Significance of Study

A student's academic achievement does not correlate to the teacher's qualification, length of practice, and the number of professional courses the teacher has taken. In contrast, it correlates significantly to the teacher's attributes such as being caring, enthusiastic, and motivated (Harris & Sass, 2010; Zagyváné Szűcs Ida, 2017). Yet, there is currently no single list of agreed-upon attributes of a good teacher.

This study makes the broad concept of a good teacher more explicit and concrete. It allows the academic management and in-service teachers to think again on the attributes of a good teacher. If teachers know students' views, they can use this information for more effective self-assessment and professional development. The academic management can utilize it in the recruitment process to help identify good teachers who are capable to teach well. Ultimately, it is hoped that this process will lead to the attainment of the most desired educational outcomes.

Research Questions

1. What are Digital Media Design students' perceptions of a good teacher?
2. What are Digital Media Design teachers' perceptions of a good teacher?
3. Are there any differences on the perceptions of a good teacher between the students and the teachers?
4. What are the important attributes of a good teacher according to teachers and students' perceptions?

Method

The research methodology was guided by reference to past studies undertaken on the same topic (Bullock, 2015; Sample & Copeland, 2013; Ram Kumar Selvaraju & Toor, 2016). Data were collected in three phases, starting with semi-structured interviews, followed by survey questionnaires and classroom observations.

Firstly, the data collected from interviews were transcribed verbatim and analysed several times to ensure the validity of interpretation. Adjectives and phrases that describe a good teacher were identified and labelled using the descriptors from Lowman's two-dimensional Model of Effective College Teaching (1995). The descriptors were then tracked for the frequency of which they were mentioned.

Then, the 20 most frequently mentioned descriptors were used to design a five-point Likert type questionnaire. The questionnaire consists of 20 items and was pilot tested for validity before administered to participants. The data collected were tabulated and used to identify the mean and Standard Deviation (SD).

Finally, class observations were conducted to examine teachers' teaching practices and conduct in his or her natural setting. A fieldnote and a checklist, which consists of descriptors identified from the interviews earlier, were used to collect data. This data was used to further validate the data collected from the interviews earlier.

Findings and Discussion

The data suggest that teachers and students somewhat have different perceptions pertaining to the attributes that make a good teacher. The teachers think they must be knowledgeable about the subject matter, concerned about students' academic success and help them excel.

On the other hand, students want teachers to encourage them and respect their individuality. Teachers are also expected to inspire them for further improvement and show interest in their educational journey.

Consistent with other studies, this research confirms that good teachers communicate, encourage students, inspire them to do better and possess in-depth knowledge on the subject matter they are teaching (Feng Su & Wood, 2012). It also finds that connecting with students emotionally, respecting their individuality and show interest in their educational progression are deemed as attributes of good teachers (Bain, 2004; Hattie, 2008).

The most obvious finding to emerge from the study is that Digital Media Design students and teachers perceive good teachers differently. It strengthens the idea that teachers' perceptions are often varied from that of students. This highlights the importance to understand students' perceptions in order for the teachers to acknowledge students' realities and become more efficient in their teaching approaches.

Limitations

This study involved a specific class of students selected using convenience sampling. As students from different age group, years in college and cultural background may have different perceptions, the results may not be generalised.

The correlation between gender and participants' perception was not analysed. Besides, it was not possible to analyse statistically due to the small sample size and uneven distribution of genders over numbers.

This study did not investigate the correlation coefficient of a good teacher and the educational outcomes. Therefore, it does not answer whether a good teacher has influences on students' learning experience and performance.

Conclusion

The measurement of good teaching in higher education is becoming overly emphasized on the descriptions of skills and paper qualifications (Harris & Sass, 2010; Zagyváné Szűcs Ida, 2017). The argument, however, is not that a good teacher does not need to be skilled in the area of practice, but rather that this alone is too reductionist (Carr, 2002). Although skills and techniques are significant in good educational practice, they cannot characterise a teacher's responses to good teaching.

Future research should measure the correlation between participants' gender and perceptions because significant differences were identified between the importance women attributed to the dimensions of good teaching when compared to men (Fadia Nasser-Abu Alhija, 2016).

Feng Su and Wood (2012) ascertain that the student-teacher relationship can help to set the right tone and climate for effective learning. Therefore, future research can also study the correlation coefficient of a good teacher and the educational outcomes.

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ATTRIBUTES OF A GOOD TEACHER

As perceived by Digital Media Design undergraduates and teachers

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MASTER CATEGORY

DIRECT AND INDIRECT WRITTEN CORRECTIVE FEEDBACK AMONGST ESL LEARNERS: A MALAYSIAN TERTIARY CONTEXT

Tang Tuck Mun

Abstract

This study aimed to explore the extent to which ESL learners' accuracy in past tense use improves as a result of direct and indirect written corrective feedback (WCF) and other factors that may contribute to ESL learners' accuracy in past tense use resulting from direct and indirect WCF. A mixed-method design was employed in this study. Quantitative data was collected using a pre-test, an immediate post-test, and a delayed post-test whilst qualitative data was collected via interviews. 80 undergraduates took part in this study, and they were divided into two treatment groups equally. Both groups were given direct and indirect WCF, respectively. The analysed quantitative data showed that the direct WCF group performed better than the indirect WCF group. As for the qualitative data, three main themes (factors) emerged from the thematic analysis. They were learners' attitudes towards the WCF provided, learners' thinking effort, and scaffolding. The study has arrived at two implications: methodological and pedagogical with a recommendation for further study in the Malaysian tertiary context.

Key Words

writing, past tense, WCF, ESL, Malaysian tertiary context

Background of Study

Where the importance of the English language is highly emphasised, the increasing need for the language has spurred all tertiary institutions in Malaysia to offer varieties of English language courses to assist their learners in the mastery of the language upon their enrolment at the institutions. These varieties of English language offered are also in response to the great emphasis on the importance of the English language as prescribed in the Malaysia Education Blueprint 2015-2025 (Higher Education) (2015). As reported in the blueprint, proficiency of the language, especially the English language, is crucial to succeed in the 21st century, and that has been highlighted by employers to be one of the many aspects that Malaysian graduates are lacking. The current focus by the Ministry of Education Malaysia on the need to further strengthen the English language education system in Malaysia calls for research to be designed on how to support and assist Malaysian learners in improving their English language proficiency where excellent writing skills are amongst the crucial skills.

Statement of Problem

For beginners, writing has been considered to be an essential skill if not the most important amongst the four language skills (Kaur, Othman, & Abdullah, 2008). It is an extremely complex cognitive activity as writers are required to show the ability of variables control simultaneously (Nunan, 1989; Sabariah & Chan, 2008; Sharifah, Rashidah, & Aidah, 2010). Hence, it becomes more daunting for ESL learners, and this always poses a significant challenge to educators.

Furthermore, the ability to function in the target language (TL) in everyday life is very crucial for ESL learners' interest as well as motivation is enhanced to learn the language (Fauziah & Nita, 2002). In order to assist ESL learners in improving their writing in terms of accuracy, one of the most used methods by ESL educators is written corrective feedback (WCF). A considerable number of studies have been conducted on WCF since Truscott (1996) raised a few theoretical issues. However, there are still no conclusive findings as to the efficacy of WCF for language learning. Due to that, this study tries to study and ascertain the efficacy of direct and indirect WCF in the Malaysian tertiary context.

Significance of Study

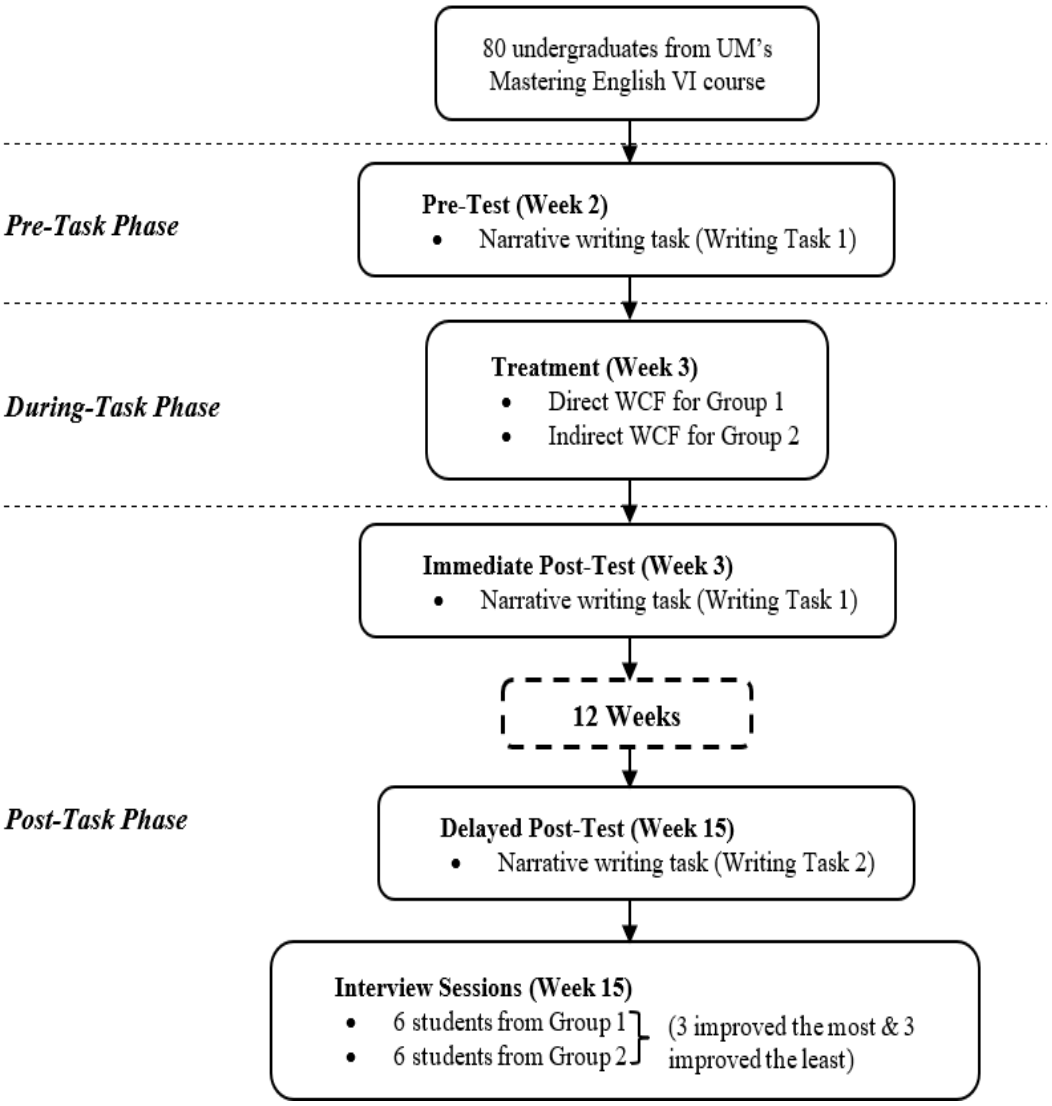
There is a number of studies have shown positive effects of WCF on ESL learning but the findings are not conclusive. Hence, the results of this study may corroborate other prior studies' findings, specifically in the Malaysian context. Verb tense is selected because studies (Darus & Subramaniam, 2009; Janaki, Chithra, & Karen, 2013) have found that Malaysian ESL learners made a lot of verb tense errors in their writing. The selection will help in expanding the scope of corrective feedback (CF). Also, as this study focused on ESL learners who were at the upper-intermediate level of proficiency, the results generated will be able to add to the body of knowledge of prior studies in assisting ESL educators in finding an effective approach in providing direct or indirect WCF to Malaysian ESL learners at tertiary level. Research on Malaysian ESL learners' perception of WCF methods has been carried out at the tertiary level, and this study, which also looks into the same might reveal other factors that ESL educators should consider when WCF is provided.

Research Questions

1. To what extent does ESL learners' accuracy in the use of past tenses improve as a result of direct and indirect WCF?
2. What are the ESL learners' perceptions of WCF on their writing?

Method

An overview of the data collection procedure:



Descriptive analysis was employed to analyse and report the percentage on the wrong usage of the targeted function. Each target error category was marked according to whether the past tense forms used are correct or incorrect to measure the accuracy rate. As for the information gathered from the interviews, it was translated into English and verified by a peer who had attended the General Translation Course by the Malaysian Institute of Translation & Books (ITBM) before the information was classified into different categories based on a thematic approach. This analytical approach was chosen to identify the detailed account of various patterns and themes emerging from the responses. The model which has been selected was the model suggested by Braun and Clarke (2006).

Findings and Discussion

Direct WCF group: The ESL learners did not just copy the answer without reading through and understanding the feedback provided. They noticed the correct target forms and structure based on the corrected errors. The result does not corroborate the claim by Katayama (2007) that direct WCF was ineffective where ESL learners were not given the opportunity to recognise and self-correct their errors but merely allowed the ESL learners to copy the correction given.

Indirect WCF group: The ESL learners found it difficult to understand the writing correction symbols in the beginning but were able to cope as the feedback encouraged them to think. They went beyond noticing their errors and explored the corrected errors further.

Both groups have shown improvement in both the immediate post-test and delayed post-test. This finding corroborates the findings by studies (Bitchener et al. 2005; Bitchener & Knoch, 2008a, 2008b) which discovered that the employment of WCF appeared to have a positive effect over time.

Learners' Attitude towards the WCF Given: Both groups believed that the WCF assisted them in improving their writing accuracy. This finding corroborates the finding that WCF can help improve the accuracy of writing where the efficacy is dependent on other variables such as the context, the nature of the written task and the L2 learners' level of proficiency (Kang and Han, 2015). It also seems to corroborate the finding by Abadikhah and Ashoori (2012) where the positive effect of WCF is due to the fact that WCF allows the L2 learners to engage in hypothesis-testing.

Learners' Thinking Effort: Less thinking effort involved when direct WCF was provided and more thinking effort was involved when learners were provided with indirect WCF. This process can be related to a study done by Cumming (1995, cited in Hyland & Hyland, 2006) where the study found that ESL learners focused more on form-focused feedback when they were learning for academic purposes. Furthermore, Ellis (2009) also notes that when a specific linguistic rule is focused, WCF will be able to promote the process of learning and acquisition effectively.

Scaffolding: Learners preferred scaffolding by peers, and this allowed them to involve actively in the discussion when trying to understand the error corrected by their teacher. Scaffolding by teachers served as error detection.

Limitations

The present study collected data from only eighty ESL learners from the University of Malaya. Therefore, the results generated cannot be generalised and do not represent all the ESL Malaysian undergraduates. Not only that, the current study is limited to only a twelve-week gap between the immediate post-test and delayed post-test. Furthermore, in terms of analysis, the present study only employed simple descriptive statistics when analysing the quantitative data. Therefore, it posed a threat to the reliability and validity of the findings.

Conclusion

The present study showed that to some extent, direct and indirect WCF are both effective in helping ESL learners improve their writing accuracy when these feedback types are provided for the use of past tenses. The study found that indirect WCF had left a more profound impression amongst the ESL learners as it encouraged ESL learners to think and engage actively in a discussion when their peers are involved in scaffolding. The study further found that other factors that affect the efficacy of the said feedback types were learners' attitude towards the WCF given, learners' thinking effort, and scaffolding. Based on the limitations identified, for future study, it is recommended that more ESL learners from different universities are included in the study. Other criteria that can be considered will be the age, proficiency level of the ESL learners, and the ESL learners' background. These criteria will ensure that a more thorough finding can be generated. Also, a longer gap is recommended to explore further how long the effect of WCF can last. Finally, a reliability and validity test is recommended to be carried out by piloting the future study to generate more reliable and valid findings.

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TANG Tuck Mun
Universiti Malaya
lincolntang@um.edu.my

ABSTRACT

This study aimed to explore the extent to which ESL learners' accuracy in past tense use improves as a result of direct and indirect written corrective feedback (WCF) and other factors that may contribute to ESL learners' accuracy in past tense use resulting from direct and indirect WCF. A mixed-method design was employed in this study. Quantitative data was collected using a pre-test, an immediate post-test, and a delayed post-test whilst qualitative data was collected via interviews. 80 undergraduates took part in this study, and they were divided into two treatment groups equally. Both groups were given direct and indirect WCF, respectively. The analysed quantitative data showed that the direct WCF group performed better than the indirect WCF group. As for the qualitative data, three main themes (factors) emerged from the thematic analysis. They were learners' attitudes towards the WCF provided, learners' thinking effort, and scaffolding. The study has arrived at two implications: methodological and pedagogical with a recommendation for further study in the Malaysian tertiary context.

Keywords: writing, past tense, WCF, ESL, Malaysian tertiary context

INTRODUCTION

- The current focus by the Ministry of Education Malaysia on the need to further strengthen the English language education system in Malaysia calls for research to be designed on how to support and assist Malaysian learners in improving their English language proficiency where excellent writing skills are amongst the crucial skills.
- In order to assist ESL learners in improving their writing in terms of accuracy, one of the most used methods by ESL educators is written corrective feedback (WCF). A considerable number of studies have been conducted on WCF since Truscott (1996) raised a few theoretical issues.
- However, there are still no conclusive findings as to the efficacy of WCF for language learning. Due to that, this study tries to study and ascertain the efficacy of direct and indirect WCF in the Malaysian tertiary context.
- There is a number of studies have shown positive effects of WCF on ESL learning but the findings are not conclusive. Hence, the results of this study may corroborate other prior studies' findings, specifically in the Malaysian context.

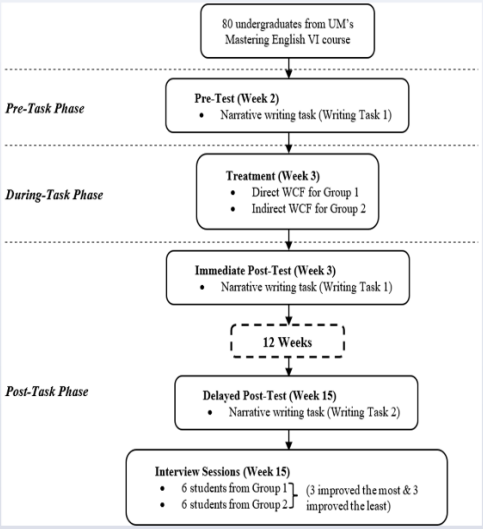
RESEARCH QUESTIONS

- To what extent does ESL learners' accuracy in the use of past tenses improve as a result of direct and indirect WCF?
- What are the ESL learners' perceptions of WCF on their writing?

MATERIALS AND METHODS

DESIGN & DATA COLLECTION PROCEDURE

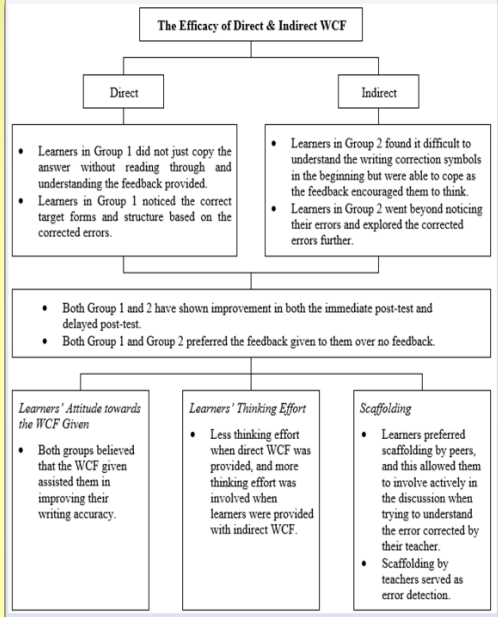
This study was investigated using mixed methods and an embedded design was selected.



DATA ANALYSIS

- Descriptive analysis was employed to analyse and report the percentage on the wrong usage of the targeted function. Each target error category was marked according to whether the past tense forms used are correct or incorrect to measure the accuracy rate.
- As for the information gathered from the interviews, it was translated into English and verified by a peer who had attended the General Translation Course by the Malaysian Institute of Translation & Books (ITBM) before the information was classified into different categories based on a thematic approach.
- This analytical approach was chosen to identify the detailed account of various patterns and themes emerging from the responses. The model which has been selected was the model suggested by Braun and Clarke (2006).

SUMMARY OF KEY FINDINGS



LIMITATIONS / RECOMMENDATIONS

- Only 80 ESL learners from the University of Malaya. Therefore, the results generated cannot be generalised and do not represent all the ESL Malaysian undergraduates. for future study, it is recommended that more ESL learners from different universities are included in the study. Other criteria that can be considered will be the age, proficiency level of the ESL learners, and the ESL learners' background.
- Not only that, the current study is limited to only a twelve-week gap between the immediate post-test and delayed post-test. For future study, a longer gap is recommended to further explore how long the effect of WCF can last.
- In terms of analysis, the current study only employed simple descriptive statistics when analysing the quantitative data. Therefore, it posed a threat to the reliability and validity of the findings.

CONCLUSION

- The present study showed that to some extent, direct and indirect WCF are both effective in helping ESL learners improve their writing accuracy when these feedback types are provided for the use of past tenses.
- The study found that indirect WCF had left a more profound impression amongst the ESL learners as it encouraged ESL learners to think and engage actively in a discussion when their peers are involved in scaffolding.
- The study further found that other factors that affect the efficacy of the said feedback types were learners' attitude towards the WCF given, learners' thinking effort, and scaffolding.

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BIODATA

TANG Tuck Mun has recently completed his Master of English as a Second Language programme from the University of Malaya. He is currently teaching English language proficiency and communicative courses at the University of Malaya, Malaysia. He enjoys teaching and exploring how ESL learners acquire and learn the English language.

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MASTER CATEGORY

THE EFFECTS OF SIMULATION TOWARDS ENGLISH VERBAL COMMUNICATION SKILLS OF COACHING PROGRAM STUDENTS

Tang Tsiao Yin
Assoc. Prof. Dr. Raja Nor Safinas binti Raja Harun

Abstract

This study aimed to investigate the effects of simulation towards English verbal communication skills of coaching program students. This study was conducted on 58 semester 4 coaching students in a teacher education university in Perak. Data were collected through pre and post English verbal communication skills tests, semi-structured interview, observation, reflective journals and debriefing feedback forms. Six simulation interventions were carried out in six weeks. The results of the pre and post English verbal communication skills tests revealed that there was a significant difference $t(28)=11.499$, $p < .05$ in the English verbal communication skills of students involved in simulation technique. The responses from the semi-structured guided interview and debriefing feedback forms indicated that the students like simulation technique as they could practice English verbal communication in the real-world coaching situations. Based on the findings of observation and reflective journals, it proved that the students' performance improved in each intervention. As a conclusion, simulation technique has improved the English verbal communication skills of the coaching program students especially in giving instructions in coaching.

Keywords

Simulation, English verbal communication skills, Coaching program students

Background of study

Verbal communication skill is one of the 21st century skills outlined in Malaysia Education Blueprint 2015-2025 (Higher Education). The ability to master English language has become the goal for most students. Realizing the urgency of improving Malaysian students' verbal communication proficiency, there is a need to shift from purely linguistic and degree-related content area to teaching English for communication in real-life situations (Thomas et al., 2016). Adi (2012) has emphasized that students should be taught communicative English so that they are able to use and apply English as a medium of communication. Hence, the teaching and learning of English verbal communication skills focus on enabling the student to communicate in English clearly by articulating their ideas and thoughts effectively in various contexts and forms. Via simulation activities which emulate the real coaching paradigm and expose the students to the target language contexts, the students can set their communication goals, plan responses and take control of the execution of their plans, thus enabling them to become more communicatively competent (Tania, 2002). By making students as active participants in the learning of English in an authentic and meaningful context such as simulation, students are able to practice the language and thus develop their verbal communication skills.

Statement of problem

The English language proficiency and verbal communication skills of Malaysian graduates are of unsatisfactory level (Nath et al., 2017; Clarvie & Fauziah, 2013; Kaur, 2013 & Hiew, 2012). Hariati and Lee (2011) have claimed that many university graduates are not able to transfer their academic knowledge or articulate their thoughts during interviews due to poor command of English. It is noted that verbal communication skills are essential in the process of coaching sports activities. The coaching industry and commercial ventures look for versatile graduates who are equipped with good English proficiency in sports communication. However, most Malaysian coaches are generally not trained on their English and verbal communication skills. Even though they are well equipped with coaching skills and knowledge, they could not deliver the knowledge and express themselves well during the coaching process**.** The traditional pedagogical techniques of teaching English verbal communication skills through games, lectures, presentations, exercises, tests, and papers often fail to replicate the real world (Shellman, 2006). Simulations, on the other hand, put students in realistic situations that allow them to participate affectively, behaviorally, and cognitively (Silvia, 2012). Simulation introduces the aspect of realism into the students' learning experience and thus promotes long-term retention of course material.

Significance of study

By investigating the verbal communication problems faced by the Coaching program students and solve them through simulation technique, offers the knowledge of effective verbal communication skills and techniques to the students to practice and to develop verbal communication skills. From the pedagogical standpoint, this study opens doors for both teachers and researchers to draw attention to simulation technique and its application in ESL verbal communication classes and ESP classes. Researchers can plan for further studies on English for Coaching Purpose and come out with an effective module on enhancing the English verbal communication skills of Coaching program students. By tapping into the verbal communication problems encountered by higher education students and solving it with simulation technique, the lecturers and language teachers can provide students with necessary guidance to communicate in English and thus produce employable English medium graduates with sound working knowledge of English to compete with national and international labour market.

Research questions

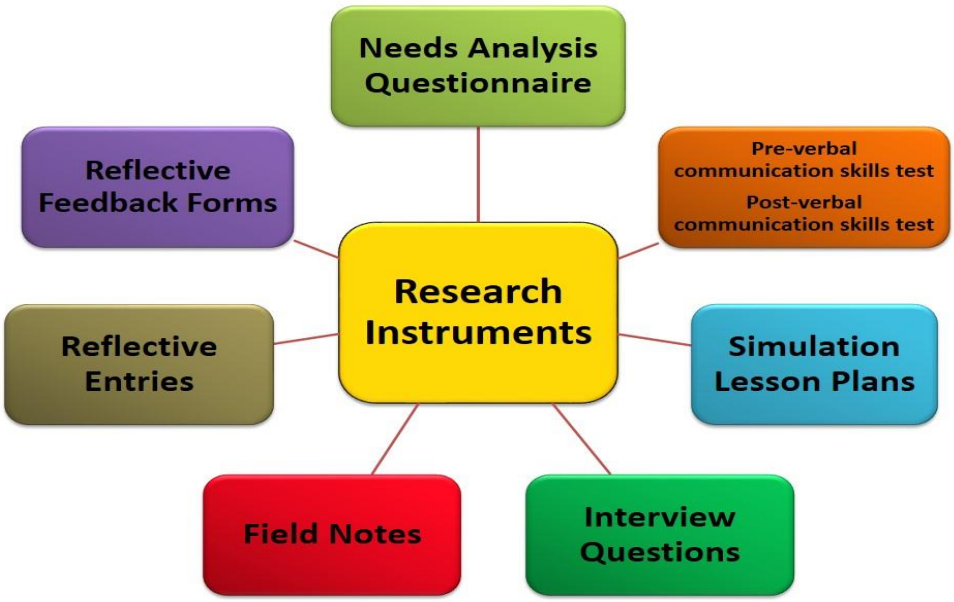
The study is guided by the following research questions:

1. Is simulation technique effective in improving the English verbal communication skills of Coaching program students?

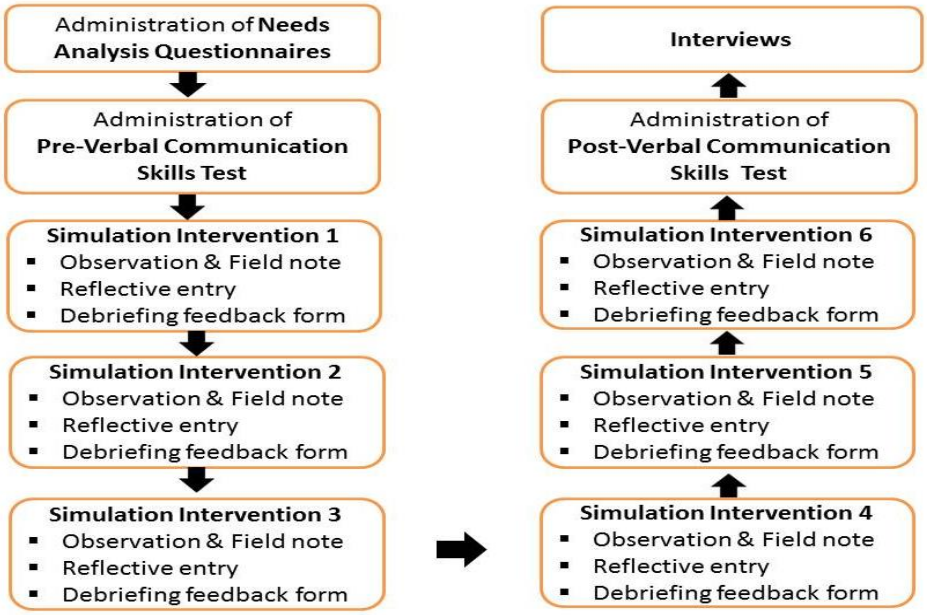
2. How do the students perceive the use of simulation in teaching English verbal communication skills?

Method

The samples were selected using convenience sampling. 58 semester 4 Coaching program students who are pursuing Bachelor in Education - Sport Science and Coaching were selected as samples. The instruments employed in this study are shown on the following diagram.



First and foremost, the researcher obtained the permission to conduct the study from the lecturers of the Faculty of the Sports Science and Coaching. Next, the relevant literature was reviewed to establish the theoretical background of the study. Then, the needs analysis questionnaire was prepared and administered. Based on the needs of the students, the simulation lesson plans were prepared and validated. A pilot study was conducted on 54 semester 8 students from the Bachelor of Education - Sports Science and Coaching program students who do not participate in the actual study. The pre-verbal communication skills test was administered before the implementation of the 6-weeks simulation intervention. Post-verbal communication skills test was administered to the students. The results of both pre and post tests were statistically analyzed. The findings of the study, based on the interview questions, reflective entries, field notes and debriefing feedback notes, were analyzed and discussed.



Framework of Analysis

No.	Data	Data analysis techniques
1	Needs analysis questionnaires	Descriptive and frequencies analysis: Mean and percentages
2	The pre-test scores	Descriptive analysis: Mean Inferential analysis: t-test
3	The post-test scores	Descriptive analysis: Mean Inferential analysis: t-test
4	The interview responses	Qualitative analysis: Thematic
5	Field notes	Qualitative analysis: Thematic
6	Reflective entries	Qualitative analysis: Thematic
7	Debriefing feedback responses	Qualitative analysis: Thematic

Findings and discussion

1. *Is simulation technique effective in improving the English verbal communication skills of Coaching program students?*

Based on the SPSS analysis, the experimental group scored better in the verbal communication skills test. The independent sample t-test result showed that the English verbal communication skills between the control group and the experimental group were statistically different ($P < .05$) after the 6-simulation intervention. This indicates that simulation technique is effective in improving the English verbal communication skills of Coaching program students

From the field notes and the reflective entries, the findings can be concluded according to 3 main themes, i.e. lack of practice of English verbal communication skills, students' response and attitude during simulations and the role of teacher in debriefing process.

2. *How do the students perceive the use of simulation in teaching English verbal communication skills?*

Based on the semi-structured interview sessions, the students felt that simulations allow them to acquire knowledge in an active way. Simulations increase their fluency and they were able to learn the appropriate social and cultural rules in different coaching circumstances. Next, the students felt that simulations are fun and enjoyable. Apart from that, simulations promote interaction and motivation among students.

Based on the debriefing feedback forms, the students improved their English verbal communication skills in a few aspects, namely, i) using correct cues, ii) giving instruction, iii) giving explanation, iv) maintaining eye contact, v) speaking with confidence, vi) pronouncing words correctly.

Limitations

Firstly, the length of the study was short. Six simulations were carried out within the duration of six weeks. Besides, the simulation activities planned in the lesson plans were only restricted to indoor fitness exercises. Hence, the intervention only covered part of coaching course and cannot represent the whole sport and coaching industry. The students' simulation experience would be more comprehensive if the researcher would involve outdoor coaching activity such as coaching football games, coaching Taekwon-do training and others. Next, some of the students were doing translation (from Malay language to English) during the intervention. The researcher could not control the students in making them to communicate in English only.

Conclusion

In conclusion, it is proven that simulation is effective technique in teaching English verbal communication skills to Coaching program students. The positive responses found in the field notes and reflective entries depicted the students' acceptance of the implementation of

simulations in their language classroom. Via the simulation interventions, the teacher creates a rich communicative environment through many scenarios so that students can practice real-life coaching behaviors in a realistic environment. The study implied that simulation is suitable to be used to improve English verbal communication skills among Coaching program students or other programs if proper adaptations are made. Future studies can be carried out across subjects of different programs, such as Accounting and Arts. It is recommended to conduct the studies involving larger population at other locations. By including a larger amount of participants, generalization of the findings can be made.

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THE EFFECTS OF SIMULATION TOWARDS ENGLISH VERBAL COMMUNICATION SKILLS OF COACHING PROGRAM STUDENTS

Tang Tsiao Yin, Safinas Raja Harun
Sultan Idris Education University

PROBLEM STATEMENT

Many university graduates are not able to transfer their academic knowledge or articulate their thoughts during interviews due to poor command of English. The traditional pedagogical techniques of teaching English verbal communication skills through games, lectures, and presentations often fail to replicate the real world (Shellman, 2006)

SAMPLES

58 semester 4 Coaching program students who are pursuing B.Ed. Sport Science and Coaching

RESEARCH QUESTIONS

1. Is simulation technique effective in improving the English verbal communication skills of Coaching program students?
2. How do the students perceive the use of simulation in teaching English verbal communication skills?

LIMITATIONS OF STUDY

1. The length of the study was short.
2. The simulation activities planned were only restricted to indoor fitness exercises.
3. Some students were doing translation (from Malay language to English) during the intervention.

THEORIES

1. Communicative Competence Theory (Hymes, 1972)
2. Second Language Acquisition Theory (Krashen, 1981)
3. Social Constructivism Theory (Vygotsky, 1980)
4. Social Learning Theory (Bandura, 1977)

FINDINGS

1. Simulation is effective in improving the English verbal communication skills of Coaching program students as the English verbal communication skills of control group and the experimental group were statistically different ($P < .05$) after the 6 simulation interventions.
2. The students felt that simulations are fun and enjoyable, allow them to acquire knowledge in an active way and increase their fluency.

SIGNIFICANCE OF STUDY

1. Offers the knowledge of effective verbal communication skills and techniques to the students to practice and develop verbal communication skills.
2. Opens doors for both teachers and researchers to draw attention to simulation technique and its application in ESL verbal communication classes.

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BIODATA OF THE AUTHORS

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BIODATA

Adelaide Woo graduated in Diploma in TESL and currently completing her B.Ed. (Hons.) in TESL at UNISEL. Her research interest involves Games in Education and Interactive Learning in Primary School.

Aishah Hj Othman is A Form Six Academic Teacher at the Form Six Center, Keladi Secondary School, Kulim Kedah. Her area of interest is in production skills i.e. the teaching of Writing and Speaking for MUET learners. She has conducted various classroom action research to identify possible solutions for overcoming challenges in teaching intermediate and weak MUET students.

Asyraf Shuib is a lecturer at Baling Community College, Kedah. He recently completed his M.Sc in Curriculum and Instruction at Universiti Putra Malaysia. He received his B.Ed in Teaching English as Second Language (TESL) with a 1st class honours from Universiti Putra Malaysia. His research interests include instructional design in ESL, project based learning, and instructional media in language learning.

Badariah Binti Sani is a senior lecturer at Universiti Tunku Abdul Rahman (UTAR), she is Phang Biao Li's main supervisor in his postgraduate studies.

Chin Da a/p Bun Tiang is an English teacher at SJKC Yeok Chee, Baling, Kedah. Her areas of interests are authentic learning and cloud computing. She sees technology as an accelerator in driving pedagogy towards authentic learning.

Cherryl Campos is currently taking her Doctor of Philosophy in Curriculum and Instruction with Specialization on English Teaching Language at Angeles University Foundation, Philippines. She teaches grammar and phonology in separate lessons, focusing on creative writing and speaking features of the English language in the Senior High School in the Department of Education. Her interests are creating innovative strategies and techniques to enhance the four macro skills of the students. Her passion is to impart knowledge to students and mold them to become better individuals and equipped them to be globally competitive in the future.

Chew Shin Yi is a senior lecturer at the Faculty of Languages and Linguistics, Universiti Malaya. She graduated with a B.Ed TESOL degree from University of Auckland, New Zealand and obtained her Ph.D from Universiti Malaya. Her research interests include language development, computer-mediated communication and computer-assisted language learning.

Deebamalar A/P Pandi is a Ph.D candidate at Sultan Idris Education University of Malaysia. Her areas of interest are in Teaching Pedagogy using Digital Ink and Creating Interesting Teaching Aids.

Djet Mae T. Jao is a faculty of Talisay City College where she teaches English as Second Language and other English related subjects. She got her Master Degree (English as Second Language) at University of the Philippines, Cebu. She's interested in researches that deal with Second Language Acquisition (SLA) and action researches; her research interest stems from her desire to understand more the underlying reasons that influence language learning and acquisition.

Emily Lau Yen Yen is a Master Degree candidate at Universiti Kebangsaan Malaysia. Her area of interest is in the different aspects related to current issues in Teaching English as A Second Language.

Farah Hannan binti Mohamad Zamri is an aspiring student teacher at IPGK Tun Abdul Razak. She has a curious mind with a keen interest in the educational field, with the hope that she can contribute directly to the betterment of the Malaysian education system.

Ho Theen Theen is a senior academic lecturer at IPGK Tun Abdul Razak, Samarahan, Sarawak. Her area of expertise is Systemic-Functional Linguistics. Her research interest lies mainly in ELT Methodology and teacher training, particularly the teaching of grammar, as well as Malaysian English from a linguistic perspective.

Harmit Kaur graduated with a B.Ed TESL degree from Management and Science University and obtained her Masters in English as a second language from University Malaya. Her research interests include language acquisition and learning disabilities.

Hazwan Hamdan is an English Language Teacher at Maahad Ehyak Dinniah Islamiah, Kg. Gajah, Perak.

Hii Wei Wei is an English teacher in SMK Bintulu, a sub-urban school in Sarawak. Her areas of interests are in writing and ESL material development.

Ho Jia Yiing is an English language teacher at SMK Batu Lintang. She's passionate in project-based learning and Toastmastering, also known as public speaking. She holds on to the simple principle of 'Happy teacher, happy students; happy students, happy learning.'

Iadid Ashrai is a Master of Arts in English Language Studies (ELS) graduate from the National University of Malaysia. His areas of interests are in Applied Linguistics, TESL, Literature, Reading and Discourse Analysis.

Jayasri Lingaiah obtained a Bachelor degree in Teaching English as a Second Language (TESL) from the University Pendidikan Sultan Idris (UPSI), in 2003, and a Masters degree in Teaching English as a Second Language (TESL) from University Malaya (UM), in 2006. Subsequently she obtained her Ph.D. in Education from Open University Malaysia (OUM) in 2019. She started her teaching career in 1995 with the Ministry of Education Malaysia as a TESL teacher and is currently employed as a part time lecturer at UCSI University.

Jayanthi Muniandy teaches English language at University Sains Malaysia (USM). Currently, she is pursuing her Ph.D at USM. Her areas of interests are in ESP, educational technology, learning styles and strategies.

Jen Renita Mappah is a primary school English teacher at Sekolah Kebangsaan Merotai Besar, Tawau, Sabah, Malaysia. Her areas of interests are in classroom action research of creative and innovative English pedagogy and teaching materials.

Kalai Vaani Rajandram completed her Ph.D at Taylor's University recently. Her research interests are in digital ethnography and in the present-day construction of gender, identity and culture through new literature in English.

Khong See Moi is a MUET teacher at Form 6 College in Tawau, Sabah. She has taught in several primary schools and also served as an English language lecturer in a teacher-training institution. She is a staunch advocate of innovation and creativity in teaching and learning.

Lilliati Ismail is a Senior Lecturer at the Faculty of Educational Studies, Universiti Putra Malaysia (UPM). She holds a PhD in TESL from UPM, an M.Ed in TESL from Universiti Malaya, and a B.Ed (Hons) in Secondary Education and English Language Teaching from University of Exeter, UK. Her research interests include grammar instruction, task-based language teaching and teacher training.

Lim Seong Pek is a Doctor of Education (Ed.D) candidate. He graduated with a Master of Education in TESL, from UM in 2012. He is currently a lecturer in the Faculty of Education and Social Sciences, UNISEL. His research focuses on Trend Study and Writing Development.

Maslawati Mohamad is a senior lecturer at Universiti Kebangsaan Malaysia. Her area of interest is different aspects related to current issues in Teaching English as A Second Language.

Mohana Ram Murugiah is an English Language Master Teacher, teaching at Methodist Girls' Secondary School, Ipoh, Malaysia. He holds a post – graduate degree in TESOL from the University of Nottingham. His journey of a thousand miles into teaching began 17 years ago and he wears multiple hats - as a teacher, debater, storyteller, materials writer and researcher. He is particularly interested in the description and teaching of creative writing and creative arts in language teaching.

Mohamad Afiq bin Johari is a teacher at Sekolah Kebangsaan Pulau Denawan with six years of teaching experience.

Nashiha Mad Jais is an English teacher at Sekolah Kebangsaan Kampung Simunul with three years of teaching experience.

Ng Lee Luan teaches postgraduate courses at the Faculty of Languages and Linguistics, Universiti Malaya. Her research interest includes computer-assisted language learning, online learning, and the use of computer-assisted qualitative data analysis system in research from various fields. She is also a certified trainer for NVivo.

Noraini Said, PhD, is a Senior Lecturer at Universiti Malaysia Sabah. She has vast teaching experience at different educational settings: secondary school, teacher-training institution and Form 6 College. She is a passionate advocate of technology-based language learning.

Nurul Salina Hj Abdul is a teacher at SMK Sepagaya Lahad Datu Sabah. She has been teaching English language for 10 years. Her areas of interest are in ELT methodology and project-based learning. Visit her Facebook page 'English is Fun with Teacher Kiko' for more information on her projects.

Nur Aizuri Binti Md Azmin is a lecturer at Universiti Tunku Abdul Rahman (UTAR), she is Phang Biao Li's co-supervisor in his postgraduate studies.

Ong Ma Vin is a secondary school English teacher at Sekolah Menengah Kebangsaan Teluk Kumbar which is located in Penang. With six years of teaching experience, he is eager to share ideas and gain new ones from fellow educators. His areas of interests are in reading and online learning.

Phang Biao Li is undertaking his master's degree at Universiti Tunku Abdul Rahman (UTAR), Kampar. His area of interest is in pre-service teachers' development during teaching practicum.

Raja Nor Safinas Raja Harun is an associate professor at Sultan Idris Education University of Malaysia. Her areas of interests are in ESL teacher education, TESL methodology and classroom discourse.

Ravichandran Vengadasamy is a senior lecturer of Centre For Research in Language and Linguistics, Faculty of Social Sciences and Humanities at the National University of Malaysia. His expertise is in Stylistics, Malaysian Literature in English, Postcolonial Literature, Academic and Business Writing.

Revathi Viswanathan, a former Professor & Head of English department at B.S.Abdur Rahman Crescent Institute of Science and Technology, is currently working as a freelance ELT Consultant and a Teacher Trainer. She has 26 years of teaching experience at the collegiate level.

Rita Wong Mee Mee is a Doctor of Education (Ed.D) candidate. She graduated with a Master of Education in TESL, from UM in 2012. She is currently a lecturer in the Faculty of Education and Social Sciences, UNISEL. Her research interests include Game-Based Learning and Materials Design.

Rino Shafierul Azizie Bin Shahrir Raghbir graduated with a Masters in English Language Studies from Universiti Malaya. He works as a research assistant for an interdisciplinary research project. His Masters' research was on how ESL gamers acquire English language vocabulary.

Sabariah Abd Rahim is a Ph.D. candidate at Universiti Sains Malaysia. Her areas of interests are in second language learning (SLL) and writing (SLW).

Savina A/P A.Saiman is teaching in SMK Sultan Idris Shah II, Gerik Perak. With extensive exposure in a challenging rural environment, she has successfully implemented various classroom management techniques using ICT and digital technologies and delivered engaging English language lessons.

Saima Khan holds a Masters degree with distinction (gold medalist) in English Language Teaching from Aligarh Muslim University, India. Her areas of research interest include educational technology, applied linguistics, and English literature. She is a member of ELTAI (an associate of IATEFL, UK).

Samah Yaslam is a Ph.D candidate at University Science Malaysia. Her areas of interests are in language teaching, pronunciation and production of second language, phonology and phonetics.

Shazlin Elaiza is a primary school teacher with more than 10 years of teaching experience in rural areas. Her areas of interests are in reflective practice, pedagogy and ELT material development.

Shee is an English language educator who believes to teach is to touch the souls of others.

Shurren Nathan is currently a final year student in Universiti Tunku Abdul Rahman (UTAR), Kampar, where he is pursuing a degree in English Education. Having served in a rural school during his practicum, he has developed a passion in teaching students from rural communites.

Sumathi Renganathan is an Assistant Professor at Universiti Tunku Abdul Rahman (UTAR), Kampar. She obtained her PhD in education from King's College London (2005). Her research interests include indigenous education, literacy and schooling practices of the minority, rural educational issues and qualitative research methodology.

Sumudu Embogama is the Head of the English Language Teaching Unit of the Visual & Performing Arts, Sri Lanka. Embogama has a BA in English (Special), MA in English, MA in Linguistics and a PhD in Linguistics. Her research interests include Computer-Assisted Language Learning, Gender Studies, and L2 Learner Motivation.

Surindar Kaur is a lecturer at Universiti Tunku Abdul Rahman and is currently pursuing her PhD at University Malaya. She has spent more than 25 years in the education industry and therefore has the learning of the English language matters close to heart.

Sze Jin has 15 years of teaching experience as an English Language to primary and secondary school students. She is passionate in helping learners in the language production skills. She believes classroom learning will be more interesting when oral and written literacy is improved. Being a member of Toastmasters International, she also values leadership and communication development.

Tan Chin Seng is a Master Degree (Education) graduate from Open University of Malaysia. He is currently teaching UX and UI design at a private tertiary institution. His areas of interests are in teaching methodologies, curriculum design, UX design, and qualitative research.

Tang Tsiao Yin is a Master in Education (TESL) candidate at Sultan Idris Education University of Malaysia. Her areas of interests are in speaking skills, artificial intelligence, technology in English teaching, and TESL methodology.

Tang Tuck Mun has recently completed his Master of English as a Second Language studies at University of Malaya. He is currently teaching English language proficiency and communicative courses at the same university. He enjoys teaching and exploring how ESL learners acquire and learn the English language.

Thashalini Sanjilatheeban is a final year undergraduate student pursuing a BA in English Education at Universiti Tunku Abdul Rahman (UTAR), Kampar. Teaching has always been her passion and she considers English to be her forte. She is most interested in the development of speaking skills because she strongly believes that second language learners cannot attain much without being competent in their English language speaking skills.

Violeta N. Bacsa is a Ph.D student at the Angeles University Foundation in the Philippines. Her area of interest is on reading, continuous professional development and in advancement in the use of technology in the teaching and learning of ESL.

Yugeshineey Subba Rao, graduated in Diploma in TESL and is currently completing her B.Ed. (Hons.) in TESL at UNISEL. Her research interest involves Gamification and Game-Based Learning in Primary School.

Yuuvatra Mani Selvan is a final year Bachelor of Arts (Hons) English Education student at Universiti Tunku Abdul Rahman (UTAR) Kampar Campus, Malaysia.

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MALAYSIAN ENGLISH LANGUAGE TEACHING ASSOCIATION (MELTA)
G-11-12, PUTRA WALK, JALAN PP 25,
TAMAN PINGGIRAN PUTRA, BANDAR PUTRA PERMAI, SERI KEMBANGAN,
43300 SELANGOR

+603-89453137
www.melta.org.my