30TH MELTA INTERNATIONAL CONFERENCE 2022

10-11 SEPTEMBER 2022
WITH PRE-CONFERENCE COMPETITIONS ON 3 SEPTEMBER 2022

ENGLISH LANGUAGE EDUCATION AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

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MESSAGE

FROM DIRECTOR GENERAL OF EDUCATION MALAYSIA

The Malaysian Ministry of Education congratulates the Malaysian English Language Teaching Association (MELTA) for hosting its annual international conference to encourage academics to reflect and research on their core practices - teaching and learning. Despite the present impediments posed by the COVID-19-induced uncertainties in the education sector, it is uplifting and inspiring to see MELTA continue to work relentlessly to enhance English language instruction in Malaysia through its many programmes.

MELTA programs, without a doubt, are popular among English language teachers in Malaysia and around the region which is why I am confident that this online conference, will pave the way for a fruitful sharing of knowledge, experiences, ideas, and perspectives. I anticipate that this conference will be a platform for academics and classroom practitioners to share their innovative teaching and learning practices. I am also optimistic that participants will have the opportunity to be inspired and gain new knowledge and ideas from the invited outstanding keynotes speakers and panelists at the conference who are experts in their respective fields besides being able to engage in constructive discussions and build a network for future collaboration. Such cooperation is necessary for information exchange on new and current work, opinions, and experiences with other participants from various institutions. The theme 'English language education and the 2030 agenda for sustainable development' is indeed apt to explore how ELT practitioners share their ideas to transform education for a better future.

I am also pleased that MELTA Online 2022 is bringing together not only researchers and academics, but also teachers and student teachers to deliberate on theoretical underpinnings and practical implications related to the teaching and learning of English through the Creative Student Teacher Showcase for student teachers and Project-Based Learning competition for school students. It is my aim that this event would serve as a catalyst for a striving and healthy teaching and learning culture, inspiring others to not only learn from the conference but also to share their knowledge and opinions on the current issues in education.

I would like to express our heartfelt gratitude to the MELTA conference committee members, who have worked diligently to organise this conference, and to state that the Malaysian Ministry of Education is supportive of any activities that promote the professional development of our teachers.

Finally, I would like to wish all delegates a productive and enjoyable learning experience during the 30th MELTA International Conference.

DATIN SRI HAJAH NOR ZAMANI ABDOL HAMID
Director General of Education Malaysia

MESSAGE
FROM PRESIDENT OF MELTA

It gives me great pleasure to welcome you to the 30th MELTA International Conference. Preparations for this event began last year, and the decision was made to run the conference online as there was still very little information at the time about the reopening of borders. We are encouraged by the gradual return to normal activities in Malaysia this year, and we hope to welcome our delegates to physical events in the future.

MELTA has been fortunate to receive continuous support from partners who share our vision of advancing English language education and supporting the professional development of English language teachers. I would therefore like to thank our sponsors, and also record our appreciation to the Ministry of Education Malaysia for encouraging teachers and teacher trainers to join the conference.

This year, our conference theme relates ELT to the 2030 agenda for sustainable development. We believe that there is a need to reflect more on the ways ELT practitioners can leverage on the philosophy espoused in Education 2030 which calls for holistic and transformational education. We are fortunate that some excellent researchers and classroom practitioners working in this area are joining us at the conference as key speakers. I trust that their presentations will be of great interest to our delegates. I'd also like to recognise those who submitted proposals to present papers at the conference. It is important that knowledge be shared, and we are pleased that you have taken advantage of the opportunities that this conference offers.

In ending, I would like to thank the entire organising committee for their dedication and hard work. Without them, this conference would not have been possible.

I wish you all an enjoyable conference.

Thank you.

ASSOC. PROF DR RAMESH NAIR

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Ganakumaran Subramaniam Project-Based Learning Competition

Mr. Mohamad Faiz Mohamad Shakri

Creative Teacher Showcase, Higher Education Teaching Innovation, and Creative Student Teacher Showcase

Dr Azleena Mohamad

Track 1: Teacher Professional Development

Dr Zubaidah Bibi Mobarak Ali

Track 2: Pedagogy

Dr Sharmini Siva Vikaraman

Track 3: Creativity in Language Learning

Dr Grace Lim Jia Wei

Track 4: ELT Materials Development and Adaptation

Dr Subarna Sivapalan

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**ENGLISH LANGUAGE EDUCATION AND THE 2030
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Pre-conference: 3 September 2022

PRE-CONFERENCE SCHEDULE Saturday, 3 September 2022

TIME (MYT)	EVENT AND VENUE
Project Based Learning (PBL)	
8.00 a.m. - 8.30 a.m.	Log in (link will be provided)
8.30 a.m. - 8.45 a.m.	Welcoming speech
8.45 a.m. - 11.15 a.m.	Competition Channel 1: Upper primary Channel 2: Lower secondary
11.15 a.m. - 11.30 a.m.	Comments from the judges
1.00 p.m. - 1.30 p.m.	Announcement of the winners and closing

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Pre-conference: 3 September 2022

PRE-CONFERENCE SCHEDULE	Saturday, 3 September 2022
TIME (MYT)	**EVENT AND VENUE**
Creative Teaching Showcases (CTS)	
8.00 a.m. - 8.30 a.m.	Log in (link will be provided)
8.30 a.m. - 8.45 a.m.	Welcoming speech
8.45 a.m. - 11.45 a.m.	Competition (CTS, CSTS, & HETI) -Channel 3
11.15 a.m. - 11.30 a.m.	Comments from the Chief Judge (S)
11.30 p.m. - 12.00 p.m.	Announcement of the winners and closing

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CONFERENCE SCHEDULE
Saturday,
10 September 2022

TIME (MYT)	EVENT AND VENUE
Day 1 Conference: Saturday 10 September 2022	
8.20 a.m. - 8.50 a.m.	Registration
8.50 a.m. - 9.00 a.m.	Housekeeping announcements
9.00 p.m. - 9.20 p.m.	Opening
9.20 a.m. - 10.00 a.m.	**Keynote Address** Jason Goulah Professor of Bilingual-Bicultural Education Director, Institute for Daisaku Ikeda Studies in Education DePaul University, Chicago IL and Executive Advisor, Ikeda Center for Peace, Learning and Dialogue, Cambridge, MA
10.00 a.m. - 10.10 a.m.	Break
10.10 a.m. - 10.15 a.m.	**Track 1: Teacher Professional Development** Welcoming session by Track Chair
10.15 a.m. - 10.40 a.m.	Parallel Paper Presentations **Room 1 – T101** • **Teo Woon Chun & Melor Md Yunus** Exploring Teachers' Technology Acceptance In the COVID-19 Pandemic for Sustainable Education: A Systematic Review (2020-2022)

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TIME (MYT)	EVENT AND VENUE
	Day 1 Conference: Saturday 10 September 2022

Room 2 - T102
- **Paul Gnanaselvam Pakirnathan**

Content Building Strategy As A Factor For Understanding Teacher Self-Disclosure In A Malaysian ESL Writing Classroom

Room 3 - T103
- **Ho Theen Theen, Anis Alisya Binti Abdullah, Juria Laing & Willie anak Jandar**

CPD, Lockdown-Style: Empowerment Through Innovation

Room 4 - T104
- **Mohamad Ridhuan Nasarudin & Aminabibi Saidavi**

The Implementation of Blended Synchronous Learning from The Perspectives of Student Teachers.

Room 5 - T105
- **Thinusha A/P Selvaraj & Latha Ravindran**

Postgraduate Supervisory Practices To Improve Professional Development In Private Tertiary Educational Institutions

Room 6 - T106
- **Mable Chan**

What Chinese Professionals Consider Most Significant And Challenging Communicating In The Local Workplace In Hong Kong, And Pedagogical Implications.

Room 7 - T107
- **Shubashini Suppiah**

The Post Pandemic Transition From Online to Face-Face Classes: Preparedness, Challenges and Adaptation

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	Day 1 Conference: Saturday 10 September 2022
10.40 a.m. - 11.05 a.m.	**Room 1 - T108** - **Noria Anak Bunsun** Invoke Continuum Multi Range Skills Assessment: Preparing Learners to Embrace the Challenges in Industrial Revolution 4.0. a Professional Learning Community **Room 2 - T109** - **Tiong Ngee Derk** Towards A Conceptual Framework Professional Learning And Change Through Collaborative Dialogue: Evidence From Malaysian Professional Learning Communities (PLC) **Room 3 - T110** - **Megawati Soekarno & Aaron Charles** Reducing Topic Fronting To Develop TESL Trainees' Awareness In Professional Educational Practice **Room 4 - T111** - **Mah Zhi Jian** Developing Teachers' English Proficiency Via Online Professional Learning Community: An Initiative For Teachers By Teachers **Room 5 - T112** - **Ong Wei Ann @ Harold, Alison Creena Wong & Stephania Albert Jonglai** The Acquisition Of Phonemic Awareness And Decoding Skills Among Primary ESL Learners Via Synthetic Phonics Instruction - Teachers' Insight **Room 6 - T113** - **Wong Kian Yong** Exploring the Teaching of Writing Through A Professional Learning Community

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TIME (MYT)	EVENT AND VENUE
	Day 1 Conference: Saturday 10 September 2022
10.40 a.m. - 11.05 a.m.	**Room 7 - T114** • **Shee Yuen Ling** Professional Learning Communities In Leading Transition To Online Education During The Pandemic
11.05 a.m. - 11.10 a.m.	Break
11.10 a.m. - 12.00 p.m.	**Plenary 1: Language Education For Sustainable Development** • **Joshua Jodoin (Kyoto University)**
12.00 p.m. - 12.05 p.m.	Break
12.05 p.m. - 1.05 p.m.	**Forum 1: Language Learning: Challenges And Way Forward To Sustainable Growth And Development In Education** • Panellist: Yulin Chen (ETA-ROC); Melodie Lorie Cook (JALT); Maria Hidayati (TEFLIN); Mitchellene Vigilia-Rivo (PALT)
1.05 p.m. - 2.00 p.m.	Lunch Break
2.00 p.m. - 2.05 p.m.	Housekeeping Announcements

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	Day 1 Conference: Saturday 10 September 2022
2.05 p.m. - 2.10 p.m.	**Track 2: Pedagogy** Welcoming Session by Track Chair
2.10 p.m. - 2.35 p.m.	**Parallel Paper Presentations** **Room 1 - T201** • **Koet Tian Wei & Azlina Abdul Aziz** Part-Time Postgraduate TESL Students' Experiences on Distance Education during the Pandemic: A Case Study **Room 2 - T202** • **Noraini Binti Said & Megawati Soekarno** Developing ESL Pre-Service Teachers' TPACK Through Virtual Simulation Strategy (VSimS) **Room 3 - T203** • **Zarin Tasnim** Songs For EFL/ESL Class: How To Teach Listening Skills Through Music **Room 4 - T204** • **Yee Bee Choo, Soo Kum Yoke, Lim Ai Teng & Umairah Najihah Ismail** Teachers As Designers: Transition From Traditional To Digital Media **Room 5 - T205** • **Hiromi Furutani & Ikuko Motohisa** An Analysis Of The Relevance Between Dictation Activities And Speech Improvement In English Instruction For Japanese University Students

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	Day 1 Conference: Saturday 10 September 2022
	Room 6 - T206 • **Wei-Hua Lan** Young EFL Learners' Social Semiotic Choices In Literacy Activities Through Arts
2.40 p.m. - 3.05 p.m.	**Room 1 - T207** • **Angelina Kovalyova** Using AI-Based Chatbots For Written English Conversation Practice In An EFL Classroom **Room 2 - T208** • **Zeng Shulan, Shen Renhong, Hu Jie, & Xiu Yunhui** Research On The Status Quo Of Social Support For Families With Special Children In China **Room 3 - T209** • **Tan Ben Dan & Noraini Binti Said** A Systematic Review Of FLA: Implications For Pedagogy **Room 4 - T210** • **Nur Atiqa Ismail** Think Like A Toastmaster: A Practical Approach To Overcome Speech Anxiety Amongst SPM 2021 Candidates **Room 5 - T211** • **Norhakimah Khaiessa Ahmad** Present, Practise, Produce: Exploring ESL Teachers' Form Focused Instruction And Timing On Teaching Grammatical Features To Young Learners

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Day 1 Conference: Saturday 10 September 2022	
	Room 6 - T212 • **Thivilojana Perinpasingam, Charles Sharma Naidu, & Faisal Athar Mohd Fadzil** Digital Competence In Exploring Simulated Micro-Teaching Activities In A Virtual Classroom To Enhance Classroom Management Skills: Perceptions Of Student Teachers On The Usage Of The Engage VR Platform.
3.10 p.m. - 3.35 p.m.	**Room 1 - T213** • **Vanitha Subramaniam** Hearing-Impaired Pupils' Perception Towards Quizzes In English Language Lesson During PDPR **Room 2 - T214** • **Chua Wei Chuan** Empowering Self And Peer Assessment In Assessing Speaking Skills **Room 3 - T215** • **Fumiya Shinozaki, Mami Sakashita, & Yuya Owaki** Learning Outcomes Of University Students Through English Presentations **Room 4 - T216** • **Laurence L. Dumling** To Ask Or Not To Ask: Cultivating The ESL Classroom As A Space For Learners To Practise Questioning **Room 5 - T217** • **Ho Yeh Xiang, Yee Bee Choo, & Kek Siew Yan** Collaborative Story Mapping: Improving Primary Pupils' Understanding Of Narrative Texts

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\multicolumn Day 1 Conference: Saturday 10 September 2022	
	Room 6 - T218 • **Fatin Hamimi Mat Resat** Learning English And Applying The 21st Century Skills Through The Integration Of CALL Into The Functional Notional Approach
3.45 p.m. - 4.45 p.m.	**Featured Workshop 1: 5-Step Guide to Making Instructional Videos for the Teaching of English** • Imran Hassan (Edpuzzle, Malaysia)
4.45 p.m.	End of Day 1

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\multicolumn{2}{c|} *Day 2 Conference: Sunday, 11 September 2022*	
8.20 a.m. - 8.30 a.m.	Delegates enter waiting room
8.30 a.m. - 8.40 a.m.	Housekeeping announcements
8.40 a.m. - 8.45 a.m.	**Track 3: Creativity in Language Learning** Welcome by Track Chair
8.45 a.m. - 9.10 p.m.	**Parallel Paper Presentations** **Room 1 - T301** • **Deebamalar A/P Pandi** Creative Inclusive Classrooms: Enhance Reading Skill Through Immersive Reader Tool As English Learning Material During Online Learning In Pandemic Covid-19 Among Form 5 Students Of SMK Pulau Ketam **Room 2 - T302** • **Samantha Elesha, Anak Salambau, Belinda Lai, & Melor Md Yunus** Lumos-Express: Using Tayasui Sketches As A Writing Tool To Improve ESL Learners' Motivation In Descriptive Writing **Room 3 - T303** • **Noorhayati Saharuddin** Facing The Challenges Of Applying The Project-Based Learning Approach In A Fully Online Speaking Class

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	Day 2 Conference: Sunday, 11 September 2022
	Room 4 - T304 • **Aishah Binti Haji Othman** Edu. Tik Tok: Do-ItYourself (DIY) And 3r (Reuse, Reduce And Recycle) Project For Oral Presentation **Room 5 - T305** • **Hoshini S. Vickneswaran** Making Grammar A Riot To Learn And Quality Of The Vocabulary In Mothers' Talk **Room 6 - T306** • **Iskandar Zulkarnain** Real Life And Roleplay: Student's Motivation When Reality Enters The Classroom
9.10 a.m. - 9.35 a.m.	**Room 1 - T307** • **Beatrice Barnabas** Using Colour Coded Hand Gloves To Improve Year 3 Pupils' Usage Of Subject Verb Agreement Rule In Writing Simple Sentences **Room 2 - T308** • **Dusshantini Sivaraman, & Siti Maheen Sharqy Binti Sheikh Mohd Taufik** The Significance Of Mind Mapping In ESL Writing: An Experimental Study With Mix-Method Approach. **Room 3 - T309** • **Dliyana Anak John** Vocabulary Passport For Hearing Impaired Pupils **Room 4 - T310** • **Wong De Yun & Wong Tze Peng** The Use Of Computerised Analysis Method In Analysing The Quantity and Quality of The Vocabulary in Mothers' Talk

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	Day 2 Conference: Sunday, 11 September 2022
	Room 5 – T311 • **Farid Noor Romadlon, Yulia Galuh Tantri, & Agung Dwi Nurcahyo** Speaking Proficiency of Non-English Department Students: The Barriers (A Case Study at Muria Kudus University, Indonesia) **Room 6 – T312** • **Mariann Edwina & Nurul Filzah Binti Mohd Fauzi** Students' Perceptions Towards The Advantages Of Learning And Using English Language In National Defense University Of Malaysia
9.35 a.m. - 9.40 a.m.	**Break**
9.40 a.m. - 10.40 a.m.	**Featured Workshop 2: Getting Creative With Edpuzzle** Majo Araujo (Edpuzzle, Mexico)
10.40 a.m. - 10.45 p.m.	Break
10.45 a.m. - 11.35 p.m.	**Plenary 2: Exploring Alternative Platform And Tool For Teacher Professional Development** Lee Kean Wah (University of Nottingham, Malaysia Campus)

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Day 2 Conference: Sunday, 11 September 2022	
11.35 a.m. - 11.40 p.m.	Break
11.40 a.m. - 12.30 p.m.	**Forum 2: The Role of Literature for Sustainable Development Education: Possibilities and Opportunities** Panellists: Takehiro Sato (JACET); Jocelyn Wright (KOTESOL); Yan Sun (Shangai Int. Studies University)
12.30 p.m. - 2.00 p.m.	Lunch Break
2.00 p.m. - 2.05 p.m.	Housekeeping Announcements
2.05 p.m. - 2.10 p.m.	**Track 4: ELT Materials Development and Adaptation** Welcome by Track Chair
2.10 p.m. - 2.35 p.m.	**Parallel Paper Presentations** **Room 1 - T401** • **Chia Choon Poh** Using Imaginative Cartoon-Drawing Method To Teach Narrative Writing In A Primary 5 Classroom **Room 2 - T402** • **Hiroyuki Ida & Yaoko Matsuoka** Using Course Material Use In Online Teaching For English As A Foreign Language In Japan: Implementation Of Open Educational Resources

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	Day 2 Conference: Sunday, 11 September 2022
2.10 p.m. - 2.35 p.m.	**Room 3 - T403** • **Adleena Adha Binti Abdul Mua'ain, Baizura Binti Hasni & Norhaslinda Binti Muhamadin** Politeknik Mersing Students' Scores in the TOEIC® Listening and Reading Test and Its Implications for Materials Development **Room 4 - T404** • **Sumie Akutsu** A Study of University Students' Awareness Level of English Loanword Usage: Questionnaire-Based Analysis **Room 5 - T405** • **Chok Sze Jin** Local Root And Global Fruit: Glocalization Of ELT Materials
2.35 p.m. - 3.00 p.m.	**Room 1 - T406** • **Philip Cardiff** Developing An Awareness Of The Sustainable Development Goals In An EFL Context **Room 2 - T407** • **Tomoyuki Kawashima** Need For Teaching Materials To Foster Positive Attitudes Toward Own English **Room 3 - T408** • **Ranmeet Kaur Sidhu A/P Paritam Singh** Powtoon' Videos In Teaching Vocabularies Among Primary ESL Teachers

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	Day 2 Conference: Sunday, 11 September 2022
	Room 4 – T409 • **Priscilla Shak, Wendy Hiew, & Bernadette Tobi** Micro Podcast Lessons For ESL Students: Yay Or Nay? **Room 5 – T410** • **Ong Ma Vin** The Effectiveness Of Using Google Forms For Online Extra Class In Secondary School
3.00 p.m. - 3.50 p.m.	**Plenary 3: Ecoliterate Language Learner (CEFR)** Katherine Bilsborough and Ceri Jones (British Council)
4.00 p.m. - 4.20 p.m.	Closing
4.20 p.m.	End of Day 2

KEYNOTE ADDRESS

JASON GOULAH

10 SEPTEMBER 2022
9.20 A.M. – 10.00 A.M.

Jason Goulah, a professor of bilingual-bicultural education and director at the Institute for Daisaku Ikeda Studies in Education, DePaul University, Chicago IL. He is also the executive advisor for the Ikeda Center for Peace, Learning and Dialogue, Cambridge, MA.

Professor Goulah sets the tone for the theme of this year's conference, English Language Education and the 2030 Agenda for Sustainable Development.

A former high school teacher, Professor Goulah's recent publications include TESOL and Sustainability: English Language Teaching in the Anthropocene Era (with John Katunich; Bloomsbury, 2020), and Hope and Joy in Education: Engaging Daisaku Ikeda across Curriculum and Context (with Isabel Nuñez; Teachers College Press), which received the 2022 Outstanding Book Award from the Society of Professors of Education.

PLENARY SESSIONS

JOSHUA JODOIN

10 SEPTEMBER 2022
11.10 A.M. – 12.00 A.M.

Joshua Jodoin has a PhD in Global Environmental Studies from Kyoto University and over 14 years of teaching experience at universities in Turkey, China, and Japan. By offering practical advice and examples, he will share how Language Education for Sustainable Development can create global citizens, who possess the language ability to negotiate, explain, and share their ideas and solutions in meaningful ways.

PLENARY SESSIONS

LEE KEAN WAH
11 SEPTEMBER 2022
10.45 A.M. – 11.35 A.M.

Kean Wah, LEE (PhD) is an Associate Professor in Applied Linguistics and the Director of Research at the School of Education, University of Nottingham (Malaysia campus). He has more than 35 years of experience teaching the English language at all levels of basic education. In the School of Education, he teachers both undergraduate and postgraduate modules such as TESOL Methodology, Assessment in Language Education, Understanding Language Learning and the Language Learner, Materials and Technology in Language Education, etc. He was recently awarded the Vice-Chancellor Medal for teaching innovation in 2021 by the University of Nottingham UK. In the recent 2022 University of Nottingham Tri-Campus Award, Dr Lee was awarded UNM Outstanding Research Supervisor Award 2022. In July 2022, Dr Lee was declared as one of the winners of the prestigious Lord Dearing Award 2022 for teaching innovation. Currently, Dr Lee also serves as the Vice-President and Treasurer of PacCALL (Pacific Association of Computer-Assisted Language Learning) which organises the yearly GLoCALL international conferences and workshops. He has also served the Guest Editor of CALL journals such CALL-EL, and IJCALLT. Dr Lee has presented and published extensively in journals, book chapters and books in the field of CALL, teacher professional development and English language teaching and learning. He can be reached at KeanWah.Lee@nottingham.edu.my.

PLENARY SESSIONS

KATHERINE BILSBOROUGH & CERI JONES

11 SEPTEMBER 2022
3.00 P.M. – 3.50 P.M.

Katherine Bilsborough and Ceri Jones will jointly present their work as co-founders of ELT Footprint, winner of the 2020 ELTons award for Innovation in Teacher Resources. Katherine and Ceri forward the idea of an ecoliterate language learner by drawing on can-do type statements in the Common European Framework of Reference (CEFR).

FORUM SESSIONS

FORUM 1: 10 SEPTEMBER 2022
12.05 P.M. – 1.05 P.M.

LANGUAGE LEARNING: CHALLENGES AND WAY FORWARD TO SUSTAINABLE GROWTH AND DEVELOPMENT IN EDUCATION.

There is just about 8 years left to achieve the goals of Quality Education (SDG4) of the United Nations Sustainable Development Goals. Is the education sector anywhere near achieving these targets? How is the global English Language Education sector coping thus far? Join us in this international forum as we unfold how countries like Indonesia, Japan, the Philippines and Taiwan have and continue to navigate through the many challenges of pre-pandemic times and the COVID19 period to ensure a sustainable and systemic growth of the English Language Education landscape and its key stakeholders.

Assist. Prof. Yulin Chen (ETA-ROC)

Yulin Chen received her Doctor of Education degree from the University of Kansas (Kansas, USA). She is an Assistant Professor at the Department of Foreign Languages and Applied Linguistics of Yuan Ze University, Taiwan. Her research interests include Educational Technology and Second Language Acquisition.

Prof. Melodie Lorie Cook (JALT)

Dr. Cook is a Professor at the University of Niigata Prefecture. Her research interests include standardized testing, multicultural families and education in Japan, inclusive education, and teacher training.

FORUM SESSIONS

Miss Maria Hidayat (TEFLIN)

Maria Hidayati is a faculty member of the Department of English, Universitas Negeri Malang (UM). She earned her undergraduate degree from UM majoring in English Literature and her Magister Pendidikan from the same university. Her areas of interests include teaching language skills, pragmatics, and sociolinguistics. Currently, she is pursuing her Doctor in Education (EdD) in NIE, NTU, Singapore.

Dr. Mitchellene Vigilia-Rivo (PALT)

Mitchellene Vigilia-Rivo is a Senior Education Program Specialist for Human Resource and Development of the Department of Education Schools Division Office Dagupan City. She holds a Doctor of Philosophy degree major in Language Education and a certified SEAMEO-RELC Specialist on Professional Development for Teacher Leaders/Supervisors. Dr. Rivo is also one of the Board of Directors of the Philippine Association for Language Teacher, E-Teacher Alumna of the U.S. Department of State and one of the certified Massive Open Online Course (MOOC) Camp facilitators in the Philippines

FORUM SESSIONS

Assoc. Prof. Dr. Subarna Sivapalan (MELTA)
Moderator

Assoc Professor Dr Subarna Sivapalan, FRSA is the Head of School of Education, University of Nottingham Malaysia. She also leads the Sustainability and Transformational Education Research Cluster (STERC) within the School. Her expertise is in education for sustainability, STEM and technology in education. Subarna is an Acumen Fellow and the recipient of WWF Malaysia's Eco Champions National Eco-Lecturer Award for her efforts in advocating for greater awareness amongst youth to champion sustainable development. Subarna can be reached at Subarna.Sivapalan@nottingham.edu.my for further information.

FORUM SESSIONS

FORUM 2: 11 SEPTEMBER 2022
11.40 P.M. – 12.30 P.M.

THE ROLE OF LITERATURE
FOR SUSTAINABLE DEVELOPMENT
EDUCATION: POSSIBILITIES AND OPPORTUNITIES

The increasing urgency and drive towards sustainable development across the globe has inspired as well as challenged educators at all levels to consider how they may respond to and play a role in supporting that vision. Literature and language educators are no exception. In line with the United Nation's Sustainable Development Goals (SDG), specifically SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities, and SDG 16: Peace, Justice and Strong Institutions, this forum presents the potential of literature to foreground sustainable development education within and outside the classroom. First and foremost, this forum challenges the common perception that literature is dated and difficult to read, which often causes teachers and students to shy away from literature. In EFL contexts, literature is sometimes seen as something that only very proficient students are able to engage with while in other contexts, such as in Malaysia, literature is mostly viewed as a means to promote reading pleasure and enjoyment. By highlighting how various forms of literature education, such as literature as a subject, literature in language education, and literature as text, may be reconceptualised, this forum presents ways that literature can meet the needs of sustainable development education in different contexts. The invited panellists will share how they have used literature in education to achieve the aforementioned SDGs in their practice and research in hopes to encourage and inspire educators to explore ways that they could engage with literature in education for themselves.

FORUM SESSIONS

Prof. Takehiro Sato (JACET)

Takehiro Sato (Ph.D. Nagoya University) is Professor of EFL writing and Second Language Acquisition at Nagoya University of Foreign Studies. His primary interests lie in applying sociocultural approaches to EFL learning, Vygotskian methods, and Intercultural Communication.

Assoc. Prof. Jocelyn Wright (KOTESOL)

Jocelyn WRIGHT is Associate Professor in the Department of English Language and Literature at Mokpo National University, South Korea. She has served KOTESOL as a Reflective Practice Special Interest Group (SIG) facilitator and founder of the Social Justice SIG. Currently, she is most passionate about understanding and developing Peace Linguistics.

Assoc. Prof. Yan Sun
(Shangai Int. Studies University)

Yan, Ph.D of English Literature, Fulbright Scholar, teaches literature at SISU and publishes in and out of China. She has been awarded numerous teaching prizes. The MOOC course Introduction to British and American Literature(co-taught) has been released with many participants. Audio program Reading Classic English literature (Bookworm Series) is upcoming and will be released soon.

FORUM SESSIONS

Dr. Lim Jia Wei
Moderator

Dr Lim Jia Wei is a senior lecturer with the Department of Language and Literacy Education, Faculty of Education, University of Malaya, Malaysia. After completing her PhD in the University of Cambridge where she studied the development of Literature in English as a school subject in Malaysia, she has since expanded her research interests to include reader response, the influence reading literature has on students, and is currently leading a project that focuses on literature as a means of socialization among primary school students.

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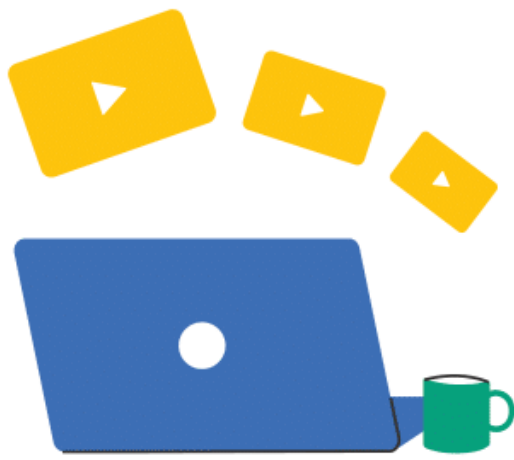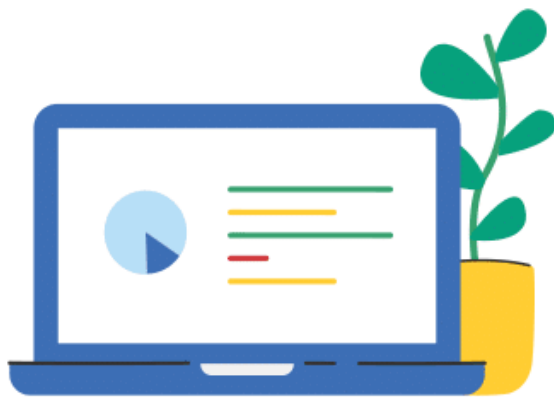at **edpuzzle.com**

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FEATURED WORKSHOPS

Imran Hassan
(Edpuzzle, Malaysia)

5-Step Guide to Making Instructional Videos for the Teaching of English

Description: The aim of this workshop is to empower English teachers to create their own high-quality instructional videos. With these videos, traditional lecture-style direct instruction can be replaced, freeing up the teacher's time to focus on other complex tasks and provide remediation on skills that students need to practice.

Speaker background: With more than 15 years of classroom teaching experience, Imran saw the need to continuously innovate and develop his pedagogical skills. He sees technology as a source of illumination for good teaching and learning, and led his school in the harnessing of educational technology most recently, before joining Edpuzzle as a Trainer.

FEATURED WORKSHOPS
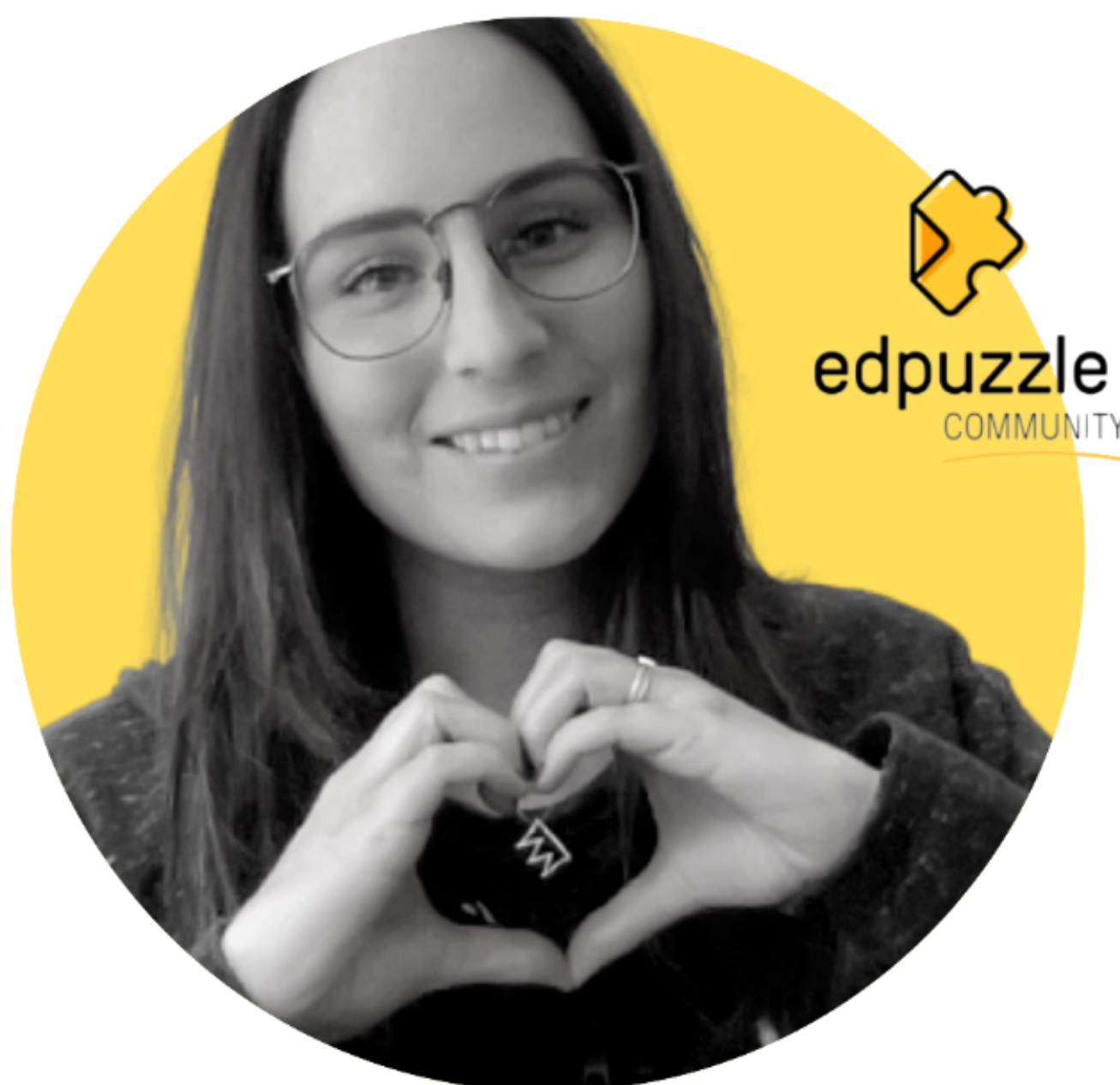
**Majo Araujo
(Edpuzzle, Mexico)**

Getting Creative With Edpuzzle

Description: The aim of this workshop is for teachers to master all of the Edpuzzle basics: from registering an account, to creating your first video lesson, and accessing easy-to-read student data.

Speaker background: Trained in pedagogy and being a former classroom teacher, Majo has extensive experience in the harnessing of technology for teaching and learning. In the early days of the pandemic, she rose to the challenge of being able to appreciate what teachers would like to see and do for classroom teaching.

TRACK 1

10 SEPTEMBER 2022   **10.15 A.M. - 11.05 A.M.**

THEME:

TEACHER PROFESSIONAL DEVELOPMENT

T101: Teo Woon Choon & Melur Md Yunus

Exploring Teachers' Technology Acceptance In the COVID-19 Pandemic for Sustainable Education: A Systematic Reiew (2020-2022)

In the 21st century, integration of technology in the classroom has become prevalent to enhance teachers' content delivery as well as pupils' understanding of the content. The emergence of COVID-19 caused teachers shifting from conventional mode to emergency remote teaching with technology use. Nevertheless, review of technology acceptance level of teachers towards technology is limited, despite its significance in sustaining education during the pandemic. This study aimed to explore teachers' technology acceptance level and factors affecting their intentions of accepting technology in the COVID-19 pandemic. With the adherence of Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 statement and list of inclusion and exclusion criteria, 22 articles which were published from 2020 to present and related to the research focus had been identified from Scopus and Web of Science databases. The findings depicted that most teachers hold high acceptance level towards using technology to deliver lessons during the COVID-19 outbreak. There were 5 key factors affecting teachers' intentions in accepting technology, namely perceived usefulness, perceived ease-of-use, attitude, social influence as well as facilitating conditions. This study has provided an insight to stakeholders on teachers' technology acceptance in the pandemic. Future studies are recommended to conduct systematic reviews on technology acceptance from students' perspective by identifying published papers from more databases such as ERIC and Google Scholar.

T102: Paul Gnanaselvam Pakirnathan

Content Building Strategy as a Factor for Understanding Teacher Self-Disclosure In a Malaysian ESL Writing Classroom

This study aimed to find out factors that influence teacher self-disclosures in the Malaysian ESL writing classroom. This paper presents partial findings from a multi-method qualitative study conducted in an academic writing course from a Malaysian private institution of higher learning comprising 50 undergraduates and one tutor selected through purposive sampling. Data collected through classroom observations and semi-structured interviews were transcribed and thematically analysed using the NVivo 12. One of the major factors indicating the occurrence of teacher self-disclosure in the ESL writing classroom was content building strategy. The results from this study shows that teacher self-disclosure have important implications for cognitive, instructional and learning strategies in the ESL writing classroom. This study concludes that teacher self-disclosure is a potential instructional tool that could be used in the teaching and learning of ESL writing in Malaysian ESL classrooms.

T103: Ho Theen Theen, Anis Alisya Binti Abdullah, Juria Laing, and Willie anak Jandar
CPD, Lockdown-Style: Empowerment Through Innovation

The lack of teachers trained for a particular subject in particular schools is an issue that is less visible than an outright shortage of teachers, but no less significant. To address this problem, a Continuous Professional Development (CPD) programme spearheaded by IPG Kampus Tun Abdul Razak was implemented to provide support to all non-option English teachers in primary schools throughout the state of Sarawak. The main approach taken in this CPD was to guide teachers in "unpacking and repacking" the current English Language syllabus, and in developing Pedagogical Content Knowledge (PCK) as well as applying PCK in lesson planning. The training principle applied was to empower teachers to take ownership of their own professional development; hence training sessions favoured self-reflective activities over more prescriptive methods for delivery of content. Course development was completed in 2020 for centralised training sessions in hotels, with financial support from the Sarawak State Education Department. However, implementation in 2021 was disrupted by the COVID-19 pandemic, specifically the second nationwide Movement Control Order. Despite this setback, the decision was made to proceed with the CPD. This paper presents the challenges faced in this transition from a more traditional face-to-face mode of training to a fully online mode, and the solutions applied by the course developers for practical and effective remote delivery without sacrificing the original self-reflective approach and spirit of empowering the participants. Against the odds, there is evidence that the programme has had a positive impact on the classroom practices of the participants.

T104: Mohamad Ridhuan Nasarudin & Aminabibi Saidalvi
The Implementation of Blended Synchronous Learning (BSL) from The Perspectives of Student Teachers

Blended synchronous learning (BSL) refers to learning contexts that use videoconferencing, web conferencing, and the virtual world to bring remote students into the classroom in real-time. More research on BSL is needed, as it appears to be increasingly used in most educational institutions, particularly during the COVID-19 pandemic, and given the recent interest and lack of published research in this area. The goal of this study was to find out student teachers' perspectives regarding their experiences using BSL during their teacher training sessions. A mixed-method research methodology was used to collect data for the study, which included a set of questionnaires and semi-structured interviews. A total of 42 final-year student teachers enrolled in a TESL graduate program participated in the study. The findings revealed that TESL student teachers have strong and positive beliefs about BSL, which include their preparedness to use the BSL approach, students' autonomy during learning activities, and the benefits of using BSL for both teachers and students. It is hoped that student teachers be equipped with BSL teaching methods while in the university during microteaching sessions as an effort to equip future teachers with adequate knowledge and experience of the latest teaching trend to ensure students learn in an active environment.

T105: Thinusha A/P Selvaraj & Latha Ravindran

Doctoral supervisory practices to improve Professional Development in Private Tertiary Educational Institutions in Malaysia

The quality of postgraduate supervision continues to be a topic of interest as many universities are offering PhD programs. Supervisors are aware of their accountability towards their students' completion and to be part of an active research culture. More and more academics are called in to supervise these graduates and this study aims to investigate the postgraduate supervisory practices adopted by some of the supervisors in private tertiary institutions in Malaysia. Using a qualitative approach, the study will look into the institutional procedures adopted by the institutions to enhance the supervisory practices of the academics involved in supervision. The perceptions of the academics in relation to the measures adopted will also be explored. Improvement in practice is likely to happen with a good understanding of the support rendered by the respective institutions. Preliminary findings indicate that institutions render support to novice supervisors. Regular meetings and updates helped the supervisees to progress with their research. Supervisors indicated that a non threatening environment helped the students to develop confidence. Findings of the study will help to shed light on effective supervisory practices and also to enhance the research culture within the organization.

T106: Mable Chan

What Chinese professionals consider most significant and challenging communicating in the local workplace in Hong Kong, and pedagogical implications.

The pressing need to bridge the gap between workplace communicative needs and curriculum development of business English (BE) courses has been documented in the literature. As part of a large-scale study examining the use of language and the communicative needs (spoken and written) of Chinese professionals in Hong Kong using both quantitative and qualitative data, this study reports findings concerning what are considered most significant/challenging in workplace communication. Seven factors were included for the participants to rank in the questionnaire: (a) language use; (b) target audience; (c) content; (d) structure; (e) cultural differences; (f) persuasiveness; and (g) non-verbal means of communication. The participants were 160 Chinese professionals from the 4 key industries in Hong Kong. They were invited to fill in a questionnaire and 66 of them joined the subsequent interview. The quantitative data reveal which factor(s) the Chinese professionals consider most/least important and challenging. Qualitative data allowed the participants to illuminate in detail the rationale behind, and how the gap between workplace communication and curriculum development of BE courses can be bridged. Based on the findings, insights are developed as to what should be emphasized when teaching workplace English in the classroom.

T107: Shubashini Suppiah

The Post Pandemic Transition From Online to Face-Face Classes: Preparedness, Challenges and Adaptation

The COVID-19 pandemic has allowed academicians working at institutions of higher education to re-evaluate and re-envision teaching and learning processes. The academic landscape has since turned to fully embrace the online approach and there appears to be a wealth of literature surrounding issues associated with the transition to online learning and students' satisfaction with online courses. While the pandemic may never really be over, things are gradually coming to some semblance of normality. In the academic field, this means, face- to-face classes is back on the agenda. In light of this, the present study explored the views of student teachers in an Institute of Teacher Education on the prospect of a fully face-to face approach once again focusing on preparedness, challenges and adaptation as they make the transition after being online for almost two years. Using a qualitative research design, data was gathered using an open-ended questionnaire and interviews. A thematic analysis of the date revealed two very significant insights which include (1) the need for hybrid-based teaching and learning approaches, and (2) a conceptual-based paradigm shift of teaching and learning in the field of teacher education post-pandemic time. Implications from the study suggest a need for a more holistic teacher education system which could support present and future teachers in becoming more resilient to crisis similar to the Covid-19 pandemic.

T108: Noria Anak Bunsun

Invoke Continuum Multi Range Skills Assessment: Preparing Learners to Embrace the Challenges in Industrial Revolution 4.0.

Every single child is given the right to the opportunity to learning as stipulated in our judiciary system. Leaving the nurture and architecture to teachers as the core brain changer. But do learners have the opportunity to an equitable and efficient asssessment? Various teaching methodology had been taught and implemented by educators since, unfortunately we still face quantum of deficiencies in reaching targeted outcome. Hundreds of assessments being tried yet errored and we keep hunting for the dreamt result. This is proven by the discouraging result in English language summative assessment years after years either in rural or urban schools. Every action taken thereafter seems fell astray. Why? Where have we gone wrong? These two challenging questions demands prompt solution in Malaysian context of learning English language. Towards addressing this problem, I reviewed one considerably holistic assessment as a humble study proposal; the Continuum Multi Range Skills Assessment whcich will then act as the turning point of learning assessment trajectory. It will be conducted based on four fundamental of child development theories; Psychoanalytic Theory (Sigmund Freud, 1856 to 1939), Psychosocial Theory (Erik Erikson, 1902-1994) Cognitive Development Theory (Piaget, 1969) and Behaviorism Theory (Pavlov,1902). Each assessment outcome from each fundamental theory approach will serve as a lens through which human development can be viewed and appropraite guidance practice could be implemented.

T109: Tiong Ngee Derk

Towards a conceptual framework professional learning and change through collaborative dialogue: evidence from Malaysian professional learning communities (PLCs)

It has been argued that achieving the sustainable development goals will require transformative professional learning at scale, especially in resource-constrained contexts. With regards to this aspiration, teachers' collaborative discourse has often been looked to as a key driver of transformative and enduring professional learning. Yet, the research on this phenomenon is relatively nascent and fragmented, in addition to having a strong skew towards the Global North. Moreover, the evidence connecting changes in teachers' beliefs and teachers' actions/practice is especially underdeveloped. In this paper, I address these issues by developing a conceptual framework that connects both professional learning and change in practice, placing collaborative dialogue among teachers at the centre. The framework draws from learning theory, specifically Gee's cultural models and Festinger's cognitive dissonance, and develops out of in-depth ethnographic analysis of teacher discourse data. The discourse data were generated across 9 months of fieldwork in two urban Malaysian secondary schools in 2019, purposively and systematically sampled from discussions within the respective English language panels. These teachers served EAL students, many of whom come from what many would traditionally consider backgrounds of significant disadvantage. The findings offer proof of concept that collaborative discussions can function as sites for generating and disseminating new insights which then translate to positive changes in practice, triggering a 'virtuous cycle' of learning. However, these insights are not without practical caveats, to be discussed.

T110: Megawati Soekarno & Aaron Charles

Reducing topic fronting to develop TESL trainees' awareness in professional educational practice

Talking about the sustainability in 21st century learning, most people will think about the impact of human activities on economy and the environment. However, a major part of sustainable resources also involves the society, and teacher professional development has become a major field in itself. Language learning has moved away from conventional structural and topical learning, into a more communicative academic pursuit. Due to the extensive reliance on the internet and the pandemic induced online learning, communication strategy training had been supportive to the development of technical discourse in pedagogical programmes such as Teaching ESL (TESL). In higher education, English is taught and learnt for specific purposes and the learners' awareness of their communication strategies becomes extremely crucial. Consequently, it was unacceptable to observe that a number of TESL trainees were unaware of their use of topic fronting, which was a Malaysian variety communication strategy. Despite being an achievement communication strategy, topic fronting does not abide by the English language grammatical rule. Thus, a high use of this deviant of English speech pattern strategy among ESL learners would affect them adversely especially in their academic discourse. There has been observation that topic fronting has emerged in the TESL trainees' written assessments such as assignments and project reports.

T111: Mah Zhi Jian

Developing Teachers' English Proficiency via Online Professional Learning Community: An Initiative for Teachers by Teachers

There is a relatively large group of non-option English Language teachers who are given the responsibility to teach English in the national-type primary schools. These teachers did not undergo professional training in ELT. Apart from pedagogy, they need support in language proficiency too. While professional development courses are mostly organised by the administrators adopting a top-down approach, an effort was made to organise an online professional learning community (PLC) for non-option English Teachers. This online PLC approach was the only feasible option during the Covid-19 pandemic. Five teachers who have had experience in conducting training for the CEFR-aligned curriculum have taken the initiative to assist non-option English teachers to improve their language proficiency via online PLC. Participants joined the online PLC on a voluntary basis. Ten 90-minute sharing sessions on different language content were carried out. A questionnaire was administered after all the sharing sessions to collect feedback from participants. Insights into the implementation and challenges faced during the online PLC were gained by interviewing selected facilitators. About 98% of the participants agreed that they had learnt a lot from the online PLC. The facilitators too reported that the process had helped them develop as a teacher. Some challenges the facilitators faced were highlighted and suggestions for improvement were discussed. It is hoped that such insights will provide stakeholders some issues worth considering in order to organise more feasible, practical and meaningful PLCs for teachers' continuous professional development.

T112: Ong Wei Ann @ Harold, Alison Creena Wong & Stephania Albert Jonglai

The acquisition of phonemic awareness and decoding skills among primary ESL learners via synthetic phonics instruction – Teachers' insight

Learning how to decode words is pivotal in helping children to transition into competent readers. This study was undertaken from training Year 1 ESL teachers to use a multimodal synthetic phonics instruction to teach in a Year 1 classroom. This study would present the data gathered from personal interviews with six primary school teachers who participated in the study. Prior to the commencement of the study, the participants were hesitant and apprehensive of the instruction, citing lack of efficacy in delivering phonic instructions and doubt of the effectiveness of the programme. Nevertheless, the participants carried out the programme as the support was given via the trainers and the agencies which are partners of the project. The participants praised the instruction for its training provided and the multimodality of its use, combining visual, auditorial and tactile approach in learning phonics and decoding words. The participants also highlighted some of the challenges which came with the training and teaching of the instructions, namely developing the confidence and skills to teach the instruction, the pressure to deliver school syllabus on time and the fear of interference in the deliverance of phonics instruction due to external factors. This study supported the notion that teacher buy-in is crucial to the success of implementation of any programme in school. Teacher buy-in, in turn, can be further supported by hands-on training, constant encouragement, timely teacher support and in believing primary school teachers are capable of interpreting new instructional practices meaningfully according to the needs of their learners.

T113: Wong Kian Yong
Exploring the Teaching of Writing Through a Professional Learning Community

Teacher professional development is essential in enhancing and maintaining teacher quality and the effect flows into the classroom. Professional Learning Community is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. This study aims to explore the impact of the professional learning community (PLC) in developing the teaching knowledge and consequently improving the quality of the teaching and learning process. The research was based on Deming Cycle, which involved Plan, Do, Check and Act. A professional learning community was formed among 2 English teachers, an administrator, and a School Improvement Specialist Coach (SISC+) in Melaka to teach writing lessons to 20 Year 5 pupils from a Chinese primary school. The two English teachers planned the lessons together while the administrator entered the class and evaluated the lesson with feedback. SISC+ guided the reflection session after the lesson was conducted. Findings show that the implementation of the professional learning community improves the pupils' outcomes, increases the teachers' motivation, and enhanced the teachers' knowledge in teaching writing lessons. The process of conducting the study had allowed me to engage in reflection and noticed its importance. I also understand that the concept of a teacher as a lifelong learner needs to be practiced to remain an effective teacher.

T114: Shee Yuen Ling
Professional Learning Communities in leading transition to online education during the pandemic

As the Covid-19 pandemic pushes the educational systems into the unknown territory, it has also challenged and disrupted the work of educators, the daily learning experiences of students and even the concept of schooling (Hollweck and Doucet, 2020). This rapid shift to crisis schooling has had massive implications for pedagogy and professionalism during the pandemic and beyond. A sudden transition to remote teaching due to the COVID-19 pandemic involving a big concern of how would teacher educators succeed in this transition? Professional Learning Communities (PLCs) is a peer-led culture of professional excellence. This study sought to address gaps in how community fostering leadership and evaluate specific actions school leaders should take to simultaneously empower teachers. It also fills the gap of effectiveness of PLC practices and experiences in schools or via other virtual platforms during the pandemic, hoping it would foster "mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone" (DuFour & Eaker, 1998, p. xii). This study provides a platform for the management and administration to improve on and sustain the element of conducive and optimal peer-led culture. In return, effective policies can be implemented and promoting change and improvement in the education system. The findings suggest a few elements contributing to the success of a professional learning community and identify some emerging needs for professional development in the new world of distance learning.

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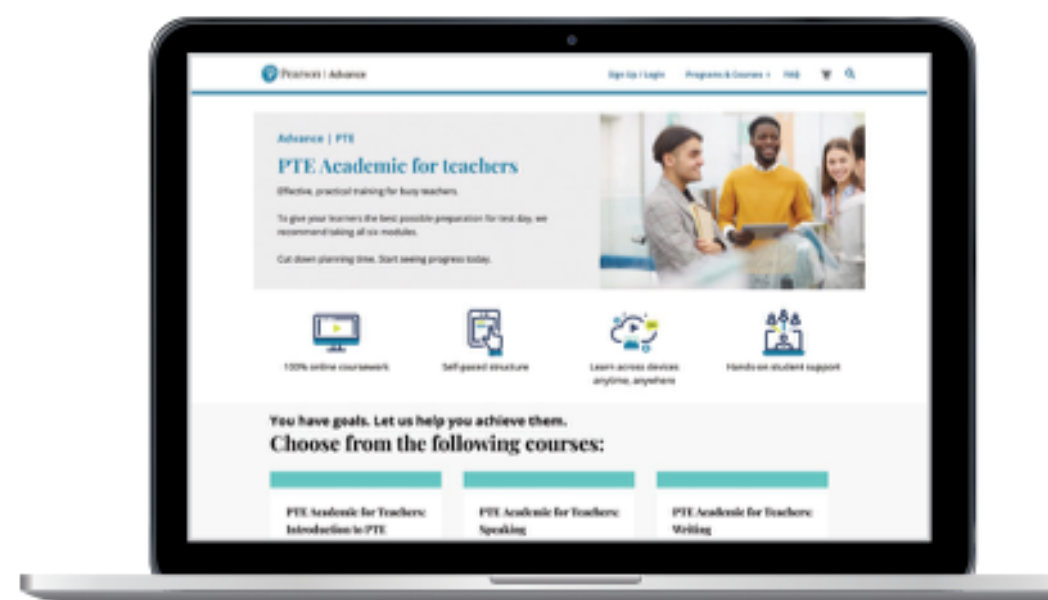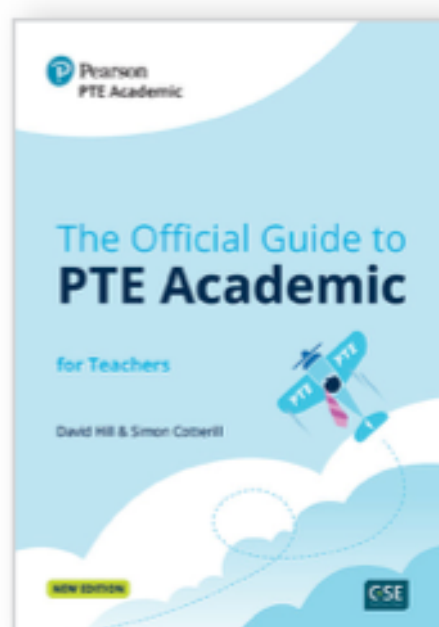
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TRACK 2

10 SEPTEMBER 2022   **2.10 P.M. - 3.35 P.M.**

THEME: PEDAGOGY

T201: Koet Tian Wei & Azlina Abdul

Part-Time Postgraduate TESL Students' Experiences on Distance Education during the Pandemic: A Case Study

The COVID-19 outbreak had brought about a profound and unprecedented impact on various countries worldwide. One of the impacts of the pandemic was the closing of educational institutions to stop the virus from spreading. In Malaysia, teachers from primary to tertiary levels were instructed to adopt alternative teaching methods in securing the continuation of teaching and learning processes during the pandemic. However, the sudden transition of the nature of education required teachers to prepare themselves to carry out this emergency pedagogy instantly had posed tremendous challenges for them. To understand how TESL postgraduate students who are also full-time teachers cope with the challenges in response to the disruption of everyday physical class context, this study explored the experiences faced by part-time postgraduate TESL students in UKM who are also in-service teachers on distance teaching and learning during the pandemic. This qualitative case study applied a qualitative survey and a semi-structured interview method. 41 UKM postgraduate TESL students in their second year, who had been experiencing learning and working from home since the lockdown period in March 2020, participated in the surveys, and ten were interviewed via Telegram instant messaging application. The findings were analyzed through thematic analysis. The results show that the shift to distance education had positively and negatively impacted part-time postgraduate students' experiences, and various adaptation strategies were adopted to improve the situations. The findings of the study are relevant to future curriculum planning for postgraduate courses.

T202: Noraini Binti Said & Megawati Soekarno

Developing ESL Pre-Service Teachers' TPACK through Virtual Simulation Strategy (VSimS)

The reality brought upon by the pandemic has forced us, the language instructors, to reevaluate our practice, especially our assessment strategy, to ensure that the actual learning takes place and planned objectives are met. In language education programs, equipping future teachers with appropriate knowledge and skills remains as the top priority. In fact, recent literature also highlights the need for teachers to have technological pedagogical content knowledge (TPACK) to cope with the changing demands of online learning. Virtual Simulation Strategy (VSimS) is devised to promote deeper understanding of content knowledge for content courses such as sociolinguistics and other courses which require heavy reading. VSimS is also targeted at developing 38 ESL pre-service teachers' TPACK via technology use in group simulations in a 14-week project. Supported by socio-constructivism, VSiMS enables students to construct their understanding through interactions among group members and course mates and translate their understanding into group simulations. Findings from the summative test shows that most students were able to give appropriate answers by quoting specific examples from simulations. Students were also found to skillfully apply a variety of technologies in group simulations and demonstrate increased level of engagement and participation based on classroom observations. To conclude, VSimS can be a promising assessment strategy and serve as a catalyst for TPACK development not only for ESL content-courses but it can also be extended to other academic courses.

The revised version: The reality brought upon by the pandemic has forced us, the language instructors, to reevaluate our practice, especially our assessment strategy, to ensure that the actual learning takes place and planned objectives are met. In language education programs, equipping future teachers with appropriate knowledge and skills remains as the top priority. In fact, recent literature also highlights the need for teachers to have technological pedagogical content knowledge (TPACK) to cope with the changing demands of online learning. Virtual Simulation Strategy (VSimS) was devised to promote deeper understanding of content knowledge for content courses such as sociolinguistics and other courses which require heavy reading. VSimS was also targeted at developing 38 ESL pre-service teachers' TPACK via technology use in group simulations in a 14-week project. Supported by socio-constructivism, VSiMS enabled students to construct their understanding through interactions among group members and course mates and translate their understanding into group simulations. Findings from this qualitative study shows that most students were able to give appropriate answers by quoting specific examples from simulations from data gleaned from the summative test. Students were also found to skillfully apply a variety of technologies in group simulations and demonstrate increased level of engagement and participation based on classroom observations. To conclude, VSimS can be a promising assessment strategy and serve as a catalyst for TPACK development not only for ESL content-courses but also other academic courses.

T203: Zarin Tasnim
Songs for EFL/ESL class: how to teach listening skills through music

The purpose of this pedagogical article is to suggest the effective use of songs in ESL (English as a Second Language) or EFL (English as a Foreign Language) classes focusing on the benefits, challenges, criteria, a model lesson plan, and guidelines so that teachers can teach listening through English songs. This qualitative research, intends to shed light on designing tasks utilizing songs to improve EFL/ESL learners' listening ability. Songs play significant roles in the arena of foreign language teaching. Various research studies show the effectiveness of English songs in EFL/ESL listening classes. The paper focuses on different aspects of using songs in listening class. Firstly, it draws attention to the advantages of using songs for EFL/ESL listening classes. Secondly, after observing the prevalent EFL/ESL context, a personal experience is mentioned in which a group of 30 undergraduate students was taught to practice listening to an English song. In the next section, certain difficulties in using songs and a list of various factors involved in selecting songs have been elaborated on. In the final part of the paper, a detailed discussion is provided on classroom tasks accompanied by a sample lesson plan for listening class using songs and some practical suggestions for developing the skill. The paper presents an overall idea about the strategies and activities to utilize songs for teaching listening skills to ESL/EFL learners.

T204: Yee Bee Choo, Soo Kum Yoke, Lim Ai Teng, & Umairah Najihah Ismail
Teachers as designers: Transition from traditional to digital media

Teachers are arguably the most important members of society as they teach children and have great influence on the formation of society and its future. Recent educational developments amidst the pandemic phase have affected the role of teachers towards a more digitised teaching and learning environment. Teachers now also have to actively participate in designing materials through digital media. This paper thus aims to identify the transformation of digital media in education, the perceptions of teachers towards using digital media and the effects of digital media on teachers. A quantitative approach was used for the study by means of a survey. The items included open-ended questions to enable teachers to express their views. The results would help verify the role of teachers as designers in the transition from traditional to digital media. Further, the findings would also show the positive and negative effects of the use of digital media by the teachers.

T205: Hiromi Furutani & Ikuko Motohisa

An analysis of the relevance between dictation activities and speech improvement in English instruction for Japanese university students

This study explores whether dictation instruction in listening activities positively affects the development of speaking skills of EFL students at a university in Japan. The qualitative analysis of teaching methods and the data of a few students who received top-level scores in both listening tests and speaking tests are discussed in detail. This approach was conducted to find objective information from both teachers' and students' points of view. As a result of several analyses, the following elements are shown as effective teaching points. 1) Grammatical instruction, which focused on English features not found in the Japanese language, such as "s" in the third person singular and definite articles, was beneficial. The proper usage of those features was especially shown in the students' final speech, which represents reliable evidence for improving their speaking ability after three months of lessons. (2) In addition, speaking activities in which students record and submit their speech via their smartphones are also practical and helpful. These activities increase students' awareness of their speech errors and promote their willingness to use what they have learned in dictation exercises to speak in their own words. 3) Furthermore, combining dictation and speaking activities improves students' speeches regarding "complexity and accuracy." Compared to the beginning of the semester, the number of accurate compositional sentences increased. This tendency suggests that understanding the details of grammatical rules more clearly by written information, rather than only sound information, contributes to the improvement of Japanese students' English speeches.

T206: Wei-Hua Lan

Young EFL learners' social semiotic choices in literacy activities through arts

Literacy practice through arts is a complex process that involves thinking and producing ideas across multiple sign systems. In an EFL classroom, visual arts can be used to develop literacy practice in which assembling different semiotic resources in order to read and produce text is essential. Drawn from the theory of social semiotics, the current study collected verbatim data from both in-class group reading events in nine weeks and six to eight-year-old young EFL readers' artworks of the memorable themes in the stories. Oral presentations of their own artworks were recorded and analyzed to understand the semiotic resources they drew on in production. Results show that young readers relied heavily on illustrations and discussions while making sense of the stories. They drew on semiotic resources such as illustrations, feelings, and intertextual texts to produce the artworks after reading. Children's artworks were semiotic texts recognizable and meaning-potential in the group. When they presented the artwork, they shared joint interpretation with the text they read together and brought their own interpretation into it. In this way, semiotics texts are easier for young learners to generate. Pedagogical implications are discussed concerning how arts can be integrated into reading and writing lessons in a foreign language.

T207: Angelina Kovalyova

Using AI-based chatbots for written English conversation practice in an EFL classroom

Chatbots are software applications designed to conduct a conversation with humans . The use of chatbots in education is still at its early stages as the natural language processing ability of chatbots is rather low . However, the potential of stress-free conversation practice for EFL learners is huge. Thus, a study was conducted to assess the capabilities and limitations of modern chatbots for the purpose of English conversation practice in the EFL context. 69 Japanese university students were asked to converse in English with selected chatbots for 15 minutes during 7 classes. Specifically, 24 students conversed with the chatbot called Replika, 24 students conversed with Cleverbot, and 21 student chatted with Koddy. Before the conversations, the participants were asked to watch videos and study related vocabulary from the platform English Central to provide scaffolding for conversation practice. The participants also completed a Chatbot Usability Questionnaire (CUQ) before and after the experiment and provided personal feedback after the experiment describing their overall satisfaction with the chatbot, their self-assessment in terms of English proficiency and confidence growth, and the helpfulness of a scaffolding activity before the conversations with chatbots. Overall, this research clarifies the issues present in modern chatbots, but allows us to see how despite the limitations chatbots have the potential to be used in an EFL classroom.

T208: Zeng Shulan, Shen Renhong, Hu Jie, & Xiu Yunhui

Research on the Status Quo of Social Support for families with Special Children in China

This study used the "Social Support Scale" to investigate 683 special families in 6 provinces and cities of Guangdong, Zhejiang, Sichuan, Liaoning, Chongqing, and Hunan to understand the current situation of social support in families of special groups. The research shows: (1) The level of social support obtained by families with special children is relatively low; (2) There are significant differences in social support in the region where the family is located, parents' educational level, family monthly income, family shape, children's age and degree of disability; (3) There were no significant differences in social support among family residence (urban and rural), parental age, child gender, and disability type.

T209: Tan Ben Dan & Noraini Binti Said
A systematic review of FLA: implication for pedagogy

Anxiety is one of several important emotional factors affecting the teaching of foreign languages. As such, it is of great interest to language researchers and foreign language teachers. There is a wealth of research on foreign language anxiety indicating that speaking anxiety is most prominent amongst learners. Excessive oral anxiety can affect the output of spoken English and negatively impact English learning. On this basis, in this paper, a systematic literature review is conducted to analyze data on English speaking anxiety in foreign languages from 2020 to 2022. The purpose of this paper is to explore the focus and characteristics of researches done on English speaking anxiety. 85,017 research articles were initially yielded from two databases (Scopus and Science Direct) using the specific queries on ESL and speaking anxiety. However, eventually only seven relevant articles focusing on English speaking anxiety were selected for review to achieve this goal after exclusion and inclusion criteria were applied in the screening processes. The study found that research on English speaking anxiety has declined from 2020 to 2021. In terms of research participants, the studies on speaking English anxiety typically selected college students as the main study subjects and the main method of English speaking anxiety is mixed method. With the development of the internet, computer-aided education is increasingly incorporated into teaching practice. For example, researchers have used computer tools, such as Popsispeak, videoblogs, ASR technology, and presentations to explore how to alleviate anxiety in spoken English.

T210: Nur Atiqa Ismail
Think like a Toastmaster: A Practical Approach to Overcome Speech Anxiety amongst SPM 2021 Candidates

This paper examines the use of adapted Toastmasters' approach to overcome speech anxiety amongst SPM 2021 English 1119 candidates. Covid-19 pandemic has pushed students to become accustomed to online learning. However, due to lack of face-to-face interaction during online learning, many students developed speech anxiety as soon as the physical classes were permitted in October 2021. This could be detrimental especially to SPM 2021 candidates as they are required to sit for English 1119/3 Speaking paper in only 5 months after the school reopened. Therefore, there is an urgent need of intervention plan for teaching speaking skill – hence the adapted Toastmaster approach was introduced in the speaking classes. A typical Toastmasters meeting comprises of 10 roles altogether. However, for the practical purpose in a classroom setting and focusing on overcoming students' anxiety, a few of the roles in the Toastmasters' meeting were either completely excluded or introduced at later sessions. There were 15 sessions of adapted Toastmasters' approach; conducted in the span of 15 weeks from January to March 2022 in their speaking-focused classes. Pre-test and post-test marks were compared to measure the effectiveness of this approach. Questionnaire were distributed to 23 students who participated in this study. The findings indicate that students perceive the adapted Toastmasters approach in speaking classes as useful in overcoming their speech anxiety and rebuilding their confidence to speak in English – particularly in sitting for their SPM 1119/3 (Speaking) paper. The paper concludes with a discussion on the pedagogical implications of the findings.

T211: Norhakimah Khaiessa Ahmad
Present, Practise, Produce: Exploring ESL teachers' form-focused instruction and timing on teaching grammatical features to young learners

Research on ESL teachers' grammatical pedagogical knowledge is inclined to investigate form-focused instruction, technique employed, and the timing to conduct the grammar activity separately. Nevertheless, the focus on examining the interplay of grammar teaching techniques and form-focused instruction (FFI) at different timing during grammar lessons receives less attention. This paper examined how form-focused instruction was conceptualised and enacted during grammar lessons. The teachers involved in this case study were three experienced primary school teachers in Malaysia. Data collection was gathered from thought-based interviews and practice-based data sources such as observations and observation field notes. The findings revealed that teachers practised three instructional techniques namely visual support, elicitation, and language game as strategies to explain the grammatical structure. Their practices also showed that these techniques serve five purposes at different timing of the lessons. These techniques, however, were frequently used during the presentation and practice phase. Despite drilling being widely practised at different timing, the three techniques serve different functions. Most importantly, they are useful to explain the features and guide learners for grammar learning. Explicit grammar teaching needs to be used with caution. As an implication, it is important for teachers to raise the learners' attention to the grammatical features using integrated approach.

T212: Thivilojana Perinpasingam, Charles Sharma Naidu, & Faisal Athar Mohd Fadzil
Digital competence in exploring simulated Micro-Teaching activities in a Virtual Classroom to enhance classroom management skills. Perceptions of student teachers on the usage of the EngageVR platform.

Immersive learning is an innovative pedagogical approach that uses online Virtual Reality platforms such as EngageVR as a medium that provides an immersive virtual learning environment for teacher education programs. This real-time immersive training experience enables virtual presence as avatars in virtual classroom settings and allows for life-like responsive engagements. While Shift 1 of the Malaysian Educational Blueprint 2013-2025 and the international trend on education for UN Strategic Development Goals (SDG 4) and the Fourth Industrial Revolution (4IR) echo that the virtual simulated classroom settings are especially needed for teacher training to prepare future-ready teachers to fulfill the demand for highly skilled new graduates to meet the needs of the relevant global education trends which is moving towards digital education, especially in a hybrid and remote teaching and learning classrooms. . During the VR classroom simulation sessions that were conducted, data were collected from surveys done by the students who participated in the EngageVR platform remotely to analyse their experiences during the virtual reality classroom simulation sessions on classroom management skills. This study affirms that the dynamic of microteaching using the EngageVR platform has enabled pre-service teachers to acquire first-hand exposure to handling students in a virtual learning environment that is less challenging, prior to experiencing and managing diverse learners in a real classroom at a private higher learning institution in Malaysia.

T213: Vanitha Subramaniam
Hearing-impaired Pupils' Perception towards Quizzes in English Language Lesson During PDPR.

Hearing-impaired students show a lower level of mastery in English Language. Due to the enforcement of the movement control order (MCO), teaching and learning in schools changed to teaching and learning from home. Quizzes were used in the teaching and learning process for hearing impaired to enhance their engagement in learning process. The main objective of this research is to identify hearing impaired students' perception level towards quizzes in English Language subject during teaching and learning from home. This is descriptive research whereas total 144 hearing impaired pupils who had mild and severe hearing impairment and who are using hearing aid devices were involved in this research. The research respondents were chosen from SKPK in five states. Thorndike's theory of behavior was incorporated in this research. A survey form was distributed among the respondents to collect the data. SPSS version 20 was used to analyze the data. The data of the research were presented using frequency, percentage, mean and standard deviation. The data shows the hearing-impaired students' perception towards quizzes as learning tool was at moderate level during PdPR. The further research was suggested to involve hearing-impaired students who had cochlear implant as respondents. This research also can be modified to find out the hearing-impaired pupils' vocabulary retention at the end of every topic.

T214: Chua Wei Chuan
Empowering Self and Peer Assessment in Assessing Speaking Skills

Assessing speaking skills is always perceived as a responsibility of a teacher. Considering that pupils are aspired to be active learners, they should also be entrusted to assess their own speaking skills. Thus, this action research was conducted to improve the teacher's practice in assessing speaking skills via self and peer assessment by pupils. Pupils assessed their speaking performance based on the descriptors of six performance levels for speaking skills in the Standards-Based Curriculum and Assessment Document (DSKP). This action research employed McNiff and Whitehead's action research model focusing on the following actions: observe, reflect, act, evaluate and modify. The data was then collected qualitatively via student observation as well as reflection and quantitatively by gathering the performance levels awarded by the pupils themselves. Analysis of the collected data was done in a descriptive and narrative manner to explain how introducing self and peer assessment among pupils can improve the practice of assessing speaking. The teacher learnt that pupils were more able to express their ideas and thought in the target language if the assessor is their peer. By referring to the descriptors of the speaking skills when assessing, pupils were able to achieve a higher performance standard as they are aware of the criteria pertaining to speaking. Hence, assessing speaking should be regarded as a shared responsibility of both the teacher and the pupils.

T215: Fumiya Shinozaki, Mami Sakashita & Yuya Owaki
Learning outcomes of university students through English presentations

The present study is a case study with the purpose of analysing what university students learn through English presentation activities and in what perspectives. The research objectives were as followed (1) "to identify any differences in viewpoints to reflect on themselves?" and (2) "to investigate any differences among the students in the transition of the contents of their reflective comments?" Four students in the course participated in the research. Reflective texts written after each class were analysed. As the result of the correspondence analysis, it was found that each participant's comments contained similarities and differences, perhaps depending on their background. Every single comment was judged whether it contained positive, neutral, or negative emotions. The answer to the research questions is that the analyses actually indicated the differences in learning viewpoints with distinct content transitions of the reflective comments. In other words, the present study, which refers to each learner's background, has shown a possibility that university students learn differently and different aspects despite the fact that the course offered them the same English presentation activities. In conclusion, it is important for course instructors to note that keeping what individual students will learn in mind is valuable when structuring a course.

T216: Laurence L. Dumling
To Ask or Not to Ask: Cultivating the ESL Classroom as a Space for Learners to Practice Questioning

Dialogic pedagogy in ESL classrooms, which emphasizes on questioning skills, has proven to be effective for deep cognitive engagement and quality verbal communication among learners . In post-colonial countries such as Malaysia, monologic discourse is still dominant and homogenously employed in classroom practices which rises a debate on the extent of questioning learners can do in the classrooms . Previous findings mostly cited on low English proficiency and teacher's tendency to low level of questioning as factors to passive classroom interaction. This, however, lack in the discussion on sociocultural aspects of the ESL classroom, such as in Malaysian ESL classrooms, where diverse languages and culture are intertwined. How learners navigate and perceive questioning in a teacher-dominated classroom discourse is still unclear. Using an in- depth interviewing protocol SEDA , this study examines how secondary school learners in an urban government school in Sabah experience questioning in their classrooms. Using thematic analysis , the researcher discusses significant findings, which contributes to understanding of how learners perceive questioning in the classroom. This study calls for redefining the roles of questioning as modelling for learners and how questioning can be co-constructed to allow reciprocal questioning space for learners to take on accountability of their learning.

T217: Ho Yeah Xiang, Yee Bee Choo, Kek Siew Yan
Collaborative Story Mapping: Improving Primary Pupils Understanding of Narrative Text

Comprehension, or extracting meaning from what a person read, is the ultimate goal of reading. The process of comprehension is both interactive and strategic. However, most pupils lack understanding in narrative texts. This study aimed at improving primary pupils understanding of narrative text through collaborative story mapping strategic. Story mapping is a strategy that uses a graphic organizer to help pupils learn the elements of a book or story. This collaborative strategic included group discussion, 5W1H and story mapping. By identifying story characters, plot, setting, problem and solution, students read the narrative text carefully. A class of Year 4 pupils from a primary school in Batu Pahat, Johor were involved as the participants of this research. In this action research, observations, pre and post-tests were used as the research instruments. The collected data were analysed qualitatively. The findings show that there was improvement in pupils' understanding of narrative test from pre-test to post-test. The participants also made fewer errors in answering comprehension questions and were able to arrange the story in correct sequence. The implication is for English language teachers to use story mapping as a strategy in the classroom.

T218: Fatin Hamimi Mat Resat
Learning English and Applying the 21st Century Skills through the Integration of CALL into the Functional-Notional Approach

The Functional-Notional approach (FN) is a branch of Communicative Language Learning (CLT) that views language learning as a process designed for the acquisition of a given set of pragmatic skills. Pragmatic skills are the way in which one uses language within social situations, in real contexts and authentic settings. The aims of the FN approach can be achieved with the help of technology as it provides a new context to language learning, called virtual context. This context makes language learning easier and not limited to physical class settings. Computer-Assisted Language Learning (CALL) provides many programmes and applications for general and language learning purposes. This study was conducted on five students of Universiti Sultan Azlan Shah (USAS), Kuala Kangsar, Perak, who were taking a basic English subject called Listening and Speaking in ESL. Its aim was to study the integration of technology, specifically CALL, into the FN approach in learning English and applying the 21st Century skills. The study analysed the students' perceptions on the combination of the FN approach and CALL in learning English, their motivation and attitudes toward English language before and after the research and the challenges throughout their study. Case study was used to collect data that involved interview, observation and document analysis. The result showed that although their improvement in terms of their English proficiency varied, their presentation and communication skills were improved greatly including the non-verbal aspects, as well as their abilities to use technology for language learning. In conclusion, this approach was effective in improving their pragmatic skills.

TRACK 3

📅 **11 SEPTEMBER 2022** 🕐 **8.40 A.M. - 9.35 A.M.**

THEME:
CREATIVITY IN LANGUAGE LEARNING

T301: Deebamalar A/P Pandi
Creative Inclusive Classrooms: Enhance Reading Skill Through Immersive Reader Tool as English Learning Material During Online Learning in Pandemic Covid-19 Among Form 5 Students of SMK Pulau Ketam.

This research was carried out to enhance reading skill among form 5 students of SMK Pulau Ketam during online learning in pandemic Covid-19. The purpose and objective of this study is to enhance reading comprehension and fluency and increase confidence to read at higher levels. In addition, this study was also to identify the effectiveness of using immersive reader tool to increase reading skill proficiency level. Observation and analysis of documents were used as the research instrument. Subject consisted of sixteen students from 5 Satria. Data were analyzed using descriptive analysis (percent). The immersive reader tool has helped the students to read with fluency and answer comprehension questions. The results taken from the post test.

T302: Samantha Elesha Anak Salambau, Belinda Lai Melor Md Yunus

Lumos-Express: Using Tayasui Sketches as a Writing Tool to Improve ESL Learners' Motivation in Descriptive Writing

Creating art through technology is gratitude. Using both in writing is creating creative fusion. In general, Malaysian schools teach English as a second language. Therefore, it is crucial for students to be competent in the language to cope with the globalisation era. This refers to the ability to master all the four skills, Listening, Speaking, Reading and Writing. However, the mastery in Writing has always been an obstacle. This experimental study attempts to investigate the use of pictures through technology to motivate writing. The research involved 10 students whereby 5 were from an urban school in Johor Bahru and 5 were from a rural school in Baram. The instruments used were the analysis of the documents, interviews and field notes to explore pupils' motivation towards descriptive writing. The result showed positive result from the participants. They also agreed that teachers should incorporate technology and visual in writing.

T303: Noorhayati Saharuddin

Facing the Challenges of Applying the Project-Based Learning Approach in a Fully Online Speaking Class

Learning in seclusion during lockdowns is definitely not helpful for English language speaking lessons as they require a lot of interaction. One of the approaches in encouraging student engagement and interaction in a lesson is the use of Project-Based Learning (PBL). In a normal face-to-face class, it is rather easy to monitor students' engagement in learning; however, the application of this approach could be challenging in a full-online speaking class. This study aimed (1) to observe students' participation and performance during meetings and discussions in carrying out a project, and (2) to obtain students' feedback on their motivation and challenges faced in completing the project and participating in online discussions. The subjects of this study were a small group of bachelor degree students in their first semester who had to study fully online during a lockdown due to the pandemic. A qualitative approach using an Action Research method was employed in this study. Data was collected via the assessment of mock meetings, observation of informal discussions online and a survey at the end of the project to confirm the data obtained from the observations. Generally, results in similar research showed positive outcomes to students' motivation to learn and improve speaking skills. However, initial results indicates that there were a few more challenges to overcome in ensuring the success of the PBL project given. There is no guarantee that there will be no more lockdown in the future; thus, further studies on effective online learning need to be continued.

T304: Aishah binti Haji Othman

Edu. Tik Tok: Do-It-Yourself (DIY) and 3R (Reuse, Reduce and Recycle) project for oral presentation

Real-life experience and classroom activities are inseparable as they relate to each other. In teaching English to pre-university students, communicating effectively and conveying their ideas are vital. Authentic classroom projects are essential for the students to undergo real-world challenges. To practice a sustainable environment, students are exposed to the DIY and 3R projects to realise the aim of a green surrounding using a digital tool such as the Tik Tok Video Application for the oral presentation. Project-based learning will expose the students to cognitive, kinesthetic, visual, and artistic values. This action research aims to assist students in their verbal expression and speaking skills using the English Language. To aid students in communicating effectively, the researcher introduced the alternative teaching and learning project-based (Tik Tok Video Application) to accomplish DIY and 3R products. The researcher uses the adoption of Kemmis & Mc Taggart's (1988) one cycle action research by using the intervention of Edu. Tik Tok Video Application for the oral presentation of the project. Video analysis has been carried out among five students of Semester Two Form Six Students Cohort 2021/2022 to use the teaching aid intervention. Data collection is based on document analysis, unstructured interviews, and observation. Findings show that students have some improvement in doing their oral presentations. They also give positive feedback on the DIY and 3R project-based learning usage.

T305: Hoshini S. Vickneswaran
Making Grammar a Riot to Learn

Grammar or Language Awareness as it is called in the current CEFR aligned KSSM format can often put learners to sleep or at the very least groan in protest. Teaching grammar per se or Language Awarenes as the term is coined can be equally as arduous as often times the lack of enthusiasm among the learners tend to bring even the perkiest of teachers' energy levels down. Language games is almost a go to each time a grammar lesson is due especially when less proficient or even moderately proficient learners are to be gaged. Most language games are a toll to prepare and may even need extra materials and resources. What is a teacher to do, when time and resources are insufficient or in minimal supply. Instant creativity in a language class is needed here. This paper will focus on several methods that a teacher can employ to not only make learning fun but also help pupils retain what they have learned as well as cut time needed to absorb the needed to complete the various exercises via collaborative learning. This paper is hoped to help teachers and learners across the board to not only complete the Language Awareness lessons in the SOW but also enjoy it as the teaching and learning process takes place.

T306: Iskandar Zulkarnain
Real life and Roleplay: Student's motivation when reality enters the classroom.

Post Movement Control Order in Malaysia, students were shown many alternative teaching methods that involve IT. Now that Malaysia has moved to the endemic phase, using real life situations in face to face and hybrid contexts is important in developing a holistic approach to teaching. This study was designed around Dr Stephen Krashen's work in the input hypothesis, in particular the Affective Filter Theory, and Michael Lewis' "Lexical Approach". This framework posits that learners need to feel relaxed and engaged when learning, and that language learning learned in chunks is a viable method especially in L2 English students. This study, based on the author's studies and experience in both English, and Speech and Drama teaching and practice, and research into the effects of authentic Materials in Language Learners aged 12-15, attempts to test a practicable method for Malaysian teachers to make fun, engaging lessons for their students.

T307: Beatrice Barnabas

Using Colour Coded Hand Gloves To Improve Year 3 Pupils' Usage of Subject Verb Agreement Rule In Writing Simple Sentences

Writing is one of the medium in communication and also among the main skills to be mastered in ESL classroom. It is a way for pupils to express their ideas and thoughts. However, without good knowledge of grammar, pupils will have difficulty to write correctly. English has always been an intimidating language to the pupils in the rural area especially my school. Considering their mother tongue and less supportive environment for them to use and apply subject-verb-agreement (SVA) rules in their daily life communication, pupils often neglect the rules of SVA in their writing. As a result, the rules of SVA is poorly used in their sentences. Based on the Year 3 Standard Curriculum for Primary Schools, pupils are to at least be able to write grammatically correct simple sentences. This study was conducted with the aim to improve the usage of SVA rules in writing simple sentences among 11 pupils in Year 3 classroom using colour coded traffic light hand gloves to represent singular and plural verb. The data obtained were from pre-test and post-test, observation and survey questionnaire. It indicates improvement in the usage of SVA rules portrayed in their writing as well as increased in their motivation in writing activities.

T308: Dusshantini Sivaraman , Siti Maheen Sharqy binti Sheikh Mohd Taufik

The Significance of Mind Mapping In ESL Writing: An Experimental Study With Mix-Method Approach.

Writing is the essential part in ESL learning, and it is known as the toughest skill to master. Mastering writing skills allows pupils to obtain new vocabulary and understand sentence structures in constructing sentences and writing texts (Bello, 1997). Moreover, Jusun and Md Yunus (2018) clearly justified that writing is the most crucial and difficult skill to be taught and understood in the ESL classroom, especially in rural schools with little technology. Hence traditional methods of teaching writing skills are still impactful and significant in ESL teaching. Hence, this experimental study with a mixed method approach was designed to identify the significance of using mind mapping in ESL writing classrooms. 90 Level 2 pupils from a primary government school in Jelebu district participated in this study. This research used a questionnaire and interviews to collect data. Quantitative data was analyzed with Microsoft Excel while the qualitative data utilised Nvivo11 and word clouds. 98% of the pupils and teachers found that using mind mapping techniques in ESL classrooms is significant. Overall, this study benefits language learners, teachers and students and future researchers in the field of writing.

T309: Dliyana Anak John
Vocabulary Passport for Hearing Impaired Pupils

In Malaysia, special education schools of the hearing impaired pupils share the same curriculum and syllabus as that of ordinary schools. English is taught as the second language at the school. Learning two languages at the school often seen as a challenging task for the hearing impaired pupils as they perceive words as pictures. Unlike pupils with hearing, learning vocabulary for the hearing impaired pupils is a visual task rather than an audio task. Mixing up Malay and English vocabulary is common among the hearing impaired pupils. Nonetheless, mastery of English language is essential for the pupils as English is the international common tongue. Grasping English vocabulary is the first step to mastering other skills of the language. Studies show that hearing impaired pupils posses shorter sequential memory spans as compared to pupils with hearing. Vocabulary Passport is a learning aid to help the pupils memorizing and retaining the vocabulary that they have learned in the classroom. This learning aid is produced by the pupils during their Language Arts class. As Vocabulary Passport is the routine task for the pupils in every English lesson, it can be used as one of the evidence for classroom-based assessment (PBD). Early findings show that the participants appear to be more motivated and enthusiastic in learning English vocabulary on daily basis. It is recommended that the use of Vocabulary Passport to be extended to higher primary school for the hearing impaired pupils.

T310: Wong De Yun, Wong Tze Peng
The Use of Computerised Analysis Method in Analysing the Quantity and Quality of The Vocabulary in Mothers' Talk

Naturalistic mother-child interactions provide a high degree of authenticity to the richness of the lexicon of those interactions. Past studies established that the lexical richness (LR) of mothers' talk predicts their children's lexical development. However, language sample analysis that has a high degree of ecological validity requires extensive accuracy in coding and computation of the codes. This paper presents the methodology employed in utilizing a free access software, Computerized Language Analysis (CLAN) to analyse the LR of mothers' talk in 11 mother-child naturalistic interactions in monolingual English families, from the HSLLD corpora in CHILDES. The children were observed across the mean age of 3 to 5 years old. The LR matrices of mothers' talk were compared across 3 conditions: shared book reading with the Very Hungry Caterpillar; What Next, Baby Bear! and toy play. The quantity of LR in mothers' talk was measured as lexical density using CLAN's built-in VOCD command; and the quality of LR was measured as lexical sophistication using the WDLEN command, and lexical density using the EVAL command. Using the Kruskal-Wallis analysis, my findings showed that the lexical density of mothers' talk was higher in shared book reading than in toy play interactions, but their lexical sophistication was higher in toy play than in shared book reading. The study concludes with implications in using CLAN to automatise the analysing of adult-child conversations in English, and the impact of books versus toy play on young children's exposure to the quality and quantity of LR in their environment.

T311: Farid Noor Romadlon, Yulia Galuh Tantri & Agung Dwi Nurcahyo
Speaking Proficiency of Non-English Department Students; The Barriers
(A Case Study at Muria Kudus University, Indonesia)

Speaking is one of the difficult English skills for non-English department students. This is because students must understand how to produce good and correct sentences to pronounce. To produce a sentence, they must master a lot of vocabulary and master how to pronounce it. In addition, to be able to master speaking skills, students must also have self-confidence.

This research aims to describe the problems in speaking English of non-English Department students in speaking English and their causes. In addition, this study is also to find out the strategies applied by non-English majoring students in speaking English to cope the problems. This is a qualitative research which participants were students of the Indonesian Language and Literature Education Department in the eighth semester of Muria Kudus University. Data were collected from questionnaires and interviews.

The results of this study indicated that most students found problems both linguistic and non-linguistic in speaking English such as lack of grammar, poor pronunciation, lack of vocabulary, anxiety, shyness, and lack of confidence. The factors that caused the problems were low motivation, the habit of not using English in communication, lack of practice and opportunity, and fear of making mistakes. The strategies they applied were improving vocabulary and pronunciation skills, peer practicing, or individual rehearsal. Therefore, students must find more references to enrich their vocabularies e.g. movie, songs, story books, etc and have more rehearsal frequently with their peer or individually to improve their English speaking skill.

T312: Mariann Edwina & Nurul Filzah binti Mohd Fauzi
Students' perceptions towards the advantages of learning and using English language In National Defense University of Malaysia

This paper is aimed to point out students' perception towards the advantages of learning and using English language. The research methodology is based on the online questionnaire that was distributed to 200 participants. The data was collected through the questionnaire and were analyzed using the Statistical Package Social Sciences (SPSS) Version 25. The differences of students' scores on their perceptions towards the advantages of learning and using English language were then analyzed using the descriptive analysis in SPSS. The participants were randomly chosen among the National Defense University Malaysia students. The findings revealed that there were many positive perceptions towards acknowledging the advantages that students attain when they learn and use English language as a routine. This positive perception was seen as a significant determiner for the students to learn and use the language even more. This study revealed that the knowing and acknowledging the advantages of learning and using English language molds a constructive mindset to empower their English language and use it more in all contexts.

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TRACK 4

📆 **11 SEPTEMBER 2022** 🕐 **2.10 P.M. - 3.00 P.M.**

THEME:
ELT MATERIALS DEVELOPMENT AND ADAPTATIONN

T401: Chia Choon Poh

Using Imaginative Cartoon-Drawing Method To Teach Narrative Writing In A Primary 5 Classroom

Typically writing is taught based on a textbook in my classroom. The traditional approach to teaching writing is mechanical and rigid. Pupils are forced to follow a pattern to write. The content is standard and banal. Everybody uses the same vocabulary and sentence structure. In terms of daily learning session, it was bored and uninteresting. This research was conducted in a Primary 5 English Language classroom with twenty pupils as my target group. The question is how to make an English Language writing class interesting and stimulating. Stories are used as the teaching materials, and integrated skills of listening, speaking, and writing are adopted. The following instruments are used to collect data: pre- and post- interviews with the students, class observation reports, and the stories written by the pupils. The findings indicated that using imaginative cartoon-drawing method is an effective way to teach writing in a primary 5 classroom.

T402: Hiroyuki Ida & Yaoko Matsuoka

Using Course Material Use in Online Teaching for English as a Foreign Language in Japan: Implementation of Open Educational Resources

Introduction:

This study aims to investigate the possibility of using Open Educational Resources (OER) for English as a Foreign Language. In Japan, textbooks are distributed to elementary and junior high school students for free as a national policy, such that students are accustomed to learning using course materials. However, the COVID-19 experience of the university promoted the use of OER as a component of course materials. Material use itself is social (Burnett & Merchant, 2020; Oliver, 2013), and OER was criticized in relation to its educational model (Knox, 2013). To address this concern, this study empirically explores other effective means of using OERs based on the students' perception of the use of textbooks during COVID-19, and proposes the potential uses of OERs post-COVID-19 era.

Methodology:

This study selected and analyzed the students' comments from the two surveys conducted in 2020 (n = 94) and 2021 (n = 32). For the analysis, the anonymity of the students was guaranteed.

Results:

1) A few students reported the effectiveness of textbooks in sharing uniform information throughout the class.

2) Others pointed out the necessity of learning content beyond textbooks.

Discussion and Conclusion:

Based on the narratives, the study infers that although OER is positively used worldwide, it is not particularly pervasive in higher education in Japan despite the increased preference for online learning. Several students seek for course materials suitable for online learning. Therefore, introducing OERs will underpin wider students' engagement in learning.

T403: Adleena Adha Binti Abdul Mua'ain, Baizura Binti Hasni, Norhaslinda Binti Muhamadin

Politeknik Mersing Students' Scores in the TOEIC® Listening and Reading Test and Its Implications for Materials Development

Politeknik Mersing Students' Scores in the TOEIC® Listening and Reading Test and Its Implications for Materials Development

T404: Sumie Akutsu

A Study of University Students' Awareness Level of English Loanword Usage: Questionnaire-Based Analysis

Malaysian Polytechnics English courses are designed for students to utilize their receptive skills to comprehend so as to respond to any given input effectively within the industry and with society at large. The input and materials of the English language courses have adapted many communication settings that occur in the actual working situations such as making and responding to enquiries and complaints, reading and responding to the linear and non-linear text. One of the ways to assess the execution of the English courses is by adopting the TOEIC® tests. Politeknik Mersing as well as several higher learning institutions adopt the TOEIC® tests as it is one of the reliable assessments for English-language skills in the workplace. This study seeks to examine Politeknik Mersing students' scores in the TOEIC® listening and reading test. The participants for this study consist of 85 students who enrolled in the TOEIC® test at Politeknik Mersing. Descriptive statistical analysis was conducted using Excel for the overall score of the TOEIC® test together with their scores on each of the reading and listening components. The results revealed that the average score achieved on the TOEIC® listening test is 335 points and the average score achieved on the TOEIC® reading test is 258 points. This attainment reflects that both receptive language skills as the intermediate level in the English language (sentence unclear). TOEIC® scores can be used as an indicator of language skills areas, that they adequately perform and are able to improve (missing word) in the workplace setting. Also, these findings indicate that educators should review and improve their teaching materials and lesson.

T405: Chok Sze Jin

Local Root and Global Fruit: Glocalization of ELT Materials

One of the students' key attributes is national identity as stated in Malaysia Education Blueprint (2013-2025). However, the adoption of the Common European Framework of Reference implies the use of global textbooks which may provoke concerns in the lack of localised context. Consequently, substantial gaps are encountered in the application of pedagogy in realizing such attributes. Some students find the current ELT material irrelevant to their cultures and social setting. Therefore, this study aims at investigating the practicality in raising students' social awareness through glocalizing a series of extended study materials. First and foremost, the Form 4 textbook Full Blast Plus 4 was explored for the evidence of cultural dimension. The findings, adopted from Bryam's cultural checklist 1994 showed that national geography dominates cultural dimensions. Next, the teacher and students devised seven lessons, embedding local trash management in the existing textbook. Then, 20 students collaborated with Shinsung High School, South Korea via digital platform, carrying pre-recorded video presentations, anchored in local context to signify real-life issues. Furthermore, an international partnership was officiated when the student-participants joined in the South Korea initiated conference via Gathertown. In short, glocalizing a global textbook spurred students' social awareness and cultivated a sense of pride and national identity through culturally relevant teaching materials. All in all, it enriches the learning experiences of the ELT textbook syllabus as learners interact with international students by exchanging ideas which is locally relevant.

T406: Philip Cardiff

Developing an awareness of the Sustainable Development Goals in an EFL context

The challenges of sustainable development presented by the Anthropocene have had a tremendous impact on our world, and education is widely recognized as one of the most important tools to mitigate these global problems. This presentation will introduce an overview of the development of an EFL course taught over a semester at a private university in Japan. Specifically, it will attempt to demonstrate how the Sustainable Development Goals (SDGs) can be utilised in an EFL context to provide a framework to raise students' awareness of sustainability issues, while helping them to acquire the skills and knowledge necessary to take action for sustainable development. While the 2030 agenda stresses the importance of education as a means to achieve the SDGs, It can be challenging for educators to know how best to implement the goals into their particular teaching contexts. This presentation will begin with a short background to why educators should consider integrating the SDGs into an EFL classroom, before introducing examples of class activities and materials that have been developed for the course. Finally, the presenter will outline some of the key issues to be considered by EFL practitioners who are interested in implementing the SDGs into their classrooms.

T407: Tomoyuki Kawashima

Need for teaching materials to foster positive attitudes toward own English

The low speaking skills of Japanese learners of English has been an infamous issue. According to the TOEFL iBT Score Data Summary 2019, Japan was the lowest in the speaking section score means among 29 countries in Asia. Some international comparisons show that Japanese learners underestimate their English abilities and have a weaker L2-speaking self-image than their counterparts in China and Korea (e.g., Taguchi, Magid, & Papi, 2009). Moreover, they tend to blindly aspire for the pronunciation of native speakers, downgrade the pronunciation of non-native speakers (NNSs), and differentiate themselves from other NNSs.

Primarily, pedagogy is responsible for this situation. However, learners' low affective levels and narrow awareness may contribute to the Japanese poor English-speaking ability. From his experiences as a practitioner, the researcher feels that this lack of confidence and awareness among Japanese learners is partially due to a paucity of specifically targeted teaching materials. This paper describes a project in which the researcher seeks to boost Japanese learners' self-confidence in speaking English while also broadening their sociolinguistic awareness by creating new online listening materials. Users can familiarize themselves with various NNS English accents while listening to the identical dialogue in standard American English. In addition, they will take quizzes on facts and research evidence about English to identify their misconceptions. It is hoped that by participating in these activities, learners will have a more positive attitude toward their own English and use it as an additional language to express themselves.

T408: Ranmeet Kaur Sidhu A/P Paritam Singh

'Powtoon' Videos in Teaching Vocabularies among Primary ESL Teachers

The current 21st century learning foreground the importance of using technology integration in language learning besides producing competent English language learners. English as a second language (ESL) learners are facing difficulty in achieving higher vocabulary acquisition which can impact the learner's overall proficiency level in CEFR. The Covid-19 pandemic has given a chance for Malaysian ESL teachers to explore various teaching and learning platforms in providing interesting teaching sessions. One of the significant tools to be used in improving the vocabulary acquisition among the learners is by using the 'Powtoon' video. This paper aims to evaluate the effectiveness of using 'Powtoon' animated video in teaching vocabularies among the primary ESL teachers. Mixed-method research design consisted of survey, observations and interviews were used to analyse the effectiveness in using 'Powtoon' video to teach vocabulary in ESL classrooms. 100 primary school teachers were chosen as this study's subjects. The results implied that 'Powtoon' video is an excellent platform for teaching vocabulary for young ESL learners. Besides, it can be used to meet the current needs of teaching besides promoting a fun learning environment. Therefore, this study showed that teachers can incorporate 'Powtoon' to enhance the learners' vocabulary skills.

T409: Priscilla Shak, Wendy Hiew & Bernadette Tobi
Micro podcast lessons for ESL students: Yay or nay?

Two years post pandemic, one of the most valuable lessons learnt for Higher Education stakeholders is the need for a more flexible learning format that could cater to the still volatile environment. Hence, moving forward, hybrid classrooms are expected to flourish as they provide the flexibility desired, and the advantages of both the traditional and online classrooms. Nevertheless, digital divide (not necessarily restricted to space or distance constraints) remains the reality for many students, specifically those who have limited access to high-speed internet. For this reason, it is necessary to include digital educational tools that are easily accessible for this group of students. This study seeks to investigate the use of micro podcast lessons as an alternative for English as a Second Language (ESL) students in a blended learning mode. A mixed-method design was adopted involving 60 student participants in a quasi-experimental study, and the use of questionnaire surveys, post-tests, and interviews. The paper focusses on the findings of the questionnaire survey to gauge the feasibility of incorporating podcast lessons for asynchronous learning and to investigate students' acceptance of their use. Findings indicated that while podcasts have been around for quite some time, some students still need to familiarise themselves with the podcast format. Additionally, while most of the respondents supported the use of micro podcasts lessons for asynchronous learning, a few were hesitant to embrace them. Hence, the need for further investigation on the design and effectiveness of integrating micro podcast lessons in the English language classroom.

T410: Ong Ma Vin
The Effectiveness of Using Google Forms for Online Extra Class in Secondary School

The issue faced by many students during online extra class 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 if they missed out any key information. Fortunately, there are many online resources and means for students to learn. One of them is through Google Forms. This study attempts to investigate whether Google Forms is an effective way to deliver lessons to students learning from home. Various questions were asked through Google Forms to gauge its feasibility throughout the two-month period of its usage so far in online extra classes for school. The implication of this study for English language teaching is the ability to share the feasibility of Google Forms as a method for online learning in the scenario of extra class. Results revealed positive findings regarding using Google Forms for learning in online extra class. Firstly, respondents found that Google Forms allowed them to learn at home effectively. Next, respondents found that Google Forms was easy to use and they were able to complete lessons properly. Furthermore, respondents found that Google Forms allowed them to learn English in a fun and interesting manner. Besides that, respondents found that Google Forms allowed them to enhance their learning through the incorporation of technology. Based on the findings, it could be said that Google Forms is an effective way to learn online during in online extra class.

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MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

SCHOOLS AND PARTICIPANTS
UPPER PRIMARY CATEGORY

PARTICIPANTS	AFFILIATION
SKPK MIDORI VEGETABLE PATCH • KAMINI A/P S. SELVAINDRAN (Advisor) • AIDA RAIHANAH BINTI MUHAMAD SAADAN • MUHAMMAD SYAHIR HAZIQ BIN MOHD SAHRILNIZAN • SITI NUR SAFIYYA BINTI MUHAMMAD SAIFULLAH	SK PELABUHAN KELANG, PELABUHAN KLANG, SELANGOR
DIARY THE DAIRY • KALPANA A/P GOVINDAN (Advisor) • HARISHNATH A/L VICKNESH • SHAMALAN SRI VIJAYAN • KAAVYASHREE A/P JAYAKUMAR	SJKT TAMAN PERMATA, DENGKIL, SELANGOR
INTERVIEW; EXPLORE AND LEARN IN PROJECT-BASED LEARNING • MACLAINE ANAK NAWIS@JOSNEY (Advisor) • AIVY KALA ANAK ANDING • FAKHRUL NAIM BIN ZAIDI • NURAFIZAH AINAZ BINTI AZIZ	SEKOLAH KEBANGSAAN TRINGGUS, BAU, SARAWAK
IMPROVING VOCABULARY THROUGH DICTIONARY SKILL AND MNEMONICS • NURUL ELLIANA BINTI MOHD ZAID • NUR NAJMINA BINTI ZAW MOE LWIN @ISMAIL • SYAKIRAH HUMAIRAH BINTI MOHD ZAID • AHMAD UWAIS QADRI BIN AHMAD SHUKRI	SEKOLAH KEBANGSAAN WAKAF MEMPELAM, KUALA TERENGGANU, TERENGGANU

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

PARTICIPANTS	AFFILIATION
GO BEYOND TRADITIONAL ASSESSMENT/ 8-STEP EDUGITAL STORYTELLING • SHEE YUEN LING (Advisor) • ANUSHA A/P GANESAN • KOK JIA JIA • KOK YI FEI	SJKC NEW KOPISAN, GOPENG, PERAK
EDIBLE GARDEN USING COMPOST FERTILIZER: A WAY INTO GREENER FUTURE • MANGELASWARI A/P ASOGAN (Advisor) • WAN NURAIN QAISARA BINTI MOHD SHAFIEE • MUHAMMAD BIN AMRAN@ANDREW • AUNI BARIZAH BINTI MUHAMAD FIRDAUS	SK SIJANGKANG JAYA, TELOK PANGLIMA GARANG, SELANGOR
MENTAL HEALTH COMBAT BOX • MOHAMAD FAIZ BIN MOHAMAD SHAKRI (Advisor) • MUHAMMAD AFZAL BIN MUHAMMAD FAIRUZ ADI • MUHAMMAD AIMAN HAZIQ BIN KASMARUDDIN • MUHAMMAD AQEEL HASIF BIN CHE MUHAMAD KAMIL	SK KUBANG KERIAN 3, KOTA BHARU KELANTAN
LEGOSPACE: CLASSROOM SOLUTIONS FOR STEAM • MOHAMAD FAIZ BIN MOHAMAD SHAKRI(Advisor) • MUHAMAD NAJMI BIN NAZRI • MUHAIMIN BIN KHAIRUL AZUAN • ARIEL REDZA BIN MUHAMAD RIDZUAN	SK KUBANG KERIAN 3, KOTA BHARU KELANTAN

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

PARTICIPANTS	AFFILIATION
KINDNESS CHALLENGE • NORASHIKIN BINTI ZAINULL ABDIN (Advisor) • SADHNA A/P SRI VIJAYARAJ • MUHAMMAD ZAKARIA BIN SEYED AHSAN • RITTISHA KUMARAN	SEKOLAH KEBANGSAAN MINDEN HEIGHT, GELUGOR, PULAU PINANG
INNO-WATERSAVFE: A BETTER WAY THOUGH, REDUCE AND RE-USE • CHIN SUK MEI ABDIN (Advisor) • CINDY LOH SING YEE • NUR FAHERDA MARY BINTI SHAHRUL AZIZI DIRENG • CAELYN BONG	SJK CHUNG HUA BUSO, BAU, SARAWAK
AGAINST THE CLOCK • JARELL LIEW DAE-LEN (Advisor) • SANYA SOPHIE KAUR TAGGAR • CHOO YONG XIN • JOELYN TAY JIAYUN	SRI KUALA LUMPUR INTERNATIONAL SCHOOL, SELANGOR
OH PLEASE DON'T TAKE MY SUNSHINE AWAY • LIM PEI JEAN (Advisor) • KEARA YASMIN NATHAN • HAYDEE AMAYA WEERASENA • SIEW JING CHENG	SRI KUALA LUMPUR INTERNATIONAL SCHOOL, SELANGOR

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

PARTICIPANTS	AFFILIATION
SCREEN TIME AND ITS EFFECT ON OUR MENTAL HEALTH • SHEVAN TRINITY JAYASINGHE (Advisor) • LEE ERN QI • ALICIA LAU JIA XIN • TEY HUI YING	SRI KUALA LUMPUR INTERNATIONAL SCHOOL,SELANGOR
SQUARE BODY, SQUARE EYES • JUSTINA TAN PIK CHOO (Advisor) • JAYDEN GOH YI WEI • TEH SYD NEY • SHEIKH ZAIN BIN SHEIKH HASNAN	SRI KUALA LUMPUR INTERNATIONAL SCHOOL,SELANGOR

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

SCHOOLS AND PARTICIPANTS
SECONDARY CATEGORY

PARTICIPANTS	AFFILIATION
ENVIRONMENTAL SUSTAINABILITY: CONSERVING AND GENERATING ENERGY IN BUILDINGS • MOHANAMBIGAI MOHANAKRISHNAN (Advisor) • RAESHAWNA PRIYANKA A/P RUBEN RAJ • ALLY LAU ZI YEE • YAP WEI NIE	SMK METHODIST, BANTING, SELANGOR
ESTRO • MOHANAMBIGAI MOHANAKRISHNAN (Advisor) • ROESWARAN A/L SANDARASAGARAN • THANESHRAAJ A/L PARAHMASIBAM • ARULNATHAN A/L SUBRAMANIAM	SMK METHODIST, BANTING, SELANGOR
SHORTAGE OF CHICKEN SUPPLY IN MALAYSIA • MOHANAMBIGAI MOHANAKRISHNAN (Advisor) • YOCHANA A/P SUNIL • ADRIENNA VINNIE GOON BINTI MOHD AMZARI • TIVEYAA A/P UMAPARAM	SMK METHODIST, BANTING, SELANGOR
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MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

PARTICIPANTS	AFFILIATION
WATER BOTTLE SAVER FROM RECYCLE ITEMS • MOHANAMBIGAI MOHANAKRISHNAN (Advisor) • KIREN RAJ S/O TAMOTARAN • KABILESHWARAN S/O GANASH • ABHISHEK S/O KRISHNAN	SMK METHODIST, BANTING, SELANGOR
TRIENEKEN' THINGY, A WASTE MANAGEMENT • CHOK SZE JIN (Advisor) • MADELEINE ANAK BRUCE • SCARLET SYMPHONY ANAK ALEXANDER HELIN • ZOE HANNAH ANAK MABRY	SMK LAKE, BAU, SARAWAK
VITAMIN SEA AND TIRESOME TRASH • CHOK SZE JIN (Advisor) • CHRISTINA ARABELLA ANAK SIRIM • DHIKA DANISHA ANAK TONIS • GRAZSIE LYNNA ANAK DELBIAN	SMK LAKE, BAU, SARAWAK
GENDER INEQUALITIES IN OUR SOCIETY • LOW JUL LI (Advisor) • SHANYUKTHA A/P GANESAN • UMA MAGESWARY A/P ANBALAGAN • RUCIITA A/P SELVAMANI	SMK CONVENT (M) KAJANG, KAJANG, SELANGOR
SAY NO TO PLASTIC BAG • NURIHA MOHAMED (Advisor) • NUR ZAHIRAH ASYIKIN MOHD YAZMI • SYAHIRAH IZZATI BINTI BAHRI • NURUL AQILAH HUDA BUHIMAN	MRSM BATU PAHAT, BATU PAHAT, JOHOR

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PARTICIPANTS	AFFILIATION
CHARITY – MONEY FOR THE GOOD CAUSE • NURIHA MOHAMED (Advisor) • NURUL HARISYAH QISTIENA BINTI SAHIRI • NURAFRINA FARZANA BINTI MOHD NAJIB • NURUL JANNAH BINTI ISA	MRSM BATU PAHAT, BATU PAHAT, JOHOR
READING FOR EVERYONE • NURIHA MOHAMED (Advisor) • NURUL UMAIRAH MOHD HADZRI • NURIN INSYIRAH BINTI HAYSHARIZMAN • SERI FATINI IMANINA BT ZAMZAIRI	MRSM BATU PAHAT, BATU PAHAT, JOHOR
BYE BYE MOSQUITO • ANGLELINA SII AI JING (Advisor) • THEODORA PEI ERN HUEI • ELLYSTER ANAK ESTIL • DALSTON LIM THIAN YONG	SMK MERBAU MIRI
INTERACTIVE INFLUENCES OF GREENHOUSE EFFECT IN PRODUCTIVE HOUSEHOLD • WAN AZMULIA BINTI MOHD AZMI (Advisor) • DHIYA AISYAH BINTI MOHD YUSOFF • NASRIN IFFAH BINTI NOORHISHAM • SACHIYN A/L NARAYANAN	SMK KUALA KUBU BHARU, KUALA KUBU BHARU, SELANGOR
SOCIAL MEDIA EFFECTS ON TEENAGERS • RAHANI BT ALI (Advisor) • UMAIMAH HANANI BINTI HAZARUDIN • QAYS DEAN ARIFF BIN SITUAH ARIFF • ZAKIAH MAISARAH BINTI MOHAMAD SUFFIAN	SMKA MAAHAD HAMIDIAH, KAJANG, SELANGOR.

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

PARTICIPANTS	AFFILIATION
SAVING ENVIRONMENT • WONG MEE WEE (Advisor) • TONY CHIONG WEI XU • RITA LAW SIEW XIN • ADELINE ELNA LAO	SMK ST ANTHONY, SARIKEI, SARAWAK
WHY ARE PEOPLE FACING PSYCHOLOGICAL PROBLEMS IN THIS NEW NORM? • WONG MEE WEE (Advisor) • HARINI A/P PARTHASHARATHY • CHOO YEU ENN • ANNIE TENG CHENG LIN	SMK ST ANTHONY, SARIKEI, SARAWAK
PROVING THE EXISTENCE OF KINDNESS AMONG SECONDARY SCHOOL STUDENTS • ISKANDAR ZULKARNAIN (Advisor) • JONELL CHAN XIN RU • ASHLEY GOH JIA XUAN • SHARVENDRA LINGAM A/L PARAMALINGAM	SEKOLAH SRI UCSI SUBANG JAYA. SUBANG JAYA, SELANGOR
DEPRESSION AMONG TEENAGERS • LOW JUL LI (Advisor) • HIRTANA A/P BALAMURALI • NUR ALYA BINTI NOORUL AZAM • ZURI KYRIN BINTI ZAIN AZRAI	SMK CONVENT (M) KAJANG, KAJANG, SELANGOR
VEGETABLES FOR THE UNDERPRIVILEGED • CHEY KAM YEN (Advisor) • HANNAH GRACE D'COSTA • NUR AINA IRDINA BT MOHD ZAMRI • VARSHAA A/P GOPAL	SMK TUNKU BESAR, TAMPIN, NEGERI SEMBILAN

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

PARTICIPANTS	AFFILIATION
THE ACADEMIC STRESS OF TODAY'S TEENAGERS • S VASUGI A/P M SELVADURAY (Advisor) • KONG ZHI TAO • VINCENT CHANG • KUA SHUO YUN	SMJK CHUNG HWA KLANG, SHAH ALAM, SELANGOR
PARENT AND CHILDREN RELATIONSHIP • HARTINI BINTI MAT HUSSAIN (Advisor) • ROSHNI SENTHIIL A/P SENTHIL SIVAKUMAR • TARVENA KAUR A/P AWTAR SINGH • MAHISHA A/P MAHENTHREN	SMK (P) SRI AMAN, PETALING JAYA, SELANGOR
PROJECT SAVE • HARTINI BINTI MAT HUSSAIN (Advisor) • JONELL CHAN XIN RU • ASHLEY GOH JIA XUAN • SHARVENDRA LINGAM A/L PARAMALINGAM	SMK (P) SRI AMAN, PETALING JAYA, SELANGOR
SONDER • URUTHIRAVENI CHELLATHURAI (Advisor) • NUR AISYAH AIMAN BINTI MOHAMED AKHBAR • YAP QIE • LAU JING XUAN	SEKOLAH SERI CAHAYA, SELANGOR
X-SHAKE: NO SHAKE, NO PROBLEM • WONG WEI WEI (Advisor) • JOYCE PUYANG MAURICE UTAP • KONG XIU YING • JOANNA DEVUNG MAURICE	SMK MERBAU, MIRI, SARAWAK

BIODATA OF PRESENTERS

- **Teo Woon Chun**

Teo Woon Chun is an English teacher with 3-year teaching experience. He is teaching English as the Head of the English Panel at SJKC Peay Min, Pengerang. He is currently pursuing a Master's degree at Universiti Kebangsaan Malaysia after obtaining a Bachelor of Teaching in TESL with First Class Honours in 2019. His research interests are current trends in ELT and ELT methodology.

- **Melor Md Yunus**

Melor Md Yunus is a professor at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM) and is currently the Deputy Dean (Research and Innovation) at the Faculty of Education, UKM. Her areas of concentration are TESL, language pedagogy and the use of technology in TESL.

- **Paul Gnanaselvam Pakirnathan (Dr)**

Paul GnanaSelvam Pakirnathan (Dr.) is an Assistant Professor at the Department of Public Relations, University Tunku Abdul Rahman (Perak Campus). His current research focuses on instructional communication strategies, particularly teacher self-disclosures and their effects on ESL learners' academic writing strategies. He can be contacted at selvam@utar.edu.my or paulgselvam@gmail.com.

- **Ho Theen Theen (Dr)**

Ho Theen Theen (PhD) is a senior academic lecturer at IPGK Tun Abdul Razak, Samarahan, Sarawak with over 20 years of experience in teaching, principally in the training of pre-service and in-service teachers in TESL. Her research interest lies mainly in ELT Methodology—particularly the teaching of grammar—and professional development, as well as Malaysian English from a linguistic perspective. is a senior academic lecturer at IPGK Tun Abdul Razak, Samarahan, Sarawak with over 20 years of experience in teaching, principally in the training of pre-service and in-service teachers in TESL. Her research interest lies mainly in ELT Methodology—particularly the teaching of grammar—and professional development, as well as Malaysian English from a linguistic perspective.

- **Anis Alisya Binti Abdullah**

Anis Alisya Binti Abdullah has been a teacher, a teacher educator, and is currently the Director of Institute of Teacher Education Tun Abdul Razak Campus. Areas of research and innovation in ELT that she has been involved in include primary innovations (with British Council), differentiated instruction, mentoring and coaching, ELT Trainer development, research on early literacy, and efficacy beliefs of teachers.

BIODATA OF PRESENTERS

- ### Juria Laing

Juria Laing is a senior lecturer at Teacher Training Institute, Tun Abdul Razak Campus, Kota Samarahan. Besides training pre-service teachers for Bachelor of Teaching (Hons) TESL Primary Education, she also trains in-service teachers in programmes such as Dual Language Programme (DLP) and Continuous Professional Development Program for Non-optionist English Language Teachers. Her research interests include linguistics and primary teacher education.

- ### Willie anak Jandar

Willie anak Jandar is a lecturer and the Head of the Language Department at the Institute of Teacher Education, Tun Abdul Razak Campus, Kota Samarahan, Sarawak. Prior to this he has taught in primary and secondary schools in the state of Sarawak, Malaysia. His research interests are teacher cognition and teaching of English as a second language. He has researched and published in these areas.

- ### Mohamad Ridhuan Bin Nasarudin

Mohamad Ridhuan Bin Nasarudin is a part-time lecturer from the Academy of Language Studies, Universiti Teknologi MARA Johor (UiTM), Pasir Gudang Campus. He has organised and conducted blended synchronous and asynchronous learning in a range of English language camps and programmes. He is a credentialed and trained graduate of UTM. His area of interest is TESL, synchronous and asynchronous blended online learning.

- ### Aminabibi Bte Saidalvi (Assoc. Prof. Dr)

Aminabibi Bte Saidalvi is an Associate Professor from the Academy of Language Studies, Universiti Teknologi MARA Johor (UiTM), Pasir Gudang Campus. Trained and qualified teacher with 28 years of experience in the field of English Language education. Her research interests are areas related to TESL, Online Integrated Language Learning, Oral Communication Skills, and Second Language Researc

- ### Thinusha Selvaraj

Thinusha Selvaraj is a lecturer at the Faculty of Creative Industries, University Tunku Abdul Rahman for almost 10 years. She completed her BA in Translation and Interpretation at USM and MA in ESL at UM. Currently, she is a postgraduate student in the field of Educational-Instructional Technology, OUM. Her research interests are ESL teaching, online learning, 21st-century skills in education, educator professional development, and discourse analysis.

BIODATA OF PRESENTERS

- ## Latha Ravindran (Dr)

Latha Ravindran is the Head of the Education Department at SEGi University. She has a BA in English Literature, MA in English Literature from the University of Madras, and a PhD in TESL from UM. Her areas of research interests include ESL policy implementation, ESL teaching, teacher professional development, curriculum development, learner autonomy, language learning, and curriculum development. She has been teaching in tertiary institutions for the past 27 years.

- ## Mable Chan (Dr.)

Mable Chan (Dr.) is a senior lecturer at the Language Centre, HKBU. Her research interests are Second Language Acquisition (SLA) at the interface with Language Education, and Professional/Workplace Communication.

- ## Shubashini Suppiah

Shubashini Suppiah is a teacher educator at the Institute of Teacher Education Gaya Campus in Kota Kinabalu, Sabah Malaysia. Her areas of research interests are teacher education and teacher professional development, reflective practice approaches and action research as well as digital literacy in the ESL classroom.

- ## Noria Anak Bunsun

Noria Anak Bunsun has been teaching in primary school for almost 31 years in 6 schools in Sabah and Sarawak. Her best shot in research includes 21st-century classrooms as well as music as a mechanism in reading literacy. She has experience presenting papers at Melta International Conference and Asean – ELT 2018 -2019

- ## Tiong Ngee Derk

Tiong Ngee Derk (BA English at UTAR, MPhil & PhD Education at Cambridge) is a senior lecturer at the Centre for English Language Studies, Sunway University. His research interests are in dialogue for teacher professional learning, educational leadership and management, and multimodality in ELT. Tiong was an English teacher and Head of the Department before his academic career.

- ## Megawati Soekarno (Dr.)

Megawati Soekarno (Dr.) is a senior lecturer at the Faculty of Psychology and Education, Universiti Malaysia Sabah. Her research interests are discourse analysis and communication strategies.

BIODATA OF PRESENTERS

- **Aaron Charles**

Aaron Charles is an English Language teacher at SK Palak Kudat, Banggi Island, Sabah. He is currently studying for his Master in TESL (Research) at the Faculty of Psychology and Education, Universiti Malaysia Sabah.

- **Mah Zhi Jian**

Mah Zhi Jian is a senior assistant in SJKC Chung Hwa, Jitra in Kedah. He obtained his B. Ed TESL (Hons) from the University of Exeter and M. Ed (ELT) from UUM. He has been teaching English for 15 years. He is also actively involved in programmes with LP, BPK, BSTP and ELTC. He has been a Master Trainer for the CEFR-aligned curriculum since 2016.

- **Ong Wei Ann @ Harold (Dr.)**

Ong Wei Ann @ Harold (Dr.) is a TESL lecturer in the Institute of Teacher Education, Gaya Campus. His research interests include reflective practice, teaching of literature, and early literacy in ESL.

- **Creena Alison Wong**

Creena Alison Wong is a very experienced early childhood educator. She is a renowned international phonics trainer and has conducted numerous teacher training programmes across East Malaysia. She is currently pursuing her PhD in Early Childhood Education. Her research interest is in early childhood literacy.

- **Stephania Albert Jonglai (Dr.)**

Stephania Albert Jonglai (Dr.) is a TESL Lecturer in the Institute of Teacher Education, Gaya Campus. Her research Interests include school-based assessment, qualitative research methods, and ESL pedagogy.

- **Wong Kian Yong**

Wong Kian Yong holds a Bachelor of Teaching English as Second Language (TESL) from IPG Kampus Gaya, Sabah. He is currently teaching in SJK(C) Lih Jen, Pokok Mangga Melaka. He enjoys teaching English to young learners and applies 21st Century pedagogy in his classroom teaching and learning process.

- **Shee Yuen Ling**

Shee Yuen Ling embraces lifelong learning as her life principle and hopes to upskill herself to contribute to and improve the quality of education in Malaysia. She is an Edufluencer with the Minister of Education. She won the Inspirational Teacher Award and Global Inspirational Women Award in the year 2020. She is the founder of the Media Education for All movement and her Media Information Literacy project won the top 15 finalists of the CikguKickstart Award in the year 2021.

BIODATA OF PRESENTERS

- **Koet Tian Wei**

Koet Tian Wei is an English language teacher in an urban primary school in Penang. She is a postgraduate student in TESL in University Kebangsaan Malaysia (UKM). She is passionate about exploring new and interesting pedagogy in teaching and learning.

- **Azlina Abdul Aziz**

Azlina Abdul Aziz is a TESL lecturer at the Faculty of Education, UKM. She has an Ed.D in Teaching of English from Teachers College, Columbia University, U.S.A. Her research interests are in the Teaching and Learning of Literature and Teacher Education in TESL. She is interested in how literary texts and personal narrative may be utilised to help students to examine the social, cultural and political issues in a particular context.

- **Noraini Said (Dr.)**

Noraini Said (Dr.) is a senior lecturer at the Faculty of Psychology and Education. Her research interests are digital technology in language learning and online instruction.

- **Zarin Tasnim**

Ms Zarin Tasnim is an Assistant Professor at the Department of English, Shahjalal University of Science and Technology, Bangladesh. She earned her Bachelor's and Master's in English from the University of Dhaka, Bangladesh. Her research areas include teacher education, English Language Teaching, Linguistics, and syllabus and materials design.

- **Yee Bee Choo (Dr.)**

Yee Bee Choo (Dr.) is an excellent lecturer at the Institute of Teacher Education Tun Hussein Onn Campus (IPGKTHO), Johor, Malaysia. She has more than 25 years of teaching English language to primary and secondary school students as well as pre-service teachers. She is also a teacher trainer for in-service teachers. Her areas of research include English language teaching and learning, teacher education, and literature.

- **Soo Kum Yoke (Assoc Prof Dr.)**

Soo Kum Yoke (Assoc Prof Dr.) is a lecturer in Universiti Teknologi MARA Negeri Sembilan, Rembau campus who has served the University for 16 years. She specialises in applied linguistics and has written many international and local journal articles. She has also participated in many innovation competitions.

BIODATA OF PRESENTERS

- **Lim Ai Teng**

Lim Ai Teng is the Head of English Panel of SJK (C) Yuk Choi, Lahad Datu. She has eight years of teaching experience in English. Her major is in Mathematics Education and graduated from Gaya Teacher Training Institute, Kota Kinabalu, Sabah. She obtained the master degree in Mathematics Education from University Kebangsaan Malaya (UKM), Malaysia. She is also a Google Certified Trainer and Microsoft Certified Educator.

- **Umairah Najihah Ismail**

 Umairah Najihah Ismail is an English teacher at SK Brickfields 1, Kuala Lumpur. She has three years of teaching experience in English. Her major is in Teaching English as a Second Language (TESL) and graduated from Tun Abd Razak Teacher Training Institute, Kota Samarahan, Sarawak.

- **Hiromi Furutani (Dr.)**

Hiromi Furutani (Dr.) is a lecturer at College of Architecture and Environmental Design, Kanto Gakuin University in Japan. My research interests are teaching English via devices, Call and MALL.

- **Ikuko Motohisa**

Ikuko Motohisa is a part-time lecturer at Institute for Excellence in Educational Innovation, Chiba University in Japan. Her research interests are applied linguistics, English language education, second-language acquisition.

- **Wei-Hua Lan**

Wei-Hua Lan is a Ph.D. student at the English Department of National Taiwan Normal University. Her research interests are family literacy in the EFL context and EFL literacy development in preschool and primary education.

- **Angelina Kovalyova**

Angelina Kovalyova is a graduate student in English Education PhD program at Tsukuba University, Japan. She is also a practicing teacher in English Conversation classes for university level students. Her research interests are CALL, mobile-based language learning, and interactional competence.

BIODATA OF PRESENTERS

- **Zeng Shulan**

Zeng Shulan (Master) is a PhD student of the Faculty of Psychology and Education, Universiti Malaysia Sabah. Her research interests are special education and family education for special children.

- **Shen Renhong (Dr)**

Shen Renhong (PhD) is a professor of Chongqing Normal University. His research interests are educational principles, education and counseling for special children.

- **Hu Jie**

Hu Jie (Master) is a PhD student of the Faculty of Psychology and Education, Universiti Malaysia Sabah. Her research interests preschool education.

- **Xiu Yunhui**

Xiu Yunhui (Master) is a lecturer of Guizhou University of Engineering and Science. Her research interests is motion and behavior of special children.

- **Tan Ben Dan**

Tan Ben Dan is a postgraduate student at Universiti Malaysia Sabah. Her research interests are second language learning and e-learning.

- **Noraini Binti Said (Dr)**

Noraini Binti Said (Dr.) is a senior lecturer at Universiti Malaysia Sabah. Her research interests are language learing and e-learning.

BIODATA OF PRESENTERS

- **Nur Atiqa Ismail**

Nur Atiqa Ismail is a keen researcher of her own classroom practices with hope to better her own pedagogical repertoire. She has published and presented a few classroom-based research papers; including for 28th MELTA International Conference 2019. She has been an English language teacher for almost 7 years now and currently teaching in SM Sains Kota Tinggi. When not writing, she can be found hiking Gunung Panti's waterfall trails and losing in tag game to her son.

- **Norhakimah Khaiessa Ahmad**

Norhakimah Khaiessa Ahmad is a senior lecturer at faculty of Educational Studies, Universiti Putra Malaysia. Her interests include teacher identity, grammar instruction, second language teacher education, and teacher professional development.

- **P. Thivilojana**

P. Thivilojana is a senior lecturer at School of Education, Taylor's University, Malaysia. Her interest includes integration of technology in language classrooms and to showcase these instructional innovations at national and international competitions. In addition to that, module development is another area of research that she works on.

- **Vanitha Subramaniam**

Vanitha Subramaniam is a primary school teacher at SK Pendidikan Khas Batu Pahat. Her research interests are English Language and hearing-impaired pupils' literacy

- **Chua Wei Chuan**

Chua Wei Chuan is an English language teacher at SBP Integrasi Sabak Bernam, Selangor. As a novice teacher, he is always looking for ways to deliver meaningful English lessons to his pupils. One of the ways to do so is by conducting action research to reflect upon his teaching practices.

- **Fumiya Shinozaki**

Fumiya Shinozaki (Mr.) is a specially-appointed lecturer at Osaka Kyoiku University. His research interests are ICT use and English presentations.

BIODATA OF PRESENTERS

- **Mami Sakashita**

Mami Sakashita (Ms.) is an elementary school teacher at Shijo Elementary School. Her research interests are ICT use and expressive activities.

- **Yuya Owaki**

Yuya Owaki (Mr.) is a junior high school teacher at Hojo Junior High School. His research interests are ICT use and linkage between elementary and junior high schools.

- **Laurence L. Dumling**

Laurence L. Dumling is an English Language teacher under the Ministry of Education Malaysia. Her research interests are dialogic pedagogy and interactional competence.

- **Ho Yeh Xiang**

Ho Yeh Xiang is an excellent teacher at SJK (C) Chern Hwa Bukit Pasir, Batu Pahat, Johor. He has 7 years of teaching English language in primary school. He is a creative and committed teacher who always seek for solutions and interesting methods to help pupils in English language. His main areas of research is collaborative teaching and learning as well as fun-learning in primary education.

- **Kek Siew Yan**

Kek Siew Yan is an outstanding headmistress at SJK (C) Chern Hwa Bukit Pasir, Batu Pahat, Johor. She has more than 30 years of teaching experiences in primary school. She always gives supports, ideas and encouragement for teachers in teacher development for better education experience and teaching efficiency.

- **Fatin Hamimi**

Fatin Hamimi is a teacher teaching English subject at a primary school in Selekoh, Perak. She has been teaching at primary school for almost four years. She used to be a lecturer of English subjects in Universiti Sultan Azlan Shah, Kuala Kangsar, Perak, for three years.

BIODATA OF PRESENTERS

- **Deebamalar A/P Pandi**

Deebamalar A/P Pandi is a senior teacher of language subjects at rural school SMK Pulau Ketam, Klang Selangor. Most of my researches are related to online teaching tool and creative teaching approach. She has 15 years of teaching experience in English language.

- **Samantha Elesha**

Samantha Elesha is a primary school English teacher and she is currently teaching in SK Lubok Nibong, Baram. She graduated from IPG Kampus Batu Lintang and She is currently pursuing her master degree in Universiti Kebangsaan Malaysia, Bangi in the field of Teaching English as Second Language (TESL). She hopes to inspire her students and that life is only great if one made the right choices.

- **Belinda Lai**

Belinda Lai is a primary school English teacher in Kuching, Malaysia. She is currently teaching in SK Pridan Serian, Kuching. She graduated from IPG Kampus Batu Lintang. She is currently pursuing her master degree in Universiti Kebangsaan Malaysia, Bangi in the field of Teaching English as Second Language (TESL).

- **Noorhayati Saharuddin**

Noorhayati Saharuddin is a senior lecturer at Universiti Kuala Lumpur Malaysian Institute of Chemical and Bioengineering Technology (UniKL MICET) from the Student Development Section. Her research interest are assessment and learning approaches.

- **Aishah Binti Haji Othman**

Aishah Binti Haji othman is currently a form six teacher at SMK Keladi Form Six Centre, Kulim, Kedah Darulaman. She has been teaching English Language and MUET for the past 20 years. She completed her Master in Education (English Language Teaching) at Universiti Utara Malaysia. Her research interest includes oral presentation, digital tools and error analysis in writing or speaking.

BIODATA OF PRESENTERS

- **Hoshini S. Vickneswaran**

Hoshini S. Vickneswaran is an English Language as well as an English Literature teacher in SMK Puteri, Seremban who believes that in order for learning to take place, what being learnt has to be fun. Her mission in class is to sneak content and grammar while having fun with pupils.

- **Iskandar Zulkarnain**

Iskandar Zulkarnain Bin Mumtaz Ahmad is a teacher at Sekolah Sri UCSI Subang and a master's student in the research portion of his MEd. (TESL). His research area of interest is the use of authentic materials in teaching English.

- **Beatrice Barnabas**

Beatrice Barnabas is an English teacher in one of the school in Serian, Sarawak. Her research interest is in improving the writing skills of simple sentences among young learners. She believes that hands-on activities and learning based on pupils' interest will definitely shows improvement and success.

- **Dusshantini Sivaraman**

Dusshantini Sivaraman is an ex-university lecturer turned to school teacher. She teaches English at Sekolah Kebangsaan Undang Jelebu. She started as a secondary technical school teacher and International school teacher, then as a University lecturer and had successfully completed Master in Applied Linguistic, UPM and currently waiting for PhD studies admission in Australia. Her research interests are in ESL writing, technical writing and speaking skills.

- **Dliyana anak John**

Dliyana anak John is an English teacher in Sekolah Kebangsaan Pendidikan Khas Sibu. She has been teaching English to hearing impaired pupils for 6 years. She has a Master Degree in Special Education. She is enthusiastic in educating the hearing impaired pupils to ensure equality of opportunity in education for the pupils.

BIODATA OF PRESENTERS

- **Wong De Yun**

Wong De Yun is an undergraduate student in the Bachelors of Education in TESOL that is progressing to year 4 in the University of Nottingham Malaysia. She completed her foundation in arts in the University of Nottingham Malaysia, prior to continuing to degree.

- **Wong Tze Peng**

Wong Tze Peng is a senior lecturer at the School of Education in the University of Nottingham Malaysia.

- **Farid Noor Romadlon**

Farid Noor Romadlon is a senior lecturer of English Education Department, Muria Kudus University in Central Java, Indonesia. He is interested in conducting research about English Language Teaching, especially in Speaking skill, Pragmatics, techniques of teaching, and the media in teaching. He has been presenting his researches in more national and international conferences and publishing his works in some reputable journals.

- **Yulia Galuh Tantri**

Yulia Galuh Tantri is a fresh graduate of English Education Department who concerns in English language teaching and is interested in Speaking skill development. She is now preparing to teach at schools.

- **Agung Dwi Nurcahyo**

Agung Dwi Nurcahyo is a senior lecturer of English Education Department, Muria Kudus University in Central Java, Indonesia. He concerns in ELT for EFL students and applied linguistics area in doing the researches. He recently conducts classroom based research to improve his quality in teaching.

- **Mariann Edwina**

Mariann Edwina is a Senior Lecturer in the Language Centre of National Defense University of Malaysia. She has a Ph.D. from the Faculty of Language and Communication at Universiti Pendidikan Sultan Idris, and her PhD thesis analysed transfer of skills from reading to writing. Her research interest includes Language Transfer, Reading and Writing, Transfer of skills, and research methods in education. She also currently serves as co-editor of the Annual E-Book of the Language Centre.

BIODATA OF PRESENTERS

- **Nurul Filzah binti Mohd Fauzi**

Nurul Filzah binti Mohd Fauzi is an Officer Cadet from National Defence University of Malaysia (NDUM), Kuala Lumpur. Her research interest is on English Language Teaching and learning, Students motivation towards learning and using English Language. Currently doing degree in Social Science (Language and cross-Cultural Communication).

- **Chia Choon Poh**

Chia Choon Poh is currently a primary school teacher at SJK(C) Sungai Menyan, Malaysia. He received his first degree from Institut Pendidikan Guru Kampus Tun Abdul Razak (IPGKTAR) - Malaysia. Chia Choon Poh published a paper in preferred Action Research in the year 2010. This year, his research activity is currently folded into exploring the developmental role that an English Language teacher - as a developmental key player - could play in advancing the well-being of Pembelajaran Abad Ke-21 (PAK 21).

- **Hiroyuki Ida (Dr)**

Hiroyuki Ida (Dr.) is an assistant professor of Josai University, Japan. His research interests are academic literacies and material use in EFL class.

- **Yaoko Matsuoka (Dr)**

Yaoko Matsuoka (Dr.) Yaoko Matsuoka is Research Fellow at Institute for Educational Research and Service, International Christian University. She currently teaches at University of People. Her research interests include second language acquisition, pragmatics, learner autonomy, communication strategies, and ICT use in L2 instruction.

- **Adleena Adha binti Abdul Mua'ain**

Adleena Adha binti Abdul Mua'ain is a lecturer at Jabatan Pengajian Am, Politeknik Tun Syed Nasir Syed Ismail (PTSN). With almost 12 years of experience in teaching English at polytechnics, at present she is the Head of the English Language Unit in PTSN. Her research interest includes communication skills and proficiency in TVET specifically.

BIODATA OF PRESENTERS

- **Baizura binti Hasni**

Baizura binti Hasni is a senior lecturer at Jabatan Pengajian Am, Politeknik Mersing (PMJ). She has 14 years of experience teaching English at polytechnics and is currently the Head of the Department. Her research interest includes communication apprehension, oral communication and second language acquisition.

- **Norhaslinda Binti Muhamadin**

Norhaslinda binti Muhamadin is a lecturer at Jabatan Pengajian Am, Politeknik Mersing (PMJ). Her research interests include second language acquisition, communication skills and proficiency in TVET.

- **Sumie Akutsu**

Sumie Akutsu is an assistant professor at Toyo University, Japan, working in the English Language Program. She received her MA in English Literature from Aoyama Gakuin University in Japan and M.Ed in Foreign Language Education from Trinity College Dublin in Ireland. Her research interests include TILT, SLA, and corpus linguistics.

- **Chok Sze Jin**

Chok Sze Jin is a school teacher at SMK Lake, Bau. She has more than 16 years of teaching experiences at primary and secondary schools in the urban and interior parts of Sarawak. Her research interest is led by the current trend of educational issue faced by teenage learners today.

- **Philip Cardiff**

Philip Cardiff is an English Lecturer for the English Language Institute (ELI) at Kanda University of International Studies in Japan. He holds an MA in Applied Linguistics & TESOL from Newcastle University in the UK, and the Cambridge DELTA. His research interests include sustainable development in education, discourse analysis, and learner autonomy.

BIODATA OF PRESENTERS

- **Tomoyuki Kawashima (Dr)**

Tomoyuki Kawashima (Dr.) is an Associate Professor at Gunma University in Japan. He started his teaching career in Malaysia, working at a cram school for Japanese children. His research interests include pedagogical applications of World Englishes in English language teaching, affective factors in speaking English, and the development of speaking and writing skills.

- **Ranmeet Kaur Sidhu**

Ranmeet Kaur (Ms.) is an English teacher at SK Sungai Rengit, Pengerang, Johor. Completing her Master at University Kebangsaan Malaysia. Her research is on technology learning.

- **Priscilla Shak (Dr)**

Priscilla Shak (PhD) is a senior lecturer at the Centre for the Promotion of Knowledge and Language Learning at Universiti Malaysia Sabah. Her research interests include ESP, educational technology, language assessment, and curriculum design. She is the author of Ready to Work: English for Employment (2021) by Cengage Learning and is the Centre's Deputy Dean of Postgraduate and International Relations.

- **Wendy Hiew (Dr)**

Wendy Hiew (PhD) is a senior lecturer at the Centre for the Promotion of Knowledge and Language Learning at Universiti Malaysia Sabah. Her research interests include English language teaching and technology-assisted teaching and learning. She was the Centre's former Coordinator of the English Language Cluster, and also Universiti Malaysia Sabah's former Head of Translation and Editing Unit.

BIODATA OF PRESENTERS

- **Bernadette Tobi**

Bernadette Tobi (M.Ed. TESL) is an English Language Teacher at the Centre for the Promotion of Knowledge and Language Learning, Universiti Malaysia Sabah. Prior to this, she has extensive experience (more than 20 years) as an English instructor in several private institutions. Her research interests are in the areas of Teaching English as a Second Language and social sciences.

- **Mr Ong Ma Vin**

Mr Ong Ma Vin is a secondary school English teacher at Sekolah Menengah Kebangsaan Teluk Kumbar which is located in Penang. He graduated from a twinning programme under the Ministry of Education where he attended the Teacher Training Institute of Ipoh and the University of Warwick, England obtaining a degree in Teaching English as a Second Language (TESL). His research interests include technology in education and online instruction.

LIST OF JUDGES

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

NAME	AFFILIATION
CHIEF JUDGE • Cheah Yet Thang SISC+ Officer	Pejabat Pendidikan Daerah Bera, Pahang
UPPER PRIMARY CATEGORY • Harathi Sarah Peters A/P A.C Peters Lecturer	English Language Teaching Centre Negeri Sembilan
• Mohd Haiqal Bin Abdullah Chik Head of English Language Department	SK Abdul Samat, Klang Selangor
• Yong Pei Na SISC+ Officer	Pejabat Pendidikan Daerah Kota Kinabalu, Sabah
• Nur Hamidah Binti Radzali SISC* Bahasa/ National Master Trainer for PBL	Pejabat Pendidikan Daerah Larut Matang dan Selama
SECONDARY CATEGORY • Dr Tarsame Singh s/o Masa Singh Senior Lecturer English Language Department	Institute of Teacher Education, Tengku Bainun Campus, Bukit Mertajam, Penang
• Dr Ilhamanggai A/P Narinasamy Afternoon Assistant Admin, CEFR Master Trainer	SMK Bandar Damai Perdana Selangor
• Chong Mei Yen National Master Trainer PBL	Bahagian Pembangunan Kurikulum
• Syafizah Binti Sharifg Excellent teacher	SM Sains Tuanku Aishah Rohani, Negeri Sembilan

LIST OF JUDGES

MELTA GANAKUMARAN SUBRAMANIAM PBL COMPETITION

NAME	AFFILIATION
• Dr Kevin Balchin Director of the Centre for Language & Linguistics Faculty of Arts, Humanities & Education	Canterbury Christ Church University, Canterbury, Kent, United Kingdom
• Chandrakala V. Raman Former Director of Chapters	Melta EXCO
• Malliga Perumal English Teacher	SMK Dato Md Said, Nilai Negeri Sembilan
• Faith Wong Woei Ling SISC+ Officer	Pejabat Pendidikan Daerah, Kuching Kuching, Sarawak

LIST OF JUDGES

CREATIVE TEACHING SHOWCASE COMPETITIONS

NAME	AFFILIATION
Prof. Dr Mohammod Monimoor Roshid • Visiting academic at UBD and Professor at University of Dhaka	Universiti Brunei Darussalam and University of Dhaka
Dr Cheok Mei Lick • Visiting academic at UBD and Professor at University of Dhaka	Kolej Tingkatan Enam Tun Fatimah, Melaka
Dr Nor Suharti Abdul Karim • Academic Skills Advisor	Torrens University Australia
Dr Norhakimah Khaiessa Binti Ahmad • Senior Lecturer	Universiti Putra Malaysia
Dr Mardiana Binti Idris • Academic Lecturer	IPGK Temenggong Ibrahim, Johor Bahru
Ms. Afni Anida Adnan • Senior Lecturer	Universiti Teknologi MARA (N.S Branch, Seremban Campus)
Prof. Dr. Ahmad Bukhori Muslim • Director of International Affairs	Universitas Pendidikan Indonesia
Ms. Anna Lynn Abu Bakar • Lecturer	Universiti Malaysia Sabah
Dr. Airil Haimi Mohd Adnan • Senior Principal Assistant Director	Academic Excellence Department, Ministry of Higher Education Malaysia
Ms. Sheela Paramasivam • Senior Lecturer	Universiti Teknologi MARA Cawangan NS

MELTA AWARDS

Our international conferences have always been a venue to recognise individuals and organisations for their achievements in and contributions to English Language Education.

The Hyacinth Gaudart Teacher Award

The Malaysian English Language Teaching Association recognises an outstanding English language teacher annually through the Hyacinth Gaudart English Teacher Award. The award is named after the late Professor Hyacinth Gaudart, a renowned English language educator and MELTA Past President.

Nominees are individuals who have been involved in ELT activities, with vast experience in classroom teaching at pre-school, primary and/or secondary levels. In addition, nominees possess evidence of involvement in community work and contribution to knowledge in ELT. The award is open to Malaysians.

The Basil Wijasuriya Best Teacher Presenter Award

This award is named after MELTA's first President, the late Dr Basil Wijasuriya. The best Malaysian teacher paper presenters at the MELTA International Conference will be recognised with this award.

The Ganakumaran Subramaniam Project-Based Learning Award

Project-based learning (PBL) is essentially about students and their learning. Through PBL, students take charge of their learning by making personal connection to real-world issues and practices. It is a process that encourages students themselves to take initiative, solve problems and communicate ideas. Students are engaged in deep learning that is empowering and sustainable.

The Ganakumaran Subramaniam Project-Based Learning Award recognises projectbased learning activities that showcase students' learning beyond the classroom. Held in conjunction with the MELTA International Conference, students are given an international platform to exhibit and present their projects.

MELTA AWARDS

The Malachi Edwin Vethamani Creative Teacher Showcase Award
This award is named after former MELTA President and prominent figure in the Malaysian literary scene, Professor Emeritus Dr Malachi Edwin Vethamani. Teachers who showcase teaching innovations and/or teaching simulations with effective methods/practices in the Creative Teacher Showcase category will be recognised with this award.

The Creative Student Teacher Showcase Award
Student Teachers who showcase teaching innovations and/or teaching simulations with effective methods/practices in the Creative Student Teacher Showcase category will be recognised with this award.

The Higher Education Teaching Innovation Award
Teachers/Language Instructors/Academics who showcase teaching innovations and/or teaching simulations with effective methods/practices suitable for the higher learning context in the Creative Higher Education Teacher Showcase category will be recognised with this award.

AWARDS PROUDLY SPONSORED BY:

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Datin Dr. Cynthia Doss

We would also like to record a special thank you to all other individuals and organisations whose efforts have made this conference possible.

MELTA

CALL FOR SUBMISSION

TEACHERS' VOICES:
STORIES FROM THE CLASSROOM
VOLUME 3
2022

If you are an English language teacher with a story to share, we would like to hear from you

The call for publication is now open to all pre-service and in-service teachers with heartwarming stories. MELTA would like to invite you to share your engaging and exciting stories based on your personal experiences on any one of the following themes:

- **Challenges and success stories on teaching. This may include:**
  - stories on your struggle and implementation of online teaching/blended learning etc.
  - challenges with students and how you managed to overcome them

- **Tales of resilience from the English classroom that focus on:**
  - stories that inspire other teachers to innovate and strategize in their English classrooms.
  - challenges that you thought your students could not overcome, and yet they eventually did.
  - stories of creative and innovative efforts by the teacher to engage and motivate the students) despite their uncertainties and lack of initial interests in improving in a language that they may never use outside the language classroom.

- **Stories highlighting techniques and teaching tips that could be regarded as 'magic formulae':**
  - that help the teacher ease the teaching process or any other matters pertaining to in and outside the classroom.
  - on how particular routines or procedures conducted in the classroom or outside the classroom which have helped the teacher cope and manage the teaching- learning sessions or their profession in general.

Guidelines:

We invite submission ranging from short vignettes to extensively developed articles. We are looking forward for stories that are:
- based on personal or first hand experiences
- inspirational pieces that provide hope to trainees and practitioners
- original and capture unforgettable memories of teaching
- reader friendly rather than academic style and the use of descriptive and impersonal language is highly encouraged.

We request that all submitted essays be carefully edited.

Submission:

- Texts should be submitted using the Microsoft Word in customary manuscript format (double-spaced, 12-point Times New Roman).
- You are required to append your contact information and a very short biodata at the end of the text.
- The text should be between 800 to 1000 wards in length.
- We reserve the right to edit, shorten or revise your article.
- If you are inspired, please send us your article to: publication.director@melta.my or admin@melta.org.my in the Subject line: Attn - Director of Publications, MELTA.
- The deadline for the submission is 31st December 2022.
- We look forward to reading your stories and sharing them with our audience.

Malaysian Journal of ELT Research

Malaysian English Language Teaching Association e-ISSN 2716 6414

MELTA

MaJER

Malaysian Journal of ELT Research (MaJER) aims to advance knowledge of and to develop expertise in critical and scientific inquiry in English language teaching and learning. The journal is intended for academics, researchers, teacher educators and graduate students who are involved in research and dissemination of knowledge in the field.

This refereed open access journal is published in two issues (June and December) annually.

The journal is indexed by the Malaysian Citation Centre and also listed in the Web of Science Emerging Sources Citation Index.
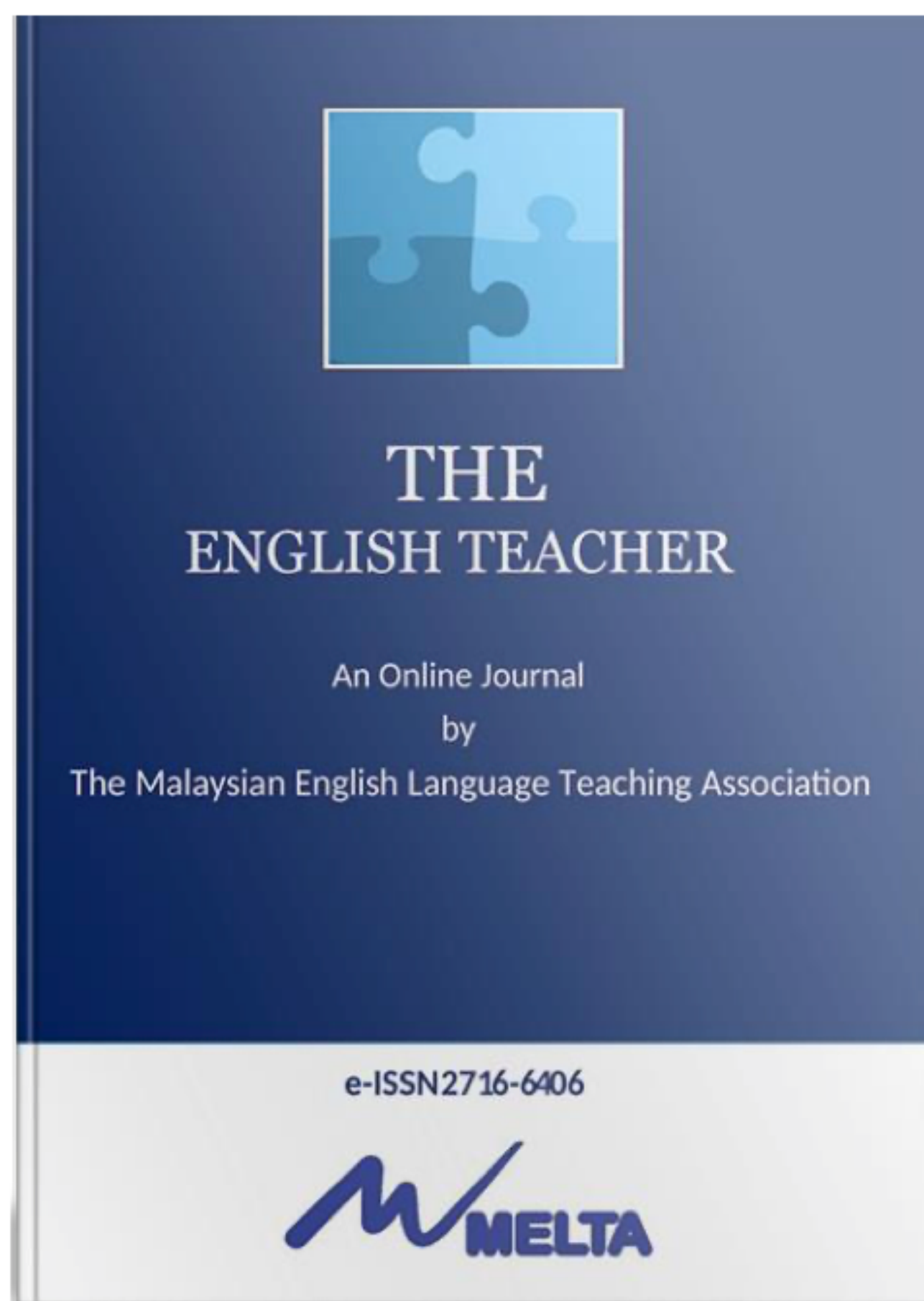
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