31st MELTA INTERNATIONAL CONFERENCE 2023

From the Ground-up: Dreams and Realities of English Language Education

....

26-27 August 2023

Universiti Malaya, Kuala Lumpur

e-Programme Book

CONTENTS

MESSAGE FROM
MELTA PRESIDENT

We have replaced traditional plenary paper presentations with forums so that more robust discussions can take place. It is my hope that the voices of all delegates at the conference are heard.

It gives me great pleasure to welcome you to the 31st MELTA International Conference. This is our first conference after the COVID-19 travel restrictions were lifted in Malaysia, and I am very pleased that delegates from several countries including the United Kingdom, China, Korea, Japan, Singapore, Nepal, Bangladesh, Mongolia and Thailand are joining us.

The conference theme for this year, **From the Ground-up: Dreams and Realities of English Language Education**, calls for deliberations which consider the classroom practitioner and the issues on the ground as they relate to ELT. Inspired by this theme, we have added roundtable discussions to our traditional paper presentation and workshop sessions. We have also replaced traditional plenary paper presentations with forums so that more robust discussions can take place. It is my hope that the voices of all delegates at the conference are heard.

> The organising committee hopes to publish a report as an output of the conference to capture the issues and recommendations raised.

MELTA aspires to be the voice of ELT practitioners, and this year, the organising committee hopes to publish a report as an output of the conference. The report, which is to be submitted to the Ministry of Education Malaysia, will capture the issues and recommendations raised at the roundtable discussions and plenary forums.

I would like to thank the invited speakers and our associate partners who agreed to be part of this conference. I am also grateful for the support of sponsors who chose to be a part of this event. Finally, I thank the members of the conference organising committee who volunteered their time over several months to ensure the success of the conference.
I wish you all a very enjoyable conference.

Thank you.

Ramesh Nair

MELTA
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Gerakbudaya

31st MELTA INTERNATIONAL CONFERENCE 2023
Universiti Malaya
26 – 27 August 2023

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31ST MELTA INTERNATIONAL CONFERENCE 2023
FROM THE GROUND-UP: DREAMS AND REALITIES OF ENGLISH LANGUAGE EDUCATION

Conference Schedule
Saturday, 26 August 2023 Conference Day 1

Time	Event & Venue
8.00 a.m. - 8.30 a.m.	Registration & Refreshments
8.30 a.m. - 9.00 a.m.	Housekeeping Announcements
9.00 a.m. - 9.45 a.m.	Opening Ceremony *Auditorium*
9.45 a.m. – 10.30 a.m.	**Keynote Address** ***Professor Zaharom Naim*** ***University of Nottingham Malaysia***
10.30 a.m. – 11.00 a.m.	**Tea Break**

PARALLEL PAPER PRESENTATIONS

11.00 a.m. – 11.30 a.m.	*Auditorium* **Joel Meniado, FEATURED (P60)** Language Teaching and Assessment in the Age of Generative AI: Emerging Roles, Skills, and Competencies of English Language Teachers
	Room T1 **Norman Fewell (P7)** Activating the NCSSFL-ACTFL Can-Do Statements: A Transformation from Descriptors to Communicative Tasks
	Room T2 **Tiong Ngee Derk, Fruzsina Szabó, Sumitra Ravindran Naidu (P14)** Hungary Meets Malaysia: A Video Exchange Project for Intercultural Learning in Higher Education

Room T3
Maryam binti Mohamed Amin (P28)
Malaysian English Language Teachers' Digital Pedagogy
Practices, Activities, and Competence at a Teaching University
vs Research University

Room T4
Orlando Xiao XIE (P58)
A Many-Facet Rasch Measurement of the Accuracy of
Different Raters' Assessments of Argumentative Writing

Multimedia Lab
Shee Yuen Ling (P45)
MetaverseLingua: Amplifying English Language Learning
Through Virtual Interaction

BSEA203
Teo Woon Chun, Ramesh Sathappan (P1)
Tech or Not? Examining Technology Acceptance of Malaysian
ESL Teachers in Chinese National-Type Primary Schools
(SJKC) After COVID-19 Pandemic

BSEA201
Wong Li Siang, Kong Siew Hie, Bong Chee Xiung (P38)
MESM Chess - Fun Way to Reinforce English Language

WORKSHOPS

11.00 a.m. –
12.00 p.m.

BSEA306
Sipho Ncube (W2)
Equity Within the Classroom: Strategies for Working
with Students with Diverse Learning Needs.

BSEA206
Mike Mayor FEATURED (W4)
Future Skills: The Role of Teachers in Making
Our Students Employable

PARALLEL PAPER PRESENTATIONS

11.30 a.m. –
12.00 p.m.

Auditorium
Zulfadli A. Aziz, FEATURED (P52)
Dreams of a Highly Proficient English-Speaking Population
in Indonesia

Room T1
Siriwimon Na Chiangmai (P17)
Vocational Students'
Perspectives on Motivational Strategies in EFL Online
Classrooms at the College of Integrated Science and
Technology, Thailand

Room T2
Nicholas Lee Boon Kheng, Tamas Kiss (P5)
Capturing the Diversity of English Language Teaching and Learning

Room T3
Masahiro Takimoto (P10)
The Efficacy of Animated Versus Static Illustrations with 3D Images on EFL Learners' Acquisition of Degrees of Sureness

Room T4
Mitchellene Rivo, FEATURED (P61)
A Study on the Correlation Between English Learning Styles and Learning Strategies of Junior Middle School Students

Multimedia Lab
Wan Safuraa Wan Osman(P22)
The Influence of Second Language Writing Anxiety on Postgraduate Students' Graduation on Time:
A Multiple Case Study

BSEA203
Auzellea Kristin Mozihim (P2)
Encouraging Civic Awareness Through Project-Based Learning in English Language Learning

BSEA201
Nurul Nazira Bt Hamzah (P15)
"Whatsapp guys": Vlog Content Selection Through Exposure of Social Media Among Tertiary Level Students in the English Classroom.

12.00 p.m. –
12.30 p.m.

Auditorium
Motikala Subba Dewan, (P54)
Advancing Professionals: The Key Role of ELT Organizations

Room T1
Noraini Said (P34)
Digital Competency Training (DCT) for ESL Pre-Service Teachers' TPACK Development

Room T2
Tiong Ngee Derk, Nicholas Lee Boon Kheng, Bryan Chai Kang Weng (P32)
Teachers Who Read: Establishing Reading Groups for Teachers (RGfTs) for English Teachers' Professional Development in Two Malaysian Secondary Schools

Room T3
Latha Ravindran, (P30)
Challenges and Perceptions of International Chinese Postgraduate Students of Academic Writing in a Malaysian University

Room T4
Takayuki HARA, FEATURED (P63)
English Language Teaching with Intercultural Competence in Japanese Higher Education

Multimedia Lab
Hom Raj Khadka, Sharmila Paudel (P23)
Strategies for Teachers' Professional Development in the 21st Century: Nurturing Lifelong Learners for Educational Excellence

BSEA203
Oktavia Widiastuti, Bambang Yudi Cahyono (P16)
Cinematic Speaking Video: Technology- Enhanced Tblt To Promote Efl Students' Communicative Performance With Authentic Online Audience

BSEA201
Kamalashne Jayapalan (P40)
Rhoticity In Malaysian English

BSEA306
Kan Kwong See (P46)
A Synthesise Review of Mindsets and Language Learning

BSEA206
Nguyen Anh Phuong (P47)
Fostering Learner Autonomy Using Technology and Learning to Learn Competencies in an EFL Mixed-ability Class.

12.30 p.m. – 2.00 p.m.   Lunch Break

ROUNDTABLE DISCUSSIONS

2.00 p.m. –
3.15 p.m.

BSEA201
Professional Development for English Language Educators: Finding the Right Balance
Moderator – Azleena Mohamed

BSEA203
Enhancing Pre-Service Education for English Language Teachers: Challenges and Solutions
Moderator – Prema Nair

BSEA206
**Proficiency Testing for English Language
Teachers: Necessity or Redundancy?**
Moderator – Sharmini Siva Vikaraman

BSEA306
**Should Internationally- Distributed English Language
Textbooks Stay?**
Moderator – Warid Mihat

Room T4
**English in Vernacular Schools: An Examination of
Position and Impact**
Moderator – Sivabala Naidu

3.15 p.m. – 4.45 p.m. **PLENARY FORUM 1: Deemphasizing High-Stakes Testing –
A Boon or Bane for ELT?
Moderator – Stefanie Pillai
Panel – Sarina Salim, Soffea Rahim**
Auditorium

4.45 p.m. – 5.15 p.m. **Tea & End of Day 1**

Pearson | PTE

Join Mike Mayor

Senior Director for the Global Scale of English

at MELTA 2023

Future skills: The role of teachers in making our students employable

📅 **Saturday, 26 August 11am-12pm**

What is it then that we as educators can do to prepare our learners? What are the skills that will make our students employable in 2030 and beyond? And what is the role of ELT teachers in teaching these skills? This presentation explores these issues within the context of Pearson's Employability Framework. To support you in this endeavour, we will be sharing some free resources that have been developed with experts from around the world to help identify and assess increasing mastery of these future skills.

"I'm just no good at English!" Building confidence in language learning

📅 **Sunday, 27 August 2pm-3pm**

Students who lack the belief that they can make progress in English or demonstrate their proficiency in an exam are creating their own barriers to success. This presentation explores the psychology of language learning and suggests ways in which English teachers can use the free Global Scale of English resources to set their learners up for success and build the confidence that will support them on their life-long learning journey.

Conference Schedule

Time	Event & Venue	
8.00 a.m. - 9.00 a.m.	Refreshments, Visit to Exhibition Space & Networking	
9.00 a.m. – 10.30 a.m.	**PLENARY FORUM 2: English-Medium Instruction: Unpacking The Aspirations And Issues** **Moderator – Cecilia Cheong Yin Mei** **Panel – Moses Samuel, Noor Azimah Abdul Rahim** ***Auditorium***	
10.30 a.m. – 11.00 a.m.	**Tea Break**	

PARALLEL PAPER PRESENTATIONS

11.00 a.m. – 11.30 a.m.	*Auditorium* **Ambika Khadka Thapa (P55)** Local Language Vs the English Language
	Room T1 **David T. Teh Boon Ern (P20)** Conditions For and Against Translanguaging and Multilingual Pedagogies (TMP) in the Malaysia ESL Classroom: A Teacher Toolkit
	Room T2 **Wan Noor Farah, Umi Kalsom Masrom, Muhammad Nur Adilin Mohd Anuardi Wan Shamsuddin (P6)** Needs Analysis Of Technical Tertiary Level Students: An Investigation of the Communicative Needs in a Professional English Communication Course
	Room T3 **Patrick Duffy Anak Bayuong (P31)** CEFR-aligned Primary Curriculum Framework: Rural National Primary School English Language Teachers' Attitudes and Slants
	Room T4 **Bijoy Lal Basu, FEATURED (P62)** Dissent, Dissidence And Resistance: (Re)writing Coursebooks from the Ground-up
	Multimedia Lab **Farahdiba Bt Md Said (P24)** The Effectiveness of Google Translator in Understanding Text Written In English Language Among Hearing- Impaired Students of Politeknik Ibrahim Sultan, Johor

BSEA203
Ranjana Jha (P18)
Challenges Faced by Marginal Female Teachers of Secondary Schools

WORKSHOPS

11.00 a.m. –
12.00 p.m.

BSEA201
Shee Yuen Ling (W3)
Fluent And Fabulous: Mastery of Reading with Ease Using Microsoft Immersive Reader

BSEA306
Eng Hai Tan (W1)
Integrating Cultural Awareness Through Flip in a Business English Course

PARALLEL PAPER PRESENTATIONS

11.30 a.m. –
12.00 p.m.

Auditorium
Bud Odon, FEATURED (P64)
English Language Teaching with Intercultural Competence in Japanese Higher Education Study on Test Item Reliability Issues of a General Entrance Exam of English in Mongolia Using ChatGPT and BingChat

Room T1
Joanna Joseph Jeyaraj, Tamas Kiss, David D. Perrodin (P4)
Situating ELT Critical Pedagogies in Southeast Asia: Challenges and Opportunities

Room T2
Hom Raj Khadka, Sarmila Poudel (P11)
Artificial Intelligence in Education: Opportunities and Challenges

Room T4
Ganesh Prasad Humagain (P56)
Developing Professional Networking at Local Chapters for Sustainable Development

Multimedia Lab
Ho Theen Theen, Christopher Tan Yu Han, Neil Obrien Anak Joseph (P25)
Project Game On: Putting Gamification Theory into Practice

BSEA203
Stella Prancisca, Ana Fergina, Elsa Ananda (P66)
Analysis of Reading Preference in Extensive Reading
Program

12.00 p.m. – 12.30 p.m.	*Auditorium* **Aminah Ma Ping, FEATURED (P57)** Optimizing a Teacher Training Course with SRL Support for Preservice English Normal Students: A Learning Analytics Approach

Room T1
Nur Asshiddiqah Binti Abd Ra'uf (P29)
Pre-Service Teachers' Readiness For Culturally Responsive
Teaching In ESL Classrooms

Room T2
Kellie Hon Kai Lai (P12)
Effects of Two Types of Graphic Organiser Instruction in
Relation to Reading Ability on Reading Comprehension
Among ESL Learners

Room T3
Farous Izwan Bin Abdul Aziz (P35)
Integrating Toulmin's Model to Improve the Persuasive Writing
Skills of Secondary School Students in Malaysia

Room T4
LIndsay Herron Featured (P65)
Evolution, Engagement: The Cosmopolitan Potential of an
Online Intercultural Exchange

Multimedia Lab
Segar A/L Sadhasivam, Azlina Abdul Aziz (P51)
CEFR-Speaking
Assessment: Are Malaysian Teachers Ready?

BSEA203
Mornita Anak Deri, Sivabala Naidu (P43)
Critical Discourse Analysis: Exploring Ideologies in Selected
Malaysian English Workbooks

BSEA201
Li Jiao, Cynthia Yolanda Doss (P41)
The Role of Emotions of EFL Learners in Learning Language
Skills

BSEA306
Muhamad Khairi Fakhri bin Fazil (P49)
Investigating Indigenous Learners' English Language Learning
Strategies

BSEA206
Theva Sangiri A/P Tanabalam (P42)
Using '1 versus 1+1 Table' to Improve the Use of Subject-
Verb- Agreement (Simple Present Tense) Among Year 5 Pupils

12.30 p.m. – 2.00 p.m.	**Lunch Break**

WORKSHOP

2.00 p.m. –
3.00 p.m.

BSEA206
Mike Mayor FEATURED (W5)
"I'm just no good at English!"
Building Confidence in Language Learning

PARALLEL PAPER PRESENTATIONS

2.00 p.m. –
2.30 p.m.

Auditorium
Ya Luo, (P59)
Function and Efficiency of VR and AI in Discourse Teaching

Room T1
Noraini Said (P9)
Reenvisioning Digital Competency Training for ESL Pre-
Service Teachers Through Experiental Learning

BSEA201
Zhang Ning, Assoc Cynthia Yolanda (P39)
The Effectiveness of Audio-Based Synchronous Online
Discussion in Improving Critical Thinking Skills and Oral
Communication Skills

Room T3
Liu Yang, Cynthia Yolanda Doss (P36)
Improving Nurse- Patient Communication Through a Task-
Based English Course for Nursing Students: Task Selection,
Sequencing, and Implementation

Room T4
Eng Hai Tan, Norman Fewell (P8)
Assessment and Experiential Reflections of Short-Term Study
Abroad Initiatives: Perspectives from two EFL Practitioners
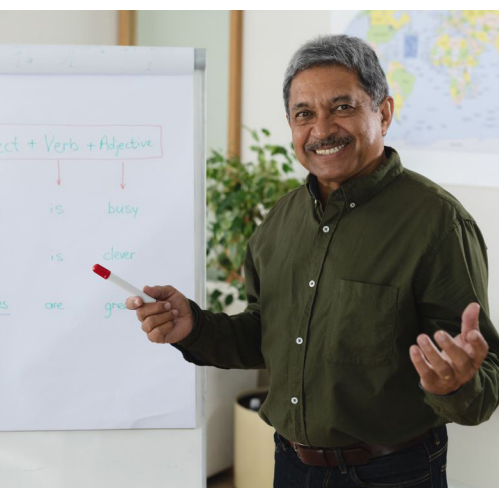
Multimedia Lab
Ally Tian Lee (P26)
Illuminating the Teacher's Voice: Understanding
Perspectives on Multiliteracies Pedagogy in Malaysian
Higher Education Institutions

BSEA203
Warid Mihat (P50)
The Eye Movements of Sub-Optimal CEFR Basic Readers:
Types And Characteristics

BSEA201
Atikah Binti Aznan (P44)
Scaffolding Novice ESL Writers with the TAZ Burger Strategy:
A Qualitative Case Study

2.30 p.m. – 3.00 p.m.	*Auditorium* **Watcharapol Wiboolyasarin, FEATURED (P53)** RILCA App: A Mobile-Assisted Dual Language Learning for Digital Young Learners

Room T1
Yee Bee Choo, Soo Kum Yoke, Lim Ai Teng, Umairah Najihah Ismail (P3)
Digital Natives Vs Digital Dinosaurs: English Language Educators' Dilemma in Online Teaching and Learning

Room T2
Raganeswari Ramasamy (P13)
Utilising the Usage of Critical and Creativity Thinking to Accomplish Grammar and Vocabulary Mechanisms in Narrative Writing Skills

Room T3
Yueh Yea Lo (P37)
Supporting Undergraduates' Literature Review Writing Skills in the English Medium Instruction Context

Room T4
Stephen J Hall (P48)
Reflections on Negotiating Who We Are, What is Planned and Our Classroom Realities

Multimedia Lab
Tang Je Xen (P27)
Unveiling the Potential of Mobile Technology in Education: Teacher Perceptions and Attitudes

BSEA203
Halytha Giok @ Lily Natasha Abdullah (P21)
Fun Writing Of I + 4 Cs @ In4cons Using Tiktok App

3.10 p.m. – 4.40 p.m.	**PLENARY FORUM 3: Investing in Teacher Well-being** **Moderator – Sivabala Naidu** **Panel – Victor Goh Weng Yew, Samuel Isaiah** *Auditorium*
4.45 p.m. – 5.15 p.m.	**Closing Ceremony & Tea**

Subject to further updates, please check the website regularly.

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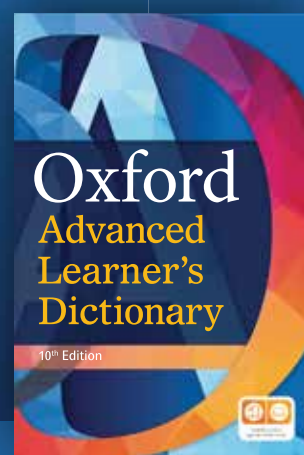
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KEYNOTE SPEAKER
ZAHAROM NAIN

Zaharom Nain is Professor of Media and Communication Studies at the University of Nottingham in Malaysia (UNM) and Director of UNM's Centre for the Study of Communications and Culture (CSCC). His research interests are in the sociology of communications and the political economy of the media.

Internationally, he is the recipient of two Fulbright professorships - as Visiting Professor at the University of California, San Diego in 1998-99, and as Senior Scholar-in-Residence at Johnson State College, Vermont, in 2009. In 1995, he was granted a Japan Society for the Promotion of Science Visiting Scholar award and was based in Sophia University, Tokyo.

Nationally, he is the current Chair of the Malaysian Academic Movement (GERAK) and was Vice President of the Malaysian Social Science Association (PSSM) from 2011 to 2017.

He has published more than 150 articles in books, journals and magazines, authored Rhetoric and Realities: Critical Reflections on Malaysian Politics, Culture and Education (2013: Gerakbudaya), and co-edited Who Owns The Media? Global Trends and Local Resistance. (2004: (WACC/Zed) and Communication and Development: The Freirean Connection. (2001: Hampton).

He is the country author and researcher for two ongoing major international projects, the Reuter's Institute-Oxford University annual Digital News Report and the University of Gothenburg Varieties of Democracy (VDem) Project.

INVITED SPEAKER
CECILIA CHEONG

Cecilia Cheong is an Associate Professor at the English Language Department, Faculty of Languages and Linguistics, Universiti Malaya. She has taught ESL for almost thirty years at various levels from secondary school to university and adult learners, and conducted workshops on genre and discourse analysis, applied linguistics, LSP and the use of ICT for teaching and learning purposes. Cecilia was the Coordinator of Epigeum UK's English for Academic Studies programme, and Open and Distance Learning Programmes of her Faculty. Currently, she is a consultant for Universitas Medan Indonesia's International Grant project on the analysis of communicative competence of air navigation students of Medan Aviation Polytechnic based on the Indonesian Aviation Curriculum. She is also the Editor-in-Chief of MELTA's The English Teacher journal; Editor of the ASEAN Journal of Applied Linguistics (ASJAL); and Secretary of the Malaysian Association of Applied Linguistics (MAAL), which is affiliated with the International Association of Applied Linguistics (AILA).

INVITED SPEAKER
DATIN NOOR AZIMAH
ABDUL RAHIM

Datin Noor Azimah Abdul Rahim is an accountant by profession, having worked at Bank Negara,Price Waterhouse and Rashid Hussain Securities, and subsequently obtaining a post-graduateCertificate in Financial Planning (CFP). She opted to leave the corporate arena to raise her childrenand be involved in matters of education, having held the positions of PTA Chairperson of SK BukitDamansara, and Vice-Chairperson of SMK Seri Hartamas.t the height of the debate on the Teaching and Learning of Science and Mathematics in English in2008, Datin Noor Azimah, along with a team of like-minded parents, founded the Parent ActionGroup for Education Malaysia (PAGE), a national society, to defend and ultimately ensure that"pupils are to be educated in accordance with the wishes of their parents", as stated in theEducation Act 1996.

She was named among The Edge's Ten Inspiring Malaysians in 2013. She was a columnist in TheStar and now writes for The Edge Weekly. She was in the National Education Advisory Council totheMinister of Education from 2018 to 2020. She is a member of G25 and committee member toEdunity Foundation, its funding arm.

MIKE MAYOR

Mike Mayor is Senior Director, Global Scale of English at Pearson. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move to the Global Scale of English in 2013. In this role,

Mike works with coursebook and assessment teams to ensure that the Global Scale of English underpins all elements of the Pearson Connected English Learning Programme. Mike has a BA (Hons) in French Language and Literature and a Masters in English and Applied Linguistics from Cambridge University.
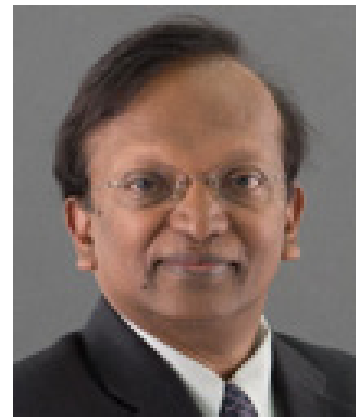
MOSES SAMUEL

Moses Samuel is Professor and Senior Research Fellow at Taylor's University. He was formerly, up to his retirement, a Professor at the Faculty of Education, University of Malaya. He has over 40 years' experience as a teacher educator.

SAMUEL ISAIAH

Samuel Isaiah is the Programme Director of Pemimpin Global School Leaders (GSL), a non-profit that empowers teachers in Malaysia to enhance school leadership and teaching quality. Samuel was the first Malaysian teacher to be a Top 10 finalist of the Varkey Foundation's Global Teacher Prize in 2020 and the first recipient of the "Anugerah Harapan Merdeka 2022". Over his 12-year career, Samuel's dedication to improving education for rural Orang Asli (indigenous) communities and teachers in Malaysia established him as one of Asia's Most Influential in education for two years in a row in 2021 and 2022. He is also the co-founder of the Malaysia Teacher Prize, to celebrate exceptional educators in the country, and "LADAP+", Malaysia's first teacher professional development application.

SARINA SALIM

Sarina Salim has always been passionate about issues related to education in general and English language in particular. She strongly believes that each of us is responsible in creating learning opportunities not only for children but also for adults and helping everyone achieve their true potential. Sarina's wide repertoire of skills gained from her 30-plus years of experiences as a secondary school teacher, Assistant Director at the Curriculum Development Division, Senior Lecturer at Institut Aminuddin Baki, Head of Secretariat at the English Language Standards and Quality Council, Deputy Director of the Services and Multilateral Relations Sector, Private Education Division, Ministry of Education Malaysia puts her in the right stead to perform her current responsibilities as the Deputy Director of the Languages and Literature Sector, Curriculum Development Division, Ministry of Education.

SIVABALA NAIDU

Sivabala Naidu is Professor and Dean of the Faculty of Social Science, Quest International University. He is a highly motivated, result-oriented individual who has over 30 years' experience in TESL, serving initially as an English language teacher in primary and secondary schools and later as teacher educator. He obtained a First Class Honours in his B.A (Hons) TESOL which he pursued in the University of Strathclyde, Glasgow and obtained his Master degree and PhD from Universiti Sains Malaysia, specialising in Applied Linguistics. Both his career and higher education pathways have helped him develop multiple facets to his academic and professional competences.

INVITED SPEAKER
STEFANIE SHAMILA PILLAI

Stefanie Shamila Pillai is Professor at the Faculty of Languages and Linguistics, Universiti Malaya. She was previously the Dean of the Faculty, and Chair of UM's Social Advancement and Happiness Research Cluster. Stafanie was recently appointed as Adjunct Professor by Mahidol University's Research Institute for Languages and Cultures of Asia. In 2013, she was Ian Gordon Fellow at Victoria University Wellington's School of Linguistics and Applied Language Studies.

Her areas of expertise include varieties of English, especially Malaysian English, and language use in multilingual contexts. The latter includes language education and language policy. Stafanie recently co-edited a book, Selected Research on Orang Asli Communities, and her work and thoughts on endangered languages have been featured in local and international media.

SOFFEA RAHIM

Soffea Rahim is an English language elementary school teacher based in Putrajaya. She possesses a teaching tenure spanning 6 years. Her passion in assessments has led her to develop two innovations for easy assessing, with one creation being the widely adopted PBD TeleCam, which has been used and approved by teachers across Malaysia.

Soffea is active in conducting numerous comprehensive courses across the nation, aiding educators in mastering the art of proficient evaluation. Her influence extends beyond her innovations, as she has been invited to share her practice on Pentaksiran Bilik Darjah (PBD), multiple times, among them being at the recent Konvensyen Sesi Libat Urus PBS 2023 and for several JPNs and IPGs. She is also among the select few recognised by the Curriculum Development Director for her PBD management techniques.

VICTOR GOH WENG YEW

Victor Goh Weng Yew is an Applied Psychologist, specialising in Industrial/Organizational Psychology. He obtained his PhD from the University of Nottingham, specialising in the field of work of higher education and management. His interests are focused on workplace mental health, higher education management and teaching, and meaningfulness and engagement in the workplace. He is currently researching on the importance of job crafting in ensuring a healthy environment for white collar workers, and is open to both local and international research collaborations.

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PBL COMPETITION 2023

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Former Director of Chapters
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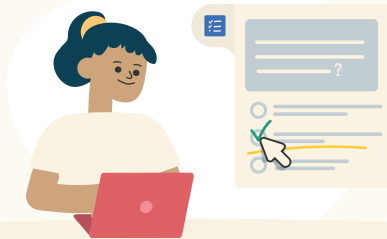
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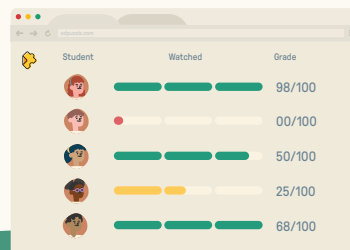
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UPPER PRIMARY SCHOOL CATEGORY

VIDEO CODE	SCHOOL	TITLE	PUPILS	TEACHER ADVISOR
P01	SK Putrajaya Presint 11(1)	SmartER: SMART English Reader	1. Izz An-Nisa' Binti Mohd Khairuddin 2. Irdina Batrisyia Binti Mohd Muklis 3. Adam Khairy Bin Mohd Khairi	Mohd Saharudin Bin Setapa
P02	SK St Patrick	My Daily Diary	1. Bilal Hayat Khan Bin Hayat Ullah Khan 2. Rayyan Rafiqi Bin Sulaiman 3. Nurul Aleesya Aqilah Binti Mahadir	Nirmaladevi A/P Kandasamy
P03	SJKT Somasundram	One Man's Trash Is Another Man's Fuel	1. Puvanaan A/L Vijayan 2. Thamil Selvan A/L Siva 3. Roshini A/P Thanabalan	Prithibhaa A/P Gnanasekaren
P04	SJK (C) Yuk Choi	Power Up! R Energy! A Green City with Renewable Energy	1. Tee Jing Kang 2. Wong Jun Shiong 3. Liew Hao Ze	Lim Ai Teng
P05	SK Pekan Sipitang	Reducing Plastic Use in School: Possibility Or Fantasy	1. Mohammad Amin Solihin Bin Mohd Sufri 2. Mohamad Farhan Bin Mohamad Firdaus 3. Suhail Mulham Bin Shuhendy	Noor Ezzaidah Binti Jasli
P06	SK Changkat Lada 3	Ino-Tani Home Gardening Kit to Promote Urban Planting	1. Hawa Insyirah Binti Mohd Hairi 2. Muhammad Ammar Ridhwan Bin Norazni 3. Walin Wahaada Binti Wan Mustaffa	Nadiah Binti Abdul Kadir
P07	SJKT Rawang	Infographic Use to Introduce Post-Reading Activities In Nilam Reading Programme	1. Kanniesh Theeran A/L Kannigeswaran 2. Kanniesh Shaindavy A/P Kannigeswaran	Saraswathy A/P V Vallu

VIDEO CODE	SCHOOL	TITLE	PUPILS	TEACHER ADVISOR
P08	SK Salak	Diy Water Filter	1. Nur Amirah Amani Binti Mohd Fahmi 2. Muhammad Nadhim Bin Mohd Nazif 3. B T Aryan Shah Putra Bin B T Ramlee	Sabrina Binti Malbaki
P09	SJKC New Kopisan	From Waste to Wonder	1. Angel Yong Kai Qing 2. Au Qiao Qi 3. Nur Aimi Fathihah Binti Mohd Soffa	Shee Yuen Ling
P10	Edenbridge	Tiny House	1. Shannon Kok Yu Tong 2. Bhavisha Nishel Kumar	Emily Fedo
P11	SK Seri Suria	Hey Whatsup Guys? School Newsletter	1. Ashwin A/L Shankar 2. Muhammad Alif Haziq Bin Alfian 3. Nur Irene Dania Binti Mohd Indra	Asshadwi Paneerselvam

SECONDARY SCHOOL CATEGORY

VIDEO CODE	SCHOOL	TITLE	PUPILS	TEACHER ADVISOR
S01	SMK Convent (M) Kajang	Interconnected Factors Contributing to Environmental Harm	1. Nicole Yeoh Tong Xin 2. Padmashreeyaa A/P Shivadas 3. Karolina Marry A/P Anthony	Hema Cilla Nagalingam
S02	Sekolah Sri UCSI	Overcoming Negative Peer Pressure Among Teenagers	1. Venussha Saravanan 2. Leong Xin Mei 3. Yeoh Joo Lynn	Jennifer Grace John
S03	SMK Merbau Miri	Ecohatbag	1. Dalston Lim Thian Yong 2. Ellyster Anak Estil 3. Amanda Grace Anak Deniel	Wong Wei Wei
S04	SM Lok Yuk Kota Kinabalu (CF)	Water Pollution In Rivers	1. Camelia Chong Rui Qiao 2. Shazaryna Nur Tasha 3. Maziana Binti Junit	Roseline David
S05	SMK St Michael, Ipoh	Humid-O-Matic: Beat the Heat With The Flip Of A Switch	1. Elijah Benedict A/L Lawrence Dominic 2. Jai Prasad Kumar A/L Shivakumar 3. Mel Jensson James Paul	Ng Kit Wan
S06	SMK Methodist Telok Datok	Urban Gardening	1. Brinda Zane Stephen Raj 2. Saahthanaah Naresh 3. Natasha Ann Justin	Pn. Mohanambigai Mohanakrishnan

VIDEO CODE	SCHOOL	TITLE	PUPILS	TEACHER ADVISOR
S07	SM Lok Yuk Kota Kinabalu (CF)	Playteen Magazine Vol. 2	1. Ashton Au Jin Wei 2. Gerald Davis Banico 3. Wong Yik Hui	Roseline David
S08	SMK Kuala Kubu Bharu	Heat Stroke Doodle	1. Adam Aiman Bin Norhasrul 2. Damea Yasmine Binti Mohd Yasrin 3. Adriana Farzana Binti Zaidi	Doreen Primus
S09	SMK Kuala Kubu Bharu	Splash Rocket (Water Rocket)	1. Muhammad Ashraff Fahmi Bin Mohd Asrul 2. Neil Fedtry Qeanudin Bin Aizreeq 3. Intan Syafiqah Binti Mohd Syafiq	Siti Khadijah Khalid
S10	SAMT Sultan Hisamuddin	Creating a Website to Raise Awareness About Bullying	1. Muhammad Farish Bin Hamizi 2. Muhammad Danish Iman Bin Mohd Farikh 3. Humaira Kaisah Binti Ahmad Sherhan	Ainul Ilyani Binti Abdul Aziz
S11	SMK Tanjung Puteri Resort	Story Adaptation (Storyboard)	1. Nor Aida Binti Abdurrahman 2. Nur Atikah Binti Abd Aziz 3. Siti Nur Alya Batrisyia Binti Ahmad Syirajudin Fathilah	Anita Silvarajoo
S12	Sekolah Sri UCSI Subang	The Effect of a School E- Newsletter on a School Population Perception Of Said School	1. Adeela Fatinah Binti Kusmanto Ilyas 2. Sean How 3. Putri Iman Amalia Binti Zaferul Nadzar	Iskandar Zulkarnain Bin Mumtaz Ahmad
S13	Edenbridge School	Eco Writers	1. Julian Alexander Lopez 2. Yong Zijie 3. Sieh Haiming	Wayne Raga
S14	Edenbridge	Starting A Business	1. Lok Kar Ying 2. Yong Hui Qi 3. Shane Chooi Shen Feng	Ms. Brintha
S15	Edenbridge	Carbon Footprint	1. Sheldon Chooi Sheng Dong D 2. Marcus Sin	Ms. Emy

MELTA AWARDS
PANEL OF JUDGES

CREATIVE STUDENT TEACHER SHOWCASE (CSTS)

Name	Role	Affiliation
Dr. Mimi Estonella Mastan	Chief Judge	English Language Teaching Centre (ELTC) Malaysia
Associate Professor Dr. Thilagha Jagaiah	Judge	University of Hartford, Connecticut
Associate Prof. Dr. Takayuki HARA	Judge	Kagoshima University, Japan

THE MELTA MALACHI EDWIN CREATIVE TEACHER SHOWCASE (CTS)

Name	Role	Affiliation
Mr. David D. Perrodin	Chief Judge	Mahidol University
Dr. Lilliati Ismail	Judge	Universiti Putra Malaysia
Dr. Melinda Kong	Judge	Swinburne University of Technology Sarawak

HIGHER EDUCATION TEACHING INNOVATION (HETI)

Name	Role	Affiliation
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Dr. Marat Zagidullin	Judge	University of Reading Malaysia
Dr. Paramaswari a/p Jaganathan	Judge	Universiti Sains Malaysia
Ms. Lashana A/P Moorthy	Judge	English Language Teaching Centre (ELTC) Malaysia
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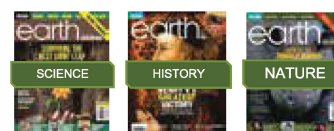
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Abstracts and Biodata of Presenters

ABSTRACT

Tech or Not? Examining Technology Acceptance of Malaysian ESL Teachers in Chinese National-Type Primary Schools (SJKC) After COVID-19 Pandemic

Teo Woon Chun, Ramesh Sathappan

Technology has been widely adopted among educators worldwide to continue their learners' learning amidst the COVID-19 pandemic. As most countries' education systems are back to normalcy, it is essential to identify whether teachers' technology acceptance level differs after experiencing emergency remote teaching during the pandemic. Nevertheless, recent studies on this are still scarce, thereby leaving considerable research gaps. Hence, this study aimed to investigate ESL teachers' technology acceptance level and identify the factors affecting their behavioural intention towards technology use in post-COVID-19 settings. 30 ESL teachers who were teaching at Chinese national-type primary schools in Kota Tinggi, Johor participated in this cross-sectional survey, in which they answered an online survey questionnaire which was devised with the reference of past studies. The collected data were analysed via descriptive, Pearson's correlation and multiple regression analyses. The findings depicted that the teachers held a high technology acceptance level (μ=4.20) after the pandemic. Also, their behavioural intention was positively correlated with the factors of performance expectancy, effort expectancy, social influence and facilitating conditions. Nevertheless, their behavioural intention had a significant relationship with only two factors, namely performance expectancy (r=.907) and social influence (r=.906). Performance expectancy was identified as the most significant factor that influenced their behavioural intention towards technology use in post-COVID-19 era [β=0.439, t(29)=2.965, p<0.05]. This study provided an insight into the current trends on Malaysian ESL teachers' behavioural intention in adopting technology in ESL classroom after the COVID-19 pandemic. Future studies are recommended to investigate the technology acceptance level among ESL teachers from Malaysia nationwide.

BIODATA

Teo Woon Chun is an English teacher at SJKC Peay Min, Johor. He obtained his Bachelor of Teaching in TESL with First Class Honours from Institute of Teacher Education Malaysia in 2019. In 2023, he completed his master's degree at Universiti Kebangsaan Malaysia. He is active in paper publications and presentations. His research interests are innovations in ELT and current trends in ELT.

Ramesh Sathappan graduated with a degree in Management Technology, MBA, and Master of Education in TESL. In 2022, he obtained his Doctor of Education from Open University Malaysia. He has 25 years of experience in teaching the English language, and conducts professional development courses for teachers. His research focuses on English language teaching and teacher education.

ABSTRACT

Encouraging Civic Awareness Through Project-Based Learning in English Language Learning

Auzellea Kristin Mozihim

In Malaysia, after an electoral reform in 2019, 18-year-olds are now eligible to vote. However, low civic awareness is common among Malaysian secondary school students which is reflected in the survey taken by Form 3 and Form 4 students in SMK Bongawan. This will pose a problem for them once they become eligible to vote. As future voters, they must have an awareness of community issues because, during elections, it is their constituency representatives that they will vote for. In order to tackle civic apathy among secondary school students, the teacher has designed a civic awareness project-based learning which integrates English language learning for the two classes, in which they were given autonomy to choose the community issues they wanted to solve whilst incorporating argumentative writing skills and practice using cohesive devices by producing a mini policy proposal. Based on a reflection session with 4 students, they learned about teamwork and awareness of the right to voice out to their constituency representatives or higher authorities regarding community problems, as well as gaining new insights and awareness on community issues, and learning about the importance of community engagement.

BIODATA

Auzellea Kristin is a former Fulbright TEA '22 fellow to the United States. She is currently an English teacher at SMK Bongawan, Papar. Her teaching interest is to integrate civic and citizenship education into English language lessons which is in line with the objectives stated in the DSKP.

ABSTRACT

Digital Natives Vs Digital Dinosaurs: English Language Educators' Dilemma in Online Teaching and Learning

Yee Bee Choo, Assoc. Prof. Soo Kum Yoke, Lim Ai Teng, Ms. Umairah Najihah Ismail

Due to the outbreak of Covid-19 pandemic, the dilemma of using digital media in online teaching and learning has affected the majority of English language educators. The aim of this study is to compare the use of digital media among the two different age groups of teachers: digital dinosaurs versus digital natives. This study used a mixed methods approach involving 153 respondents of English language educators from the primary school, secondary school, institute and university. The instrument was an online survey questionnaire with an open-ended feedback sheet. The quantitative data were analysed in descriptive statistics while content analysis was used for the qualitative data. Based on the findings, it can be concluded that the younger English language educators between the age of 21 to 40 years old were digital natives while the older educators between the age of 41 to 60 were digital dinosaurs. However, there were a few older teachers who belonged to the digital native group due to their use of digital media. The challenges in using digital media among the English language educators were poor internet connection, lack of student participation, lack of knowledge and skills in technology, and lack of gadgets. Therefore, for future research, it is recommended that studies be conducted on the dilemma of students in using digital media. It is also suggested that alternative methods such as blended and hybrid be used in online teaching and learning for learners as they lack focus in the digital media approach.

BIODATA

Yee Bee Choo, Ph.D. 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 the English language to school students and 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.) is a lecturer at 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. Her areas of research include applied linguistic, second language acquisition, and e-learning.

Lim Ai Teng is the Head of English Panel of SJK (C) Yuk Choi, Lahad Datu, Sabah. She has nine years of experience in teaching English. She is also a Google Certified Trainer and Microsoft Certified Educator. Her areas of research include second language acquisition and digital learning.

Umairah Najihah Ismail is an English teacher at SK Brickfields 1, Kuala Lumpur. She has four years of teaching experience in English. Her areas of interest include special education and second language acquisition.

ABSTRACT

Situating ELT Critical Pedagogies in Southeast Asia: Challenges and Opportunities

Joanna Joseph Jeyaraj, Assoc. Prof. Tamas Kiss, David D. Perrodin

Critical pedagogy, grounded in a vision of impacting social change through education, has become increasingly necessary as the world continues to be plagued with pressing social issues, such as violence, poverty, war, injustice, as well as environmental change. Amid such adversities, critical pedagogy in English language teaching (ELT) seeks to bring forth hope for an improved and transformed future by fostering language learning, personal development, and social action. In this talk we first discuss some issues at the ground level which may hinder the application of critical pedagogies in the Southeast Asian English language classroom. These include the provocative nature of critical pedagogy, limits on freedom of speech and expression, teacher confidence and socialisation into the profession and the examination-oriented culture which is dominant in this context. We then proceed to offer different ways to implement critical pedagogies in classroom activities which represent a variety of practical approaches in English language pedagogy in Southeast Asia. This talk is based on our recently published MELTA-USM edited volume, Critical Pedagogies in English Language Teaching and Learning in Southeast Asia, which contains conceptual and empirical chapters on how critical pedagogies are implemented in classrooms across the region. In line with this year's conference theme, these chapters illustrate how critical pedagogies have been re(envisioned) in Southeast Asia represent realities and strive for an improved and transformed future.

BIODATA

Joanna Joseph Jeyaraj is a Senior Lecturer at the Faculty of Educational Studies, Universiti Putra Malaysia. Her research interests include critical pedagogies in higher education teaching and learning and the teaching of thinking skills. She is currently researching the use of Visible Thinking Tools in ELT.

Tamas Kiss is an Associate Professor at Sunway University, Malaysia. His research focuses on language teaching materials, creativity, intercultural communication, and the link between complex dynamic systems (CDS) and education. He is currently focusing on L2 motivation as a CDS by employing a network analysis methodology.

David D. Perrodin is the Foreign Expert, and Managing Editor for the Journal of Population and Social Studies (JPSS), with the Institute for Population and Social Research (IPSR), Mahidol University. He is pursuing a Ph.D. in Applied Linguistics for English Language Teaching at King Mongkut's University of Technology Thonburi.

ABSTRACT

Capturing the diversity of English Language Teaching and Learning

Nicholas Lee Boon Kheng, Assoc. Prof. Tamas Kiss

A warning to the potential audience of this talk: You are about to attend a rather unorthodox conference presentation, which is partly based on the morning routine of the two speakers. We often start the morning over a cup of coffee and a discussion on all matters ELT. We reflect on a multitude of topics including the education system around us especially in the context of multicultural classrooms and course materials whether digital or print. Of course, we talk about examination related topics and holistic learning and often ponder how language and communication have become multimodal in nature. We think this calls for pedagogical approaches which help students connect at deeper, more human ways and point to a more nuanced role language teachers play in the classroom. We often ask ourselves how we can encourage students to learn? Perhaps the answer lies in offering them creative tasks where they can find their own voice and use language to express who they really are. The talk, we believe, is an embodiment of this year's conference theme: 'From the ground-up: Dreams and realities of English language education'. It is both philosophical and practical, taking stock of English language teaching in Malaysia and at the same time looking beyond the immediate context in which we work. It is both looking back to learn from our shared histories and looking forward to a future we can only predict. Finally, this talk is also something else, which will only be revealed when it is delivered.

BIODATA

Nicholas Lee BK, Ph.D, is Associate Dean of Education, Employability and Engagement for the School of Interdisciplinary Studies at Sunway University and has held various portfolios in different educational settings in Malaysia both at early childhood and tertiary levels. He is an educator and a proponent of active, blended and technology-enhanced learning.

Tamas Kiss is an Associate Professor at Sunway University, Malaysia. His research focuses on language teaching materials, creativity, intercultural communication, and the link between complex dynamic systems (CDS) and education. He is currently focusing on L2 motivation as a CDS by employing a network analysis methodology.

ABSTRACT

Needs Analysis of Technical Tertiary Level Students: An Investigation of the Communicative Needs in a Professional English Communication Course

Wan Noor Farah Wan Shamsuddin, Umi Kalsom Masrom, Assoc. Prof Dr Muhammad Nur Adilin Mohd Anuardi

In response to the lack of proficiency in English amongst Malaysian graduates, various communication courses are introduced in tertiary institutions as part of the curriculum to tackle more authentic and applicable English use in workplace. Considering the high demand for such courses, it is crucial to identify the specific needs of learners in order to effectively deliver the courses. This study explores the communicative needs of 175 students enrolling in a English for Professional Communication course at a technical university in Malaysia. The primary objective of this study is to explore learners' present and future needs in professional communication in four skills-listening, writing, reading and speaking and identify the learners' learning strategies. The findings based on the survey indicated that learners rated speaking skill as the most important skill to be acquired as compared to other language skills. Different learning strategies employed by the students when learning English are also explored in present study. The findings from this study will be able to provide more effective pedagogical approach for the instructors teaching similar courses. Not only that, this study could also provide insights in understanding learners' needs and strategies in learning a communication course.

BIODATA

Wan Noor Farah Wan Shamsuddin is teaching courses like English for Professional Communication, Public Speaking and Technical English at Universiti Malaysia Pahang. Prior to that, she has taught English courses at INTI International University for three years. Farah received her bachelor's degree in Teaching English to Speakers of Other Languages (TESOL) from University of Auckland, New Zealand before continuing her master's degree at Universiti Putra Malaysia in sociolinguistics research on English accents. Currently, she is a PhD candidate at Universiti Malaysia Pahang and doing research on Virtual Reality in language classrooms. Like any other young academicians, Farah is still struggling to maintain a good social life, drink enough water and lose weight. Her research interests include technology in education, language acquisition and social justice.

Umi Kalsom Masrom is a distinguished Senior Lecturer at Universiti Malaysia Pahang, where she has established herself as a leading expert in the field of Technology-Based Learning. Holding a doctoral degree from the same institution, as well as a master's degree in education from Universiti Putra Malaysia, her scholarly interests are primarily focused on leveraging web-based technologies to enhance teaching and learning outcomes in online environments. Her expertise in Instructional Design Using Web 2.0 tools, combined with her extensive experience as a Certified Trainer, has made her a highly sought-after speaker and facilitator in her field. With over 20 years of teaching experience, she has honed her skills to provide exceptional service to her students and clients, delivering the highest quality training and instruction possible.

Muhammad Nur Adilin Bin Mohd Anuardi received a B.Eng. (2015) in Electrical Engineering, M.Sc. (2017) in Systems Engineering and Science, and Ph.D. in Functional Control Systems from Shibaura Institute of Technology (SIT), Japan. He worked as a postdoctoral fellowship at the Graduate School of Engineering and Science, SIT from 2020 until 2022 for two years. Currently, Dr. Anuardi is working as an associate professor at the Information Media Centre, Hiroshima University, Japan. His current interests include information science, human factors, and human communication.

Activating the NCSSFL-ACTFL Can-Do Statements: A Transformation from Descriptors to Communicative Tasks

Professor Norman Fewell

This presentation aims to demonstrate a new approach to using NCSSFL-ACTFL Can-Do Statements by transforming them into a group communication activity. By doing so, teachers may have a more practical and effective way of utilizing the language descriptors in class. While using a checklist to assess language proficiency can be helpful for L2 learners, turning the framework into an interactive communication activity can lead to better learning outcomes. After conducting interviews and questionnaires at the end of a two-month project, students responded positively to the activities. Additionally, the inclusion of a feedback scheme incorporating a number of aspects that promoted motivational support and reinforced awareness of potential obstacles during communication (e.g., silence and L1 use) may help fulfill the needs of teachers searching for feasible alternatives to integrate the can-do framework component in their classes. The feedback construct necessitated self-monitoring during communicative engagement, and this led to a reduction in L1 use and lowered instances of silence during the activity. The can-do activities were effective in the sense that despite an extended two-month period with tasks of increasing difficulty, students tended to avoid use of the L1 and filled the void of task time with extended speech. However, as in the pattern of scoring among most of the other areas investigated, there was a drop in self and peer ratings initially followed by a late recovery of higher ratings in the latter stages of the communication activity.

BIODATA

Norman Fewell has been teaching English at several universities in Japan for the past thirty years. He is Professor of Applied Linguistics and TESOL in the College of International Cultural Studies at Meio University. His current research interests are peer feedback and assessment, and multimodal collaborative language learning.

Assessment and Experiential Reflections of Short-Term Study Abroad Initiatives: Perspectives from two EFL Practitioners

Assoc. Prof. Eng Hai Tan, Professor Norman Fewell

As universities strive to assess educational quality and justify costs, evaluating the outcomes of students in study abroad programs have become a standard requirement. While such programs may provide numerous benefits for students, such as increased cultural awareness and language proficiency, evaluating the impact can sometimes be challenging in situations when they are conducted within a limited timeframe--which has quite often been the case. In specific, administering pre/post language proficiency exams, although a common practice, is impractical for most short-term study abroad programs. To address these challenges, this presentation will showcase two different experiences of educators who were faced with the need to evaluate the impact of study abroad initiatives under restricted timeframes. One experience involves a short-term study abroad program, while the other involves a six-day study abroad tour. By re-evaluating these experiences, the presentation aims to provide guidance for educators who face similar circumstances. In the first study, a lexical analysis of reflective journals submitted by the study abroad participants on aspects of cultural awareness and cooperation was examined. In the second study, pre/post questionnaires were conducted to evaluate potential changes in student attitudes, motivation, and social distance. Additionally, the presentation will discuss the actual implementation of the study abroad initiatives and offer insight from the planning through the implementation stages. By offering a detailed review of these experiences, the presentation aims to provide useful information for educators seeking to improve the means of assessment, educational quality, and outcomes of their own study abroad initiatives.

BIODATA

Assoc. Prof. Eng Hai Tan has spent over two decades teaching in Singapore and Japan. After serving as an administrator at an English immersion school in Okinawa, he joined the College of International Tourism Industry Studies at Meio University as an Associate Professor. His research focuses on Pedagogy, Intercultural Communication, and Educational Technology.

Norman Fewell has been teaching English at several universities in Japan for the past thirty years. He is Professor of Applied Linguistics and TESOL in the College of International Cultural Studies at Meio University. His current research interests are peer feedback and assessment, and multimodal collaborative language learning.
Japan. His current interests include information science, human factors, and human communication.

ABSTRACT

Reenvisioning Digital Competency Training for ESL Pre-Service Teachers through Experiental Learning

Noraini Said

In teacher education programs, supplementing pre-service teachers' competency with relevant 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 one of the core initiatives of the Ministry of Education, Digital Learning. As opposed to the conventional approach of instructor-centered approach, an 10-week action research explores the impact of Teacher Digital Competency (TDC) via experiential learning to develop 93 ESL pre-service teachers' TPACK. The TDC project includes a 3-hour per week sessions, featuring 8 series of workshops and 2 assessment tasks to produce digital outputs intended to boost subjects' digital skills and measure students' TPACK throughout the project. Qualitative data sources were gleaned from focus group discussions with the subjects, and evaluation of the digital outputs. Quantitative instruments which included TPACK competency self-evaluation instrument adopted from Schmidt, Brianza & Petko (2020) and a course evaluation questionnaire mainly consisting items on students' perceptions towards TDC project was distributed to all participants at the beginning and end of this study. Data were quantitatively and qualitatively analysed. Qualitative data were thematically analyzed. The preliminary results indicated that TDC at the first and second cycle benefited students by making them aware and be proficient at using the various digital competency skills and tools.

BIODATA

Noraini Said, PhD, is a Senior Lecturer at Universiti Malaysia Sabah. She has experiences in working at various educational institutions such as secondary school, Institute of Teacher Education and a Form 6 College. She is a passionate advocate of technology-based language learning.

ABSTRACT

The Efficacy of Animated Versus Static Illustrations With 3D Images on EFL Learners' Acquisition of Degrees of Sureness

Professor Masahiro Takimoto

Background: Japanese EFL learners often fail to identify and categorise the different degrees of certainty associated with CERTAIN, PROBABLE, and POSSIBLE items. This computer-mediated study evaluated the relative effects of animated versus static illustrations on stimulating the spatial concept of distance for the acquisition of this knowledge. Objectives: This study aimed to: 1) discover whether the spatial concept of distance captured by three-dimensional (3D) images in animated or static illustrations help learners understand spatial relationships more clearly, and 2) whether a static illustration is sufficient for learning the different degrees of certainty. Method: Animated and static visualization groups used 3D images of animated versus static illustrations that capture the spatial concept of distance, and a contrasting group did not use illustrations. The former applied the spatial concept of distance to learn the degrees of certainty, using animated or static illustrations. A spatial concept-oriented approach that visualises concepts of distance enabled participants to understand the degrees of certainty. The traditional approach involved rote learning of a list of target expressions for the different degrees of certainty in English. Results and Conclusions: Both the animated and static versions of the spatial concept-oriented approaches were equally effective. The difference between the two versions did not significantly impact the overall performance of the groups. Takeaways: Regardless of the type of effect, the spatial concept of distance captured in words and illustrations helped the participants (1) process the different degrees of certainty cognitively in terms of distances and (2) retain them in long-term memory.

BIODATA

Masahiro is a Professor at College of Science and Engineering at Aoyama Gakuin University in Japan. He completed his Ed.M.at Harvard University and his second Ph.D. at the University of Tokyo in Japan.

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Artificial Intelligence in Education: Opportunities and Challenges

Hom Raj Khadka, Sarmila Poudel

Artificial intelligence (AI) has gained significant attention in recent years due to its potential to revolutionize various industries, including education. The use of AI in education can provide new opportunities for personalized and adaptive learning experiences, as well as assist teachers in automating repetitive tasks and identifying knowledge gaps in students. However, there are also potential challenges and ethical concerns that must be addressed when integrating AI into the education system. This paper aims to explore the opportunities and challenges of using AI in education. It begins by providing an overview of the current state of AI in education and the potential benefits it can offer. The paper then discusses the potential challenges and ethical considerations of integrating AI in education, including concerns about data privacy, biases in AI algorithms, and the potential impact on teacher roles and student-teacher interactions. Furthermore, the paper highlights the importance of ensuring that AI is used responsibly and ethically in education. This includes addressing biases in data and algorithms, protecting student privacy, and ensuring that teachers and students understand how AI is being used in the classroom. The paper also discusses the potential for AI to support lifelong learning and provide access to education for underprivileged populations. It highlights several successful examples of AI-powered educational tools and platforms that have been implemented in various contexts. In conclusion, this paper argues that AI has the potential to transform education and provide new opportunities for students, but it must be implemented with care and caution. Therefore, it is essential to address the challenges and ethical concerns of integrating AI into the education system and ensure that it is used to enhance rather than replace human interactions in education.

BIODATA

Hom Raj Khadka is an English Language Instructor at the Education Training Center Rupandehi Nepal, which is under the Ministry of Education, Science and Technology. During his more than 15 years of teaching English, he has trained teachers at the primary and secondary levels. His academic qualifications include master's degrees in English, Sociology, and Online Learning. In addition to presenting innovative strategies and ideas for professional development, he has contributed a lot to the professional association.

Sarmila Poudel English Language Teacher and Roster Trainer. She loves studying and exploring information to update herself. She has been teaching English in government schools and colleges for more than 7 years.

ABSTRACT

Effects of Two Types of Graphic Organiser Instructionin Relation to Reading Ability on Reading Comprehension Among ESL Learners

Kellie Hon Kai Lai

This study aims to explore the efficacy of two types of graphic organiser (GO) instruction on reading comprehension among ESL learners and their perceptions of the learning experience. The National Reading Panel identifies GO as a critical thinking-based instruction to improve language learners' reading comprehension and critical thinking. The study utilised a true experimental research design with 180 ESL learners from three international schools. The students were divided into three groups, with one group receiving traditional instruction, while the other two groups participated in either GO 1 or GO 2. The researcher used four instruments, including a reading ability test, expository passages for practice, a comprehension test, and a focus group interview guide. Findings reveal that both the concept mapping strategy and the KWL strategy are beneficial in enhancing ESL readers' reading comprehension of expository text, but their facilitation effects appear to be significant for good readers only. The qualitative data on the students' perceptions of their learning experiences highlight the relative facilitative impacts of the three delivery methods on reading comprehension. The findings also provide educators with insights on the efficacy of GO instruction and the need to tailor instruction to the individual learner's reading ability. The discussion highlights the pedagogical implications of the research findings based on the insights gained from the study. Overall, this study highlights the importance of employing appropriate reading comprehension strategies to develop lifelong literacy for ESL readers. The use of graphic organisers is identified as one of the most effective teaching strategies for reading comprehension.

BIODATA

Kellie Hon Kai Lai holds a Phd in Education. She is a part-time lecturer at Taylor's University. She loves travelling, reading and yoga.

ABSTRACT

Utilising the Usage of Critical and Creativity Thinking to Accomplish Grammar and Vocabulary Mechanisms in Narrative Writing Skills

Raganeswari Ramasamy

Students in this era need to master their English proficiency level appropriately as it is a core subject to determine their future. Students need to master all the four skills which are listening, speaking, reading, and writing unconditionally. Nevertheless, majority of students face a major problem in writing skill when compared with other three skills. Henceforth, this study focuses to assess the usefulness of integrating the usage of critical and creativity thinking-based activities among Malaysian upper secondary students in developing their grammar and vocabulary features to enable them to write a good piece of narrative essay. The participants of this research encompassed 17 Form 4 students from a school in Penang, Malaysia. It was a case study research design. Data were accumulated qualitatively by conducting pre-test and post-test, while the data were collected qualitatively by using participant observation and document analysis. The findings indicated that relevant grammar and vocabulary activities which incorporate critical and creative thinking of the 21st century main skills showed received positive responses among from the participants. It is hoped that the integration of proper grammar and vocabulary through the critical and creativity thinking-based activities by using technology platforms is indispensable in learning and teaching narrative writing skills.

BIODATA
Raganeswari Ramasamy is currently pursuing her Ph.D in Universiti Sains Malaysia A secondary school teacher in Malaysia, her area of specialities are language and mobile learning. Her main supervisor is Dr. Mariam Mohamad, a senior lecturer at Universiti Sains Malaysia and her specialities in mobile learning, Mobile Assistive Technology, Mobile Assisted Language Learning.

Hungary Meets Malaysia: A Video Exchange Project for Intercultural Learning in Higher Education

ng Ngee Derk, Fruzsina Szabó, Sumitra Ravindran Naidu

Intercultural awareness, or the ownership of intercultural communicative competence (ICC), is recognised as an indispensable 21st century skill and is gaining importance for employability and global cooperation. In this talk, we present the findings of an intercultural communication project between English for Academic Purposes (EAP) students from Hungary and Malaysia. In the project, students were tasked with creating original video-recorded speeches on an aspect of their culture(s) and subculture(s), then exchanging these videos with counterparts with the other country for response and interaction. Our presentation begins by describing the background and design of the project, including rationales for various design decisions. Thereafter, we present two kinds of data: quantitative data collected via survey using Fantini's (2006) ICC scale (before and after the project), and students' reflective videos after the completion of the project, to illustrate and give life to the findings implied by the survey data. Analysis of survey data (paired-sample t-test) found statistically significant increase ($p < 0.05$) in reported ICC after the project, particularly in the Knowledge component of ICC. Comparisons between the Hungarian and Malaysian data are discussed (independent samples t-test), as are the differences between ICC components. The presentation also reflects on the challenges and possibilities of fostering English language learners' ICC, and makes suggestions on how such collaborations can be set up defying cultural, geographical and time differences.

BIODATA

Tiong Ngee Derk, Ph.D is Senior Lecturer at the Centre for English Language Studies, Sunway University. Formerly a school teacher, he currently teaches English for Specific Academic Purposes and conducts research on ELT, professional learning and education policy. His role in the intercultural learning project is as quantitative methods lead.

Fruzsina Szabó, Ph.D is Lecturer at the Institute of English and American Studies, Debrecen University, Hungary. She finished her PhD on language aptitude research and foreign language learning in low socio-economic environment. She teaches pre-service teachers various ELT methodology courses. She is the Hungarian co-ordinator in the intercultural learning project.

Sumitra Ravindran Naidu is a teaching fellow at Centre for English Language Studies, Sunway University. She has had 13 years of teaching experience and is currently teaching English for Specific Academic Purposes and Communication Skills in various Diploma and Degree programme. Her research interests are in learner motivation and attitude in the classroom, inclusive learning and online learning. She is the Malaysia co-ordinator for the intercultural learning project

"Whatsapp guys": Vlog Content Selection Through Exposure of Social Media Among Tertiary Level Students in the English Classroom

Nurul Nazira Bt Hamzah

This paper examines the impact of social media exposure on vlog content selection among tertiary level students in the English classroom. A mixed-method approach was used, including a questionnaire and interviews with students to identify factors influencing their selection of vlog content, as well as their exposure to social media. The study found that familiarity with social media platforms and exposure to various types of vlogs influenced their content selection. Students also valued vlogs that were engaging, interactive and relevant to their interests and goals. Based on the findings, practical recommendations are provided to educators and content creators to enhance the English classroom experience and cater to the preferences of tertiary level students.

BIODATA

Nurul Nazira Bt Hamzah is an English teacher with 12 years of experience teaching students in one of Malaysia's public universities. Prior to that, she taught in a secondary school and a private college. Since joining the English team in her department, she has handled the "Oral Communication in English" course, which led to her venture into researching enthusiasm and motivation for class participation. Over the years, she found that more real-life engagement of the target language needs to be done and she is excited to start!

Cinematic Speaking Video: Technology-Enhanced TBLT to Promote EFL Students' Communicative Performance with Authentic Online Audience

Oktavia Widiastuti, Professor Bambang Yudi Cahyono

purposes is Task-Based Language Teaching (TBLT). As technology has become an important element in educational settings, technology-mediated tasks can offer new opportunities for learning the foreign language and for developing communicative performance. This study investigates the use of cinematic speaking videos uploaded on YouTube in a combination of technology-enhanced TBLT. Using a quantitative study design, this study describes EFL students' process for creating cinematic speaking videos and measures the effectiveness of the videos in improving the students' communicative performance. Tests and questionnaires were used to collect data. This study revealed that cinematic speaking videos improved students' communicative performance. It gave students the opportunity to have an authentic online audience and real-life communication on the YouTube platform. The synergy between the task and technology promotes mutual benefits: the task can be enhanced by the affordances of web 2.0 technologies, and technology can be uniquely useful for language learning. Based on the results of the study, a further investigation of the students' perceptions toward the use of tasks and digital learning platforms with an authentic online audience is highly advised.

BIODATA

Oktavia Widiastuti is a doctoral student of Graduate Program in ELT of State University of Malang. She also teaches English at Universitas Kanjuruhan Malang. She has published articles in language learning and technology areas in international and national journals. Her research interests focus on language learning and technology, and CALL.

Bambang Yudi Cahyono is a Professor in Applied Linguistics at State University of Malang, Indonesia. He earned his M.A. degree from Concordia University, Montreal, Canada, and Ph.D. from the University of Melbourne, Australia. His research interest includes the Teaching of EFL Writing, English teacher professional development, and ICT in ELT.

ABSTRACT

Vocational Students' Perspectives on Motivational Strategies in EFL Online Classrooms at the College of Integrated Science and Technology, Thailand

Siriwimon Na Chiangmai

During the COVID-19 pandemic, there was a sudden shift in educational circumstances all over the world. The learning context was changed from onsite to virtual classrooms. EFL teachers faced new technologies and had to adopt new active teaching strategies in online classrooms. Motivational strategies play a crucial role in supporting students' motivation and interest. This study explored the perspectives of 105 vocational students on motivational strategies by using a questionnaire and open-ended questions. The questionnaire was adapted from the autonomy-supportive styles of self-determination theory. The results showed that the students mostly preferred "support the interests of students" (M = 4.52, S.D. = .70), "give opportunities to students to share their opinions" (M = 4.37, S.D. = 77), and "accept the negative feeling of students" (M = 4.34, S.D. = .78) respectively. The open-ended answers showed that under the circumstances, most students preferred less homework and assignments. The research findings confirmed that the students need to be motivated by encouraging their interests. Therefore, even when circumstances change, EFL teachers should pay attention to their interests, listen to them more, understand their negative feelings, and give them supportive language in online classrooms.

BIODATA

Siriwimon Na Chiangmai graduated with a Ph.D from the School of Education, University of New South Wales, Australia and is a lecturer teaching English at The College of Integrated Science and Technology, Rajamangala University of Technology Lanna, Chiangmai. Her research interests include learner motivation, learner autonomy, and teaching practices.

ABSTRACT

Challenges Faced by Marginal Female Teachers of Secondary Schools

Ranjana Jha

Teaching English at secondary community schools is a challenging job for female teachers in Nepal, especially in Terai region. The majority of female teachers lack digital skills and use them, deprive of equal opportunities, facilities as well as family support compared to their male counterparts as well as family support. These have a direct impact on their teaching and learning process. They are not able to come to school on time, are frequently absent, mentally and physically under pressure mentally and physically, do not give 100% in the classroom, have poor concentration, lag in syllabus coverage, and rarely meet deadlines, tendencies that result in low productivity in their teaching duties. The paper presentation is based on research which investigates on the challenges and problems faced by marginal female teachers working in secondary schools in the Terai region and their impacts. The sample size of the research was 150 female secondary teachers from community schools including four female English experts, too. A survey questionnaire and interview schedule were used as tools for collecting the data. The presentation emphasizes the findings of the survey mainly focusing on the marginal female teachers of English for their effort to work better, and lack of professional development opportunities. As opined by the experts, there are lack of a good and safe environment, as well as emotional and psychological support from the school principal, which was a major stumbling restraint for the female teachers. The researcher recommends the provision of a conducive environment by schools to female secondary school teachers in order to perform their duties effectively and efficiently.

BIODATA

Ranjana Kumari Jha is a lecturer of English Education at Tribhuvan University, Nepal. She has published about three dozen articles in national and international journals. She has also published books, edited journals and presented papers in various conferences and facilitated different training sessions in English Language teaching. Her areas of interests include applied linguistics, research on SLA and English Language curricula, translation studies, Teacher professional development and ICTs in language education.

Developing a Writing Model to Improve the English Persuasive Writing Skills of Secondary School Students

Farous Izwan Bin Abdul Aziz

Persuasive writing is a vital skill that requires the writer to defend his/her stance with a strong argument. However, students experience problems when attempting persuasive writing, including poor organization, a lack of support in their arguments, and the use of immature language. This paper aims to elaborate on the new model that can help Malaysian secondary school students improve their persuasive essay writing strategies. In the study, a total of 150 persuasive writing essays were written by students from three different secondary schools in Hulu Klang. The students were instructed to submit an essay according to a set of writing prompts. Toulmin's model was employed to analyse the essays by identifying the persuasive elements that were employed by the students in their essays. The findings reveal that the students' writing quality is greatly affected by the persuasive writing features that they employed. Therefore, it is highly recommended that Toulmin's model be included in ESL writing lessons to help students better understand the structure of persuasive arguments which will subsequently improve their persuasive writing strategies and nurture their critical thinking skills.

BIODATA

Farous Izwan Bin Abdul Aziz, Ph.D is a lecturer at Universiti Malaysia Sabah with a focus on TESL. He graduated from UTM with a Doctorate in TESL in 2021. Farous has written and presented numerous papers that encourage students to improve their persuasive writing quality.

ABSTRACT

CODE **P20**

CATEGORY
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PRESENTATION**

Conditions for and Against Translanguaging and Multilingual Pedagogies (TMP) in the Malaysia ESL Classroom: A Teacher Toolkit

David T. Teh Boon Ern

Translanguaging and multilingual pedagogies (TMP) in the SLA and ESL/EFL classroom are fast becoming norms in many educational contexts, Malaysian notwithstanding. Numerous pieces of literature have described and discussed the benefits of TMP, how it manifests in the language classroom, and how teachers and students may leverage it to scaffold language learning and teaching. However, very few guidelines are produced that help teachers determine if TMP is necessary or optional in their language classrooms. This leads to an increased risk of blind adherence to and blanket implementation of TMP without regard to individual ELT contexts. This study employed a two-phase data collection process. In the first phase, 33 teachers from 18 schools were recruited into a comparative case study (CCS). During focus group sessions and individual interviews, teachers were asked about their opinions and preferences for/against using the first language (L1) in their classrooms. Emerging from the findings are six critical conditions that teachers must consider when deliberating the L1 use in their specific teaching context, which are: (i) teacher multilingual instruction, (ii) school meso-landscape, (iii) classroom nano-communities of practice, (iv) collaborative teacher practice, (v) multilingual resources and infrastructures, and (vi) school ethos. These findings indicate that L1 use in a language classroom must transcend individual factors to encompass collective and environmental considerations. In the second phase, the study investigated whether these six conditions are perceived as equally important by teachers. A six-item questionnaire was designed based on these six conditions, where respondents (n =58) were asked to rank each condition by priority. Their responses were analysed using Friedman's non-parametric multivariate by rank analysis ($x2 =24.236$, $p <.01$), which determined that these six conditions were ascribed significantly different degrees of importance. Derived from this finding is the attribution of coefficient weightage for each condition as per their perceived importance. Together, these six conditions can function as a profiling system for teachers to self-assess and determine the relevance of L1 use in their immediate teaching context. However, given these findings, future studies should employ an empirical research design to ascertain the significance of these six conditions against a larger sample size using more statistically robust measures.

BIODATA

David Teh is a doctoral candidate at the Faculty of Education and Social Work, University of Auckland. Before his studies, he taught English in a public/government secondary school in Sabah, Malaysia. His doctoral research investigates the use of non-English languages in the Malaysian ESL classroom and how teachers may utilise them ethically, responsibly and effectively.

ABSTRACT

'Fun Writing Of I + 4 Cs @ In4cons Using Tiktok App'

Halytha Giok @ Lily Natasha Abdullah

This paper aims to investigate the positive impact of using TikTok App as a means of fun writing presentations compared to the conventional way of sending work through essay exercise books. Initially, students were introduced to the I+4Cs@IN4CONs method (Introduction and 4Cs -Content1, Content2, Content3 and Conclusion), designed to assist students to write better 5-paragraph essays in their essay writing tests. It is said that engaging students to fun learning activity using TikTok as the medium of writing presentation could increase motivation, passion, and learning engagement. A group of Form 4 students were involved in this study and their writing performances were recorded based on the writing tasks submission, PBD performance and video presentation. Classwork essay submission through the exercise book and TikTok App were taken as the Pre-test and Post-Test comparison, together with Paper 2 PPT and PSPT marks to further strengthen the positive impact of TikTok app in providing fun writing. Based on the recorded writing tasks in class and exam performance, it was found that the TikTok app has provided fun as well as increased writing creativity and skills through the use of I+4Cs@IN4CONs method. Additionally, the use of TikTok App was also found to improve students' oral presentation skills. Future studies could include the creation of YouTube website for writing presentations to add varieties in classroom writing tasks.

BIODATA

Halytha Giok @ Lily Natasha Abdullah graduated with a BA (Hons.) English Studies degree from the University of Kent, Canterbury, UK. A Senior English Teacher for over 31 years, her research interests are in low achiever students with language barriers. She is actively involved in school research paper presentation, written and presented papers at school , district, national and international international levels such as SMK Tebobon colloquiums, TEKNOPEN 2019 organized by SSTPN Sabah, MELTA KK Chapter, MELTA International Conference, ICEL 1 & 2.

ABSTRACT

The Influence of Second Language Writing Anxiety on Postgraduate Students' Graduation on Time: A Multiple-Case Study

Wan Safuraa Wan Osman

Although second language (L2) postgraduate students meet the necessary academic requirements upon enrolling, many struggle to complete their studies as the delayed graduation trend among Malaysian postgraduate students continues to persist. One of the main challenges being dissertation writing; students often find the writing process arduous that some experience L2 writing anxiety (SLWA). However, more evidence is needed to understand the underlying mechanisms as the connection between SLWA and writing performance appears stronger in L2 setting. To have a clearer insight into the phenomenon, this study aimed to explore how SLWA influences students' dissertation writing. This investigation involved four (4) postgraduate students and data were collected via in-depth interviews, audio journals, and personal document analysis. The thematic analysis revealed the following themes, i.e., SLWA i) influences emotional state by triggering other emotions, ii) triggers emotion regulation, iii) initiates debilitative psychological loop which impedes writing progress, and iv) initiates facilitative psychological loop which maintains writing progress. The participants' audio journals showed that they either developed avoidance behaviours due to rumination on negative outcomes and preoccupation on optimal writing conditions or approach behaviours due to guilt and rumination on unfinished goals. To mitigate the impact of SLWA on students' dissertation writing progress, it is recommended that supervisors and language teachers avoid manipulating anxiety to provoke performance, discourage students' perception of writing inability, recognize improvement, identify writing competence, and suggest specific solutions to resolve writing issues.

BIODATA

Wan Safuraa Wan Osman is a lecturer at the Language and General Studies Department, Faculty of Business and Communication, Universiti Malaysia Perlis. Her current research interests include second language writing anxiety, English language teaching and learning, dissertation writing, educational psychology, and qualitative research methods.

Strategies for Teachers' Professional Development in the 21st Century: Nurturing Lifelong Learners for Educational Excellence

Hom Raj Khadka, Sharmila Paudel

In the dynamic and ever-evolving landscape of the 21st century, teachers play a pivotal role in preparing students for the challenges and opportunities of the future. To meet the demands of modern education, teachers need to engage in ongoing professional development that is tailored to the needs of the digital age. This presentation aims to explore effective strategies for teachers' professional development in the 21st century and highlight their significance in nurturing lifelong learners and promoting educational excellence. The presentation begins by examining the changing educational landscape and the evolving role of teachers as facilitators of learning. Traditional models of professional development are no longer sufficient to equip teachers with the necessary skills and knowledge to meet the diverse needs of today's students. Instead, a shift towards personalized and continuous professional development is crucial. This presentation will delve into the concept of personalized learning, emphasizing the importance of identifying individual strengths and areas for growth, and designing professional development programs accordingly. Furthermore, the presentation explores various strategies for implementing effective professional development initiatives in the 21st century. The integration of technology is a key aspect, enabling teachers to access a wealth of resources, collaborate with colleagues globally, and engage in self-paced learning. Online platforms, webinars, and virtual communities of practice provide opportunities for teachers to share best practices, engage in reflective discussions, and stay up-to-date with the latest educational research. Additionally, the presentation emphasizes the importance of experiential learning and active engagement in professional development. Hands-on workshops, action research projects, and job-embedded coaching enable teachers to apply new strategies directly in their classrooms and receive immediate feedback. By actively participating in their own learning, teachers can enhance their instructional practices and promote student-centred approaches. Collaborative learning communities and peer networks also play a vital role in effective professional development. The presentation highlights the significance of fostering a culture of collaboration, where teachers can engage in collaborative lesson planning, co-teaching, and peer observation. Such collaborative practices promote a culture of continuous improvement and provide opportunities for teachers to learn from one another. Lastly, the presentation emphasizes the importance of evaluation and assessment in professional development. By incorporating feedback mechanisms, surveys, and data analysis, educators can assess the impact of professional development initiatives and make informed decisions for future improvements. In conclusion, this presentation provides valuable insights into effective strategies for teachers' professional development in the 21st century. By embracing personalized, technology-enabled, experiential, and collaborative approaches, educators can enhance their instructional practices, foster lifelong learners, and create a thriving educational environment for the students of today and the leaders of tomorrow.

BIODATA

Hom Raj Khadka is a dynamic English language instructor, international speaker, and online mentor. With a passion for ICT in education, he focuses on the evolving needs of the 21st century. Dedicated and innovative, he empowers educators to integrate technology, enhance student learning, and foster digital literacy.

ABSTRACT

The Effectiveness of Google Translator in Understanding Text Written in English Language Among Hearing-Impaired Students of Politeknik Ibrahim Sultan, Johor

Farahdiba bt Md Said

The main objective of this study is to investigate the effectiveness of Google Translator for the hearing-impaired students in the attempt of understanding a text written in English language. The respondents of the study were Politeknik Ibrahim Sultan students who have some difficulties in hearing or zero hearing. The respondents were undergoing Certificate in Hotel and Catering Skills program. There were three groups of respondents involved, with a total of 19 respondents. Each group of respondents was given a text on instruction. The instruction was for the respondents to build a shape using 'Lego' bricks. Pre- and post-test were carried out. Only the semester three respondents were given guidance and practices in understanding written instructions after the pre-test. The pre-test showed that none of the semester three respondents could carry out the task with the aid of Google Translator. Meanwhile, the semester two and semester one respondents were able to carry it out with the aid of Google Translator except for two respondents respectively. As for the findings of the post-test, all the semester three respondents were able to carry out the task, while not all the semester two and semester one respondents could carry out the task. During the post-test, respondents were not allowed to use Google Translator at all. According to Bochner and Albertini (1990), the hearing-impaired ability in understanding written text depends highly on their hearing and cognitive status and this is clearly displayed by the findings of this study.

BIODATA
Farahdiba bt Md Said is a lecturer in Politeknik Ibrahim Sultan since 1999 and has been handling courses for both normal and hearing impaired students. She is also actively involved in Malaysia Politeknik curriculum design. Farahdiba is also a certified CDIO and Design Thinking trainer.

ABSTRACT

Project Game On: Putting Gamification Theory into Practice

Ho Theen Theen, Christopher Tan Yu Han, Neil Obrien Anak Joseph

Trainers in any field, including education, are regularly urged to ensure that their trainees are equipped for the challenges of a VUCA world. Towards this end, training programmes need to keep abreast of current developments. Among these is gamification, which has been adopted in diverse fields from marketing to organizational productivity. To date, studies on the use of gamification in education have supported its efficacy and continued application. This study thus addresses how pre-service trainee teachers translated the 'theory' of gamification into practice under authentic circumstances. The context of the research is a ten-month project from initial exposure to the theory to the development of specific materials and activities and finally actual implementation. The study had the dual aims of examining how pre-service trainee teachers apply gamification theory in English Language teaching, as well as how project-based learning could benefit the trainees in terms of soft skills, but only the findings for the first aspect are presented in this paper. A case study design was applied, where the 'case' was the project itself as a whole rather than any specific individuals involved in the project. Data was obtained from multiple sources (survey, focus group interviews, observations and documents). Findings indicate that utilising the project as a framework scaffolded the trainees' implementation of gamification theory by clarifying goals, structuring activities, and facilitating focused support and advice from mentors. This suggests that project-based learning may act as a catalyst for trainees to turn theory into practice.

BIODATA

Ho Theen Theen, Ph.D, is a senior academic lecturer at IPGK Tun Abdul Razak, Samarahan, Sarawak with over 20 years of experience in training pre-service and in-service teachers in TESL. Her research interest lies mainly in ELT Methodology, professional development, systemic-functional linguistics, and the features of "Malaysian English".

Christopher Tan Yu Han is an academic lecturer at IPGK Tun Abdul Razak, Samarahan, Sarawak. He has over 20 years of experience in training TESL pre-service and in-service teachers. His areas of interest in research are in Language Arts, childrens' literature and ELT Methodology.

Neil Obrien Anak Joseph holds a M.A. TESOL from Victoria University, Wellington and is currently a teacher trainer in IPGK Tun Abdul Razak, Samarahan, Sarawak.He is interested in professional development for English Language practitioners.

ABSTRACT

Illuminating the Teacher's Voice: Understanding Perspectives on Multiliteracies Pedagogy in Malaysian Higher Education Institutions

Ally Tian Lee

Trainers in any field, including education, are regularly urged to ensure that their trainees are equipped for the challenges of a VUCA world. Towards this end, training programmes need to keep abreast of current developments. Among these is gamification, which has been adopted in diverse fields from marketing to organizational productivity. To date, studies on the use of gamification in education have supported its efficacy and continued application. This study thus addresses how pre-service trainee teachers translated the 'theory' of gamification into practice under authentic circumstances. The context of the research is a ten-month project from initial exposure to the theory to the development of specific materials and activities and finally actual implementation. The study had the dual aims of examining how pre-service trainee teachers apply gamification theory in English Language teaching, as well as how project-based learning could benefit the trainees in terms of soft skills, but only the findings for the first aspect are presented in this paper. A case study design was applied, where the 'case' was the project itself as a whole rather than any specific individuals involved in the project. Data was obtained from multiple sources (survey, focus group interviews, observations and documents). Findings indicate that utilising the project as a framework scaffolded the trainees' implementation of gamification theory by clarifying goals, structuring activities, and facilitating focused support and advice from mentors. This suggests that project-based learning may act as a catalyst for trainees to turn theory into practice.

BIODATA
Ally is an MA TESOL alumni from Swinburne University with experience teaching Academic Literacy and Communication modules to students locally and internationally. Through previous research experience and webinar participation, Ally became inspired to pursue a PhD in her chosen research topic, focusing on the challenges teachers faced during the pandemic.

Unveiling the Potential of Mobile Technology in Education: Teacher Perceptions and Attitudes

Tang Je Xen

The primary goal of this study was to assess teachers' perceptions and attitudes about the usage of mobile devices for learning and teaching in an international school. Given the potential of mobile technology, the study's significance is to provide information that can be used to effectively apply this technology for language learning in international schools. With the right software and tactics, mobile devices such as smartphones can be utilised to promote active language learning activities that improve students' learning capacities and learning progress. Aside from identifying potential benefits and drawbacks, it is also necessary to investigate beliefs and attitudes towards mobile technology. Numerous studies have offered evidence about how this technology has been viewed and practised by teachers and students. This study, on the other hand, is aimed at examining experienced teachers at an international school who are likely to use this technique in their future teaching practices. As a result, these findings will help to improve the curriculum in international schools by introducing and integrating mobile technologies to support the learning and teaching processes.

BIODATA

Tang Je Xen is an educator and a Certified Business English trainer. He holds a MPhil, specialising in English Education and a professional teaching qualification from the University of Cambridge. His research interests include e-learning, educational technology, and artificial intelligence. He is a recipient of the Malaysian Ministry of Education Research scholarship.

Malaysian English Language Teachers' Digital Pedagogy Practices, Activities, and Competence at a Teaching University vs Research University

Maryam binti Mohamed Amin

At Malaysian universities, English language teachers teach English courses in online, blended, and hybrid classes at seven to ten different faculties to undergraduates from different academic backgrounds and English proficiency levels. University English language teachers need digital pedagogy competence for current and future teaching practices, but there is little data on digital pedagogy competence at Malaysian universities. This study investigates English language teachers' digital pedagogy practices, activities, and competence at a Teaching University vs a Research University. Using a mixed-method sequential explanatory design, data was collected from fifty-five English language teachers via a survey questionnaire, and six teachers from the survey were interviewed. Preliminary findings show that teachers at the Teaching University and Research University face similar challenges and have similar teaching practices in online, blended, and hybrid classes. However, teachers at the Teaching University have higher digital competence scores and design more interactive learning activities for online, blended, and hybrid classes. The findings indicate a need for Malaysian university English language teachers to share and learn from one another in Communities of Practice, to improve the design of online learning activities and digital pedagogy competence for effective teaching in online, blended, and hybrid classes at universities.

BIODATA

Maryam Mohamed Amin is a Master's TESOL candidate at Universiti Sains Malaysia (USM) and works as an English Language teacher at Universiti Kebangsaan Malaysia (UKM). She has 13 years of teaching experience, and her work involves teaching flipped, blended, hybrid and online classes at many faculties. She teaches English Language courses to undergraduates from academic backgrounds such as Law, Education, Social Sciences, Pure and Applied Sciences, Engineering, and Information Technology.

ABSTRACT

Pre-Service Teachers' Readiness for Culturally Responsive Teaching in ESL Classrooms

Nur Asshiddiqah Binti Abd Ra'uf

It has been discovered to be an extremely difficult challenge for teachers of English as a Second Language (ESL) to not develop a predisposition and be culturally sensitive toward students from a variety of cultural backgrounds. This is due to the fact that Malaysia is a multiracial country; hence, there is a room of lacking in multicultural awareness and limited provision for preparing pre-service teachers for CRT (Milner et al., 2003 & Zorba, 2020). The goal of this study is to identify pre-service ESL teachers' understanding of CRT, along with their responses on how they describe their readiness for CRT and the influence of their multicultural understanding on their teaching readiness for CRT. The research design for this study is a qualitative inquiry. Through the use of the purposive sampling approach, this research involved a total of three pre-service ESL teachers. Two instruments were devised to gather data: semi-structured interviews and document analysis. The lesson plans of the respondents were used as the document from which results were drawn. These two instruments were implemented to triangulate data exhaustively. Thematic and document analysis were used, and findings suggest that pre-service ESL teachers lack familiarity with the principles and methodologies of CRT, which subsequently affects their preparedness to instruct in culturally diverse educational settings. It has also been identified that personal multicultural experiences have an impact on the readiness of pre-service ESL teachers to develop CRT in multicultural ESL classrooms.

BIODATA

Nur Asshiddiqah graduated from IIUM with a B.ED. (Hons.) TESL following two years of foundation studies in English for International Communication. She is in the final semester of her Masters Degree in Education at IIUM. She is a full-time English teacher at a government school in KL.

ABSTRACT

Challenges and Perceptions of International Chinese Postgraduate Students of Academic Writing in a Malaysian University

Latha Ravindran

With the development of China's economy and the improvement of opening policy, more and more students go abroad for further study. In many foreign countries, Malaysia is a multicultural country, which is very suitable for academic research, and therefore become the best choice of the destination of many Chinese students studying abroad. There are undoubtedly various challenges for international Chinese postgraduate students, but one of the biggest challenges is academic writing. Postgraduate students must be able to write in proper academic style with appropriate structure and organization. This article focuses on the challenges that international Chinese postgraduate students face in academic writing. This study adopts qualitative method to explore Chinese postgraduate students' challenges on academic writing. The results of the study will shed light on their perspectives on the different aspects of academic writing, the strategies they use to overcome their challenges. The study underscores the importance of the rising interest in academic writing as well as their language and culture.

BIODATA

Latha Ravindran, Ph.D, is the Head of Education Department in SEGi University. She has a BA in English Literature and an MA in English Literature from the University of Madras. Her PhD in TESL from University of Malaya is on English Language Policy changes. She has published papers as well as presented in both local and international conferences. Her areas of research interests include ESL policy implementation, ESL teaching, teacher professional development, curriculum development, learner autonomy, language learning and curriculum development.

CEFR-aligned Primary Curriculum Framework: Rural National Primary School English Language Teachers' Attitudes and Slantss

Patrick Duffy Anak Bayuong

This study attempted to explore attitudes and slants of Rural National Primary School English Language Teachers in Sarawak, Malaysia towards the Common European Framework of Reference for Languages (CEFR)-aligned Primary Curriculum Framework. This study used quantitative analysis to interpret data gathered through the questionnaire. A set of a questionnaire in the form of Google Form was prepared. The link to this questionnaire was shared with English language teachers from rural area national primary schools of 12 divisions in Sarawak, a state in Borneo Malaysia to serve the aim of this study. 749 English language teachers had responded to the questionnaire. Specifically, the analysis and discussion were organised in terms of teachers' attitudes and slants. Besides, the demographic profiles of English language teachers were taken into account in doing the analysis and discussion. The findings have shown that the teachers' attitudes and slants towards CEFR-aligned Primary Curriculum Framework for Primary School's English Language Education are positive. The chief findings of this study can be a source of references to the researchers, policymakers, teachers, academicians, or others who have intention on the similar focus of study to further improve English language education in Malaysia especially in teaching and learning, and assessments.

BIODATA

Patrick Duffy Bayuong is an English language teacher at Sekolah Kebangsaan Long Busang, Belaga, Sarawak, Malaysia. He began his teaching career in March 2016. His research interest is Teaching and Learning English as a Second Language, precisely for learners at primary level.

ABSTRACT

Teachers Who Read: Establishing Reading Groups for Teachers (RGfTs) for English Teachers' Professional Development in Two Malaysian Secondary Schools

Tiong Ngee Derk, Nicholas Lee Boon Kheng, Bryan Chai Kang Weng

It has been proposed that reading groups for teachers (RGfTs) can be a low-cost, flexible yet effective approach to collective professional development among English teachers. In the Malaysian context, this belief is evidenced in the Ministry of Education's system of incentivising teachers to read books that contribute to their professional development, and the existence of 'book studies' as a recommended professional learning community (PLC) activity. Yet, this approach to professional development is relatively underreported in research, both internationally and locally. In this presentation, we break new ground on the topic by reporting the progress of an ongoing research project which involves establishing, facilitating and supporting two reading groups for English teachers based in two Malaysian national secondary schools. Notably, the two schools serve predominantly low-income urban poor learners under reportedly challenging circumstances, including for English language learning in an EFL (English as Foreign Language) context. The study participants were 13 English teachers of varying experience levels: from early career teachers to highly experienced. The project has two broad aims: process evaluation i.e., to assess and evaluate the process of establishing and sustaining the reading groups (in terms of strategies, recommendations, facilitating conditions and obstacles, if any) and secondly, impact evaluation, in terms of evidence of teacher learning and changes to teaching practice. In our talk, we share our project design (including how we structure and facilitate the book study), some of our emerging findings and offer pointers and resources to help others begin similar programmes in their own schools.

BIODATA

Tiong Ngee Derk, Ph.D, is Senior Lecturer at the Centre for English Language Studies, Sunway University. Formerly a school teacher, he currently teaches English for Specific Academic Purposes and conducts research on ELT, professional learning and education policy. He is Principal Investigator of this grant-funded project by Sunway University (GRTIN-KSGS-CELS-03-2023).

Nicholas Lee BK, Ph.D, is Head of English for Specific Academic Purposes at the Centre for English Language Studies and Associate Dean for the School of Interdisciplinary Studies at Sunway University. He has held various portfolios in different educational settings in Malaysia both at early childhood and tertiary levels. He is an educator and a proponent of active, blended and technology-enhanced learning.

Bryan Chai KW is currently pursuing his Masters in Education (ESL) at the University of Malaya. He has experience teaching both in public and private educational institutions in Malaysia, and is currently pursuing research in the field of language acquisition in the context of Japanese EFL learners at the secondary level. He is the research assistant on this project.

ABSTRACT

English Education at the Higher Secondary Level in Bangladesh: Challenges and Considerations

A.F. M. Moshiur Rahman, Md. Zahirul Islam, Md. Sirajul Islam, Md. Tarekul Islam Khan

English is taught as a mandatory subject at the higher secondary level in Bangladesh though the outcome is not up to the mark yet. The current study aimed at investigating the present scenario of English education at the higher secondary level in Bangladesh. Mixed method approach was used as the avenue of this study that included teachers' in-depth interview, teacher's questionnaire and classroom observation. It was found that though the core aim of the English education at the higher secondary level is to make the students efficient in using four language skills, the assessment system only focuses on reading and writing skills. So, it is a common scenario that the teachers do not make students' practice English speaking and listening skills in the classroom. Findings of the study also showed that there are a number of challenges that both the teachers and students face regarding effective English education at this level including class size, class duration, authentic materials, medium of instruction, students background as well as teachers' training. It was suggested that through ensuring proper methodology and classroom activities, assessment system, friendly classroom environment, sufficient teachers training and finally through the proper procedure of students' need analysis the present situation of English education in Bangladesh could get improved.

BIODATA

A. F. M. Moshiur Rahman is a Ph.D candidate in English Discipline at Khulna University, Bangladesh. He has 10 publications in different peer reviewed standard journals and he completed MA in ELT from Jahangirnagar University, Dhaka, Bangladesh and M. Phil in English from Islamic University, Kushtia, Bangladesh.

Md. Zahirul Islam is lecturer in English at Govt. Mohammadpur Model School and College, Dhaka, Bangladesh. He did MA in ELT from Jahangirnagar University. He has 4 publications in different peer reviewed standard journals.

Md. Sirajul Islam is entrepreneur and former lecturer, Bangladesh Navy College (BN), Dhaka Cantonment, Bangladesh. He has one publication in the arena of teaching and learning in a standard journal.

Md. Tarekul Islam Khan is a freelance trainer and entrepreneur.

ABSTRACT

Digital Competency Training (DCT) for ESL Pre-Service Teachers' TPACK Development

Noraini Said

Teacher education programs aim to enhance pre-service teachers' competence by providing them with essential knowledge and skills. Recent literature emphasizes the importance of teachers possessing technological pedagogical content knowledge (TPACK) to meet the requirements of the Ministry of Education's Digital Learning initiative. This study investigates the impact of a 10-week action research project called Digital Competency Training (DCT) on the development of TPACK in 93 pre-service ESL teachers. The DCT project involved weekly 3-hour sessions comprising eight workshop series and two assessment tasks, aimed to generate digital outputs that would enhance participants' digital skills and TPACK throughout the project. Qualitative data were collected through focus group discussions with the subjects, and an evaluation of the digital outputs. Quantitative data were gathered using a TPACK competency self-evaluation instrument adapted from Schmidt, Brianza, and Petko (2020) and administered to all participants at the beginning and end of the study. Data were quantitatively and qualitatively analyzed. Preliminary findings indicate that the implementation of DCT had a positive impact on the participants by increasing their awareness and proficiency in utilizing various digital competency skills and tools. The participants also reported enhanced digital skills and a better understanding of how to effectively integrate technology into their teaching practices. Overall, this study demonstrates the effectiveness of the DCT project in developing pre-service teachers' TPACK. The findings support the notion that integrating technology into teacher education programs significantly enhances teachers' preparedness for digital learning environments.

BIODATA

Noraini Said, Ph.D, is a Senior Lecturer at Universiti Malaysia Sabah. She has experiences in working at various educational institutions such as secondary school, Institute of Teacher Education and a Form 6 College. She is a passionate advocate of technology-based language learning.

Integrating Toulmin's Model to Improve the Persuasive Writing Skills of Secondary School Students in Malaysia

Farous Izwan Bin Abdul Aziz

Persuasive writing is a complex form of written discourse, requiring the writer to justify his stance with a strong argument. The problems students experience when attempting persuasive writing include poor organization, lacking support in their arguments and immature language. The purpose of this paper is to recommend a model to help Malaysian secondary school students improve their persuasive essay writing. A sample size of 150 students from three different secondary schools in the Hulu Klang area was chosen for this study. The students were each instructed to submit an essay according to a set of writing prompts. Toulmin's Model was employed to analyse the essays by tagging the persuasive elements that were employed by the students in their essays. The findings revealed that the students' proficiency level is significantly affected by the persuasive writing features they employ in their essays and the numerous factors encompassing teachers' pedagogical approach, the students' general knowledge and their reading habits. Hence, the recommendation put forth by this paper is to integrate Toulmin's Model with classroom practice so that students will be able to understand the structure of persuasive arguments which will subsequently improve their persuasive writing strategies and nurture their critical thinking skills.

BIODATA

Farous Izwan Bin Abdul Aziz, Ph.D., is a lecturer at Universiti Malaysia Sabah with a focus on TESL. He graduated from UTM with a Doctorate in TESL in 2021. Dr. Farous has written and presented numerous papers that encourage improving students' persuasive writing quality.

ABSTRACT

Improving Nurse-Patient Communication Through a Task-Based English Course for Nursing Students: Task Selection, Sequencing, and Implementation

Liu Yang, Assoc. Prof. Datin Cynthia Yolanda Doss

The task-based language teaching (TBLT) approach has gained significant research attention over the past two decades. Yet this approach is given limited attention in the context of English for Special Purposes (ESP). In recent times, the Ministry of Education of China (2022) has placed significant emphasis on the development of well-rounded undergraduate students who possess a combination of language proficiency and professional knowledge. This new focus has created a demand for the advancement of ESP courses in local universities. While numerous ESP courses are available, only a limited few adequately address the practical needs of the students (Lee Jin Choi, 2021). This study aims to fill the existing research gap by investigating the design of a task-based English for Specific Purposes (ESP) course that specifically focuses on nurse-patient communication. The objective of the study is to enhance the communicative skills of nursing students enrolled in the Bachelor of Nursing program at Hainan Vocational University of Science and Technology in China, preparing them for their future careers in nursing. This study will employ a mixed methodology approach, consisting of three stages. The first stage will utilize the TBLT Needs Analysis Theory to identify appropriate tasks. Through onsite observations and interviews with experienced nurses, communication tasks in authentic working contexts will be identified. In the second stage, the study will incorporate the cognition hypothesis and Robinson's SSARC model, which suggests that tasks should be sequenced based on increasing cognitive complexity. This research will further explore how target tasks can be sequenced by manipulating task features related to nurse and patient interactions. In the final stage, a new TBLT nursing communication course will be designed and conducted at Hainan Vocational University of Science and Technology. Pre- and post- tests using the International Nursing Speaking English Test will be administered to evaluate the effectiveness of the course.

BIODATA

Liu Yang is a lecturer with 10 years of experience teaching English as a second language (ESL) at Hainan University of Science and Technology, China. Currently, she is pursuing a Ph.D. in TESOL at Taylor's University. Her research focuses on TBLT pedagogy and ESP curriculum development for effective language learning in specific contexts.

Assoc. Prof. Datin Cynthia Yolanda Doss, Ph.D., is currently a Senior Research Fellow at Taylor's University. She has more than 36 years of experience in teaching the English Language and has been actively involved in teacher training, train-the-trainer, curriculum design, and supervision and has co-authored several ELT books.

Supporting Undergraduates' Literature Review Writing Skills in the English Medium Instruction Context

Yueh Yea Lo

This study investigates the strategies and interventions used to assist undergraduate students to improve their literature review writing skills within the English Medium Instruction (EMI) context. Non-native English-speaking students face distinct obstacles in the EMI context, as they must traverse the complexities of academic writing while struggling with the demands of scholarly literature synthesis. This study employed a mixed-methods approach, combining qualitative and quantitative approaches. The qualitative data were acquired through semi-structured interviews where undergraduate students are asked about their experiences, viewpoints, and impressions of the techniques and interventions used to help them write literature reviews. A survey questionnaire was used to acquire quantitative data on the effectiveness and satisfaction levels of the various strategies and treatments used to support their research review writing skills. The participants were undergraduate students enrolled in an academic writing course taught in English. Purposive sampling was employed to select participants. The findings reveal a range of effective strategies that encompass both classroom-based and individualized approaches, including peer review activities. Furthermore, the study highlights the significance of incorporating technology into the assistance process, such as using plagiarism detection software and online citation management systems. The present findings provide helpful insights for assisting undergraduate students with their literature review writing in an EMI context. The findings can be used to improve curriculum development, instructional practices, and institutional policies targeted at improving students' academic writing skills and promoting their success in higher education.

BIODATA

Lo Yueh Yea, Ph.D., University of Malaya, Faculty of Education. She successfully completed her Ph.D. in three years and her research was commended by external examiners from the United Kingdom and New Zealand. Since then, she has been involved in projects promoting the teaching and learning of English academic writing as well as emotional challenges and learner identity in language education. She is also teaching, supervising, and publishing scientific studies in the field of English language education research.

MESM Chess—Fun Way to Reinforce English Language

Wong Li Siang, Kong Siew Hie, Bong Chee Xiung

English language is undeniably an important language that must be acquired. According to Carol Taylor (2014), English is understood by 2 billion speakers across the world. But it is not just the most common language; it is the most important one to learn. However, based on our experience, for most pupils in rural areas or outskirts, they feel that English language is very hard to acquire. Pupils tend to forget what they have learned after every lesson and teachers have to teach the same concept over and over again. MESM Chess is a platform to help pupils to reinforce their English mastery in a fun way. Teachers can conduct the game according to their focus whether in listening, speaking, reading or grammar rules. It is also a game that provides hands-on experience which enables the students to discover the language on their own. This game is also in line with Fun Learning as it creates a non-threatening environment (Stephen, 1987). This game has been piloted with a few primary school children from rural areas or outskirts during everyday teaching and learning in schools. Pupils really showed interest in learning while playing the games. The project lasted for two months, and it put forward that gamification is indeed a good way to engage pupils in learning. Pupils easily get excited when games are used as an approach in teaching and learning.

BIODATA

Liu Wong Li Siang is an on-service teacher majoring in Teaching English as a Second Language (TESL). He is currently teaching at an outskirt school in Bau. His interest is in exploring creative ways to enhance teaching and learning of English among young children especially in skills and grammar.

Kong Siew Hie holds a degree of Bachelor in Education, Teaching English as Second Language (TESL), Institute of Teacher Education Rajang Campus. She graduated in 2016 and was posted to a rural school which she is currently serving as an English teacher at SK Sungai Bukit Balai, Tubau, Sarawak.

Bong Chee Xiung is an English language teacher at SJK(C) Chung Hua Pusa, Sarawak. He received a master's degree in TESOL from the University of Auckland, New Zealand. His current field of interests are in exploring interactive English language teaching and learning and Corpus linguistics.

ABSTRACT

The Effectiveness of Audio-Based Synchronous Online Discussion in Improving Critical Thinking Skills and Oral Communication Skills

Zhang Ning, Assoc. Prof. Datin Cynthia Yolanda Doss

The importance of developing critical thinking skills and oral communication skills is acknowledged worldwide. Although there are some requirements for critical thinking skills in China's Standards of English Language Ability (CSE) by the Ministry of Education of China (2018), universities have not put sufficient emphasis on the development of critical thinking skills among university students. Also, the importance of English-speaking skills is increasing today, and universities must place a high priority on the development of their students' oral communication skills. However, Chinese universities do not pay enough attention to English speaking skills. Also, the adoption of synchronous online discussion in the teaching of English as a foreign language remains limited in higher education, and only a few studies have been conducted in China. Therefore, this paper will discuss how to utilize a blended learning method that embeds audio-synchronous online discussion with face-to-face instruction in a university course in China, to improve critical thinking skills as well as the students' oral communication skills. There have been several studies conducted to improve students' critical thinking skills through the writing of argumentative essays, and in reading classes. However, only a few researchers have focused on investigating critical thinking skills through oral courses. Zhang et al. (2022) have shown that integrating critical thinking knowledge with other courses has a greater impact on the development of critical thinking skills among university students when compared to an independent critical thinking course.

BIODATA

Lo Yueh Yea, Ph.D., University of Malaya, Faculty of Education. She successfully completed her Ph.D. in three years Zhang Ning is a Ph.D. student of Education at Taylor's University, Lakeside Campus. She previously taught English as a foreign language at a Chinese university. She has been teaching for 3.5 years. Her research interests are critical thinking and English-speaking skills.

Assoc. Prof. Datin Cynthia Yolanda Doss, Ph.D., is currently a Senior Research Fellow at Taylor's University. She has more than 36 years of experience in teaching the English Language and has been actively involved in teacher training, train-the-trainer, curriculum design, and supervision and has co-authored several ELT books.

ABSTRACT

Rhoticity in Malaysian English

Kamalashne Jayapalan

This study seeks to examine rhoticity among Tamil speakers of Malaysian English. A variety of English is considered rhotic when an r in the spelling of the word is pronounced in word final environment before a pause (e.g., paper#) or before a consonant (e.g., card), which us also known as non-prevocalic /r/. However, in Standard Spoken British English, this phenomenon does not occur. Malaysian English pronunciation is modelled after British English which is non-rhotic. However, recent studies have found instances of rhoticity among Malaysian speakers. This study examines if there is evidence of rhoticity among three groups of Malaysian Tamil speakers. This study set out to address the following research questions: (1) To what extent is there evidence of rhoticity in the English produced by the speakers? (2) To what extent is there a relationship between the speakers' language and educational background and the production of the non-prevocalic /r/?. A total of 15 female speakers, who were divided into a younger (13 to 19 years) and older group of speakers (50 to 70 years) participated in this study. Background information on the speakers' language use as well as educational backgrounds were examined to determine if there is a link between these characteristics and their production of the non-prevocalic /r/. The attitudes of speakers towards Malaysian English and native varieties of English, namely British and Malaysian English were also examined for the same reason. The speakers were recorded reading a list of words containing orthographic r in word final environment before a pause, and before a consonant. Informal interview sessions with the speakers were also recorded, and words with orthographic r in the same position were identified for analysis. Praat Version 5.3.82 was used to measure the values of the third formant (F3) of the vowels in both rhotic and non-rhotic tokens at their mid-point based on their spectrogram and auditory examination. The combination of both perceptual and acoustic findings shows that the realisation of coda /r/ was not persistent especially among the older group. However, there was a higher incidence of rhoticity among the younger Malaysians who spoke English as a first language, and more so among those who attended international schools.

BIODATA

Kamalashne Jayapalan is a dedicated and experienced lecturer with over 8 years of experience in several private institutions of higher learning. She is a communication subject expert, namely in public speaking. She is also adept in creating curriculum and content in the fields of communication, Business English, and English Proficiency. She is well versed in planning, developing, and implementing learning content and assessments in accordance with expected outcomes. Her research interests include social linguistics and phonetics.

ABSTRACT

The Role of Emotions of EFL Learners in Learning Language Skills

Li Jiao, Assoc. Prof. Datin Cynthia Yolanda Doss

UNESCO reports that emotions play a crucial role in how and why students learn. Emotions and learning are inseparable. Although researchers in the field of second language acquisition (SLA) have acknowledged the crucial role of emotions in language learning, there is very limited attention paid to emotions in SLA research except for anxiety. Also, scholarly literature on second language (L2) learning has focused more on cognitive processes. Language learning is not only a cognitive process but an emotional process. Teaching and learning a second language are both emotionally charged activities. Recently, there has been a growing interest in gaining a better understanding of the hearts and brains of L2 learners and teachers, which could improve pedagogical practices, students' achievement, and well-being. Whether in a face-to-face or online environment, the emotional states of learners and teachers can influence one another. When educators understand the role that emotions play in learning and teaching, and how an individual's emotional state can influence the dynamics of the learning environment and experience, educators can design more effective learning experiences. Therefore, understanding what influences emotions in learning contexts, how to optimize emotional states that are conducive to learning, and minimize the experience of unhelpful emotions can assist students to engage with their learning experience and enhance their learning outcomes. This paper discusses the role of emotions in language learning for students and teachers. It also explores the kinds of emotions teachers and learners experience, the causes of these emotions, and the impact they can have on teaching and learning.

BIODATA

Li Jiao is a Ph.D. candidate in TESOL at Taylor's University. She is a lecturer with 20 years of EFL teaching experience at Yiwu Industrial & Commercial College, China. Her research interest focuses on EFL teaching and emotions of EFL learners in foreign language learning.

Assoc. Prof. Datin Cynthia Yolanda Doss, Ph.D., is currently a Senior Research Fellow at Taylor's University. She has more than 36 years of experience in teaching the English Language and has been actively involved in teacher training, train-the-trainer, curriculum design, and supervision and has co-authored several ELT books.

ABSTRACT

Using '1 versus 1+1 table' Table to Improve the Use of Subject-Verb-Agreement (Simple Present Tense) Among Year 5 Pupils.

Theva Sangiri A/P Tanabalam

Subject-Verb-Agreement can be seen as a completion to all of the grammar aspects and also in all the skills in English language learning. There is a need for teachers to adopt and adapt new approach in teaching English to ensure that pupils have a good understanding on Subject-Verb-Agreement, aside from promising teachers' own Continuing Professional Development (CPD). This research aimed to investigate the use a '1 versus 1+1' table to improve the use of 's' for Subject-Verb-Agreement (Simple Present Tense) among year 5 Budi pupils. A total of 20 participants from year 5 Budi at Sekolah Kebangsaan Bandar Utama Damansara, Petaling Jaya, Selangor were selected for the intervention of the '1 versus 1+1' table. Data were collected using pre-intervention and post-intervention tests, observations, and interviews. The findings showed that the use of '1 versus 1+1 table' increased the correct use of 's' for Subject-Verb-Agreement (Simple Present Tense) for the pupils participating in the study, as there was an improvement in the results of the post-test. The mean for the pre-test was 5.42 while the mean for the post-test was 11.15. This demonstrates an improvement of 5.73 on the test scores after the intervention was conducted. The results of this study show that using a '1 versus 1+1' table improves students' use of 's' in Subject-Verb-Agreement (Simple Present Tense.

BIODATA
Theva Sangiri A/P Tanabalam is currently teaching at SK Taman Kenari, Kulim Kedah. She has been teaching English for more than 5 years. Her research interest is to improve pupils' use of the Subject-Verb-Agreement (Simple Present Tense) using '1 versus 1+1' table.

Critical Discourse Analysis: Exploring Ideologies in Selected Malaysian English Workbooks

Mornita Anak Deri, Professor Sivabala Naidu

This paper examines the ideologies present in several selected English language workbooks currently available in the market. Fairclough's Critical Discourse Analysis framework, namely the description, interpretation, and explanation stages, is used as the research framework. The linguistic focus of the analysis is on representations of gender via visuals, word choice, and language patterns. The aim was primarily to identify gender stereotypes, biases, or assumptions that might be perpetuated through the discourse in the selected workbooks. The findings reveal that a set of gendered social roles and the system of representations defining the male and female is prevalent in the books. The paper, thus, argues that the ideological representations of gender have not been merely a question of capturing facts but a reflection of the gendered roles of behavioural choices in a variety of domains such as family, occupation, hobbies, etc. The paper's findings suggest that it is crucial for us to recognize that language use is never neutral. In other words, ideology is always present in the language. Thus, the paper suggests that writers of educational content should attempt to challenge gender stereotypes and integrate universal principles such as equality in their writing.

BIODATA

Mornita Deri is currently serving as an English as a second language lecturer in Politeknik Kuching Sarawak. She earned her B. Ed. TESL from Universiti Malaysia Sarawak in 2008, and her M.Phil. TESL from Universiti Teknologi Malaysia in 2022. She has gained diverse experience in teaching English as a second language in various institutions in the past 13 years. In her current position, she teaches communicative English skills in a Technical and Vocational Education and Training environment. She is also actively involved in preparing students to sit for the Malaysian University English Test for her students.

Professor Sivabala Naidu, Ph.D., is the Dean, of the Faculty of Social Sciences, Quest International University, Ipoh. He is a highly motivated, result-oriented individual with vast experience in TESL, initially serving as an English language teacher in primary and secondary schools and later as a teacher educator. He obtained a First Class Honours in his B. A (Hons) TESOL, which he pursued at the University of Strathclyde, Glasgow, and obtained his Master and Ph.D. degrees from Universiti Sains Malaysia, specializing in Applied Linguistics. Both his career and higher education pathways have helped him develop multiple facets of his academic and professional competencies. His current research interests are in the fields of sociolinguistics in education and teacher training.

Scaffolding Novice ESL Writers with the TAZ Burger Strategy: A Qualitative Case Study

Atikah Binti Aznan

Writing is a complex process and daunting task for ESL learners, often limited by personal strategies and differentiated teaching approaches. This study aims to address this issue by investigating the efficacy of scaffolding through the TAZ Burger Strategy to assist novice writers in an ESL Classroom. Using a purposing sampling approach, a qualitative case study was employed on 27 secondary school students in the Setiu district, Terengganu. Data collection included was done through five semi-structured interviews. The participants were provided with scaffolding using the TAZ Burger strategy over a six-week period. Thematic analysis was applied to reveal their insights on the strategy. Findings from this study suggest that novice writers have a favourable interest in the use of the strategy for its utility value, interest value and attainment value. The implication of this study suggests the integration of the TAZ Burger strategy or any visual organisers provides a platform for unlocking the writing potential of novice learners through the transformative learning experience.

BIODATA

Atikah Aznan, an experienced English teacher on sabbatical leave under the Ministry of Education scholarship, has dedicated her career to empowering second language learners in rural secondary schools. Currently pursuing a Master's in Education by research, Atikah focuses on enhancing language acquisition strategies. Through her contributions on platforms like Academia.edu, she promotes collaboration and inspires fellow educators and students.

ABSTRACT

MetaverseLingua: Amplifying English Language Learning through Virtual Interaction

Shee Yuen Ling

MetaverseLingua is an innovative approach that aims to enhance English language learning through virtual interaction. This systematic review explores the integration of the metaverse, a three-dimensional-based (3D) virtual reality environment, in blended English learning and investigates its impact and potential benefits. The metaverse provides emerging spaces for English language learners to engage in immersive and interactive experiences, leveraging AI bots, ambient intelligence, and other digital technologies to enhance language acquisition. The COVID-19 pandemic has led to significant growth in online language learning. However, effective online language learning requires interactivity and engagement to create active learning communities. The metaverse offers opportunities for learners to interact with AI bots, virtual environments, and peers, facilitating language practice, communication and collaboration. The metaverse is the motivation and engagement of language learners in online environments. As online learning becomes more prevalent, understanding students' motivations and amotivations in online language learning is crucial. The metaverse offers a dynamic and interactive platform that can enhance learner motivation by providing opportunities for authentic communication, cultural exploration, and personalized learning experiences. MetaverseLingua aims to leverage the metaverse's potential by integrating AI bots, ambient intelligence, and virtual reality to create an immersive and interactive English language learning environment. Learners can engage in realistic scenarios, interact with virtual characters, and practice their language skills in a safe and supportive virtual space. Through this innovative approach, MetaverseLingua seeks to amplify the effectiveness and efficiency of English language learning, providing learners with engaging and immersive experiences that promote language acquisition and intercultural competence.

BIODATA
Shee Yuen Ling is an Edufluencer with the Minister of Education and Microsoft Innovative Educator Expert (MIEE). She is an English language teacher. She embraces lifelong learning as her life principle and believes that to teach is to touch the soul. She upskills herself to contribute and improve the quality of education in Malaysia. She has won awards like champion of PdpC pitching, gold awards in innovation competitions and gold awards in research papers.

ABSTRACT

A Synthesise Review of Mindsets and Language Learning

Kan Kwong See

"Mindset" is an important element in the psychological concept that has had a wide influence on the motivation research in the past thirty years, as well as on the recent reform of educational practises (Lou & Noels, 2019). Mindsets, also termed as lay or implicit theories, refer to beliefs about whether a person's characteristics, such as personality and intellectual abilities, are mutable (i.e., a growth mindset or incremental theory) or immutable (i.e., a fixed mindset or entity theory). Due to the increased research on mindsets in second language acquisition (SLA), the researcher would like to explore and present a preliminary investigation of the various research on mindsets influencing second language learning. Previous studies had focused on learning outcomes; consequently, it is not known how mindsets affect classroom behaviours, which is necessary to investigate a direct relationship between mindsets and learning. Furthermore, research has rarely investigated how individual mindsets may influence the ways in which people interact with each other. The findings revealed that "mindset" beliefs, which are often taken for granted and seldom reflected upon in a systematic manner could actually orient people's thoughts and actions towards certain relevant activities, thus having a great impact on second language learning. This underlines the importance of researchers in second language acquisition (SLA) to address how mindsets play a role in motivational processes for language learning.

BIODATA

Kan Kwong See is a senior lecturer at a local teacher training institute. Her research interests are on productive skills. She had served in the government sector as a secondary school teacher and polytechnic lecturer whereby her research was on the hearing-impaired students' communicational skills at workplace.

Fostering Learner Autonomy Using Technology and Learning to Learn Competencies in an EFL Mixed-Ability Class.

Nguyen Anh Phuong

Since education is moving from teacher-centred to learner-centred approaches, learner autonomy becomes more important. According to the General Education Program (GET) 2018 in Vietnam, English teachers need to provide students with English and professional skills and soft skills, such as communication, collaboration, and independent learning skills. Additionally, self-directed learning and personalized learning with technology support have the potential to transform learning and teaching. Therefore, the current study explores the effect of Learning to Learn (L2L) competencies in the Cambridge Life Competences Framework (CLCF) implementation with technology integration applied in a mixed-ability class in a rural area in Vietnam. The execution includes four stages. The first stage is selecting core areas in CLCF and technology integrated into teaching. In the following stages, students participate in the EFL class integrating selected core areas of L2L with technology integration. Data, including student surveys, observations, teacher assessments, and in-depth interviews, are collected quantitatively and qualitatively. Findings show that integrating L2L competencies and technology helps increase student engagement in learning English. Students are also aware of autonomous learning while participating in the class and have a positive attitude towards L2L and technology integration regarding its effect on their English learning. Curriculum designers and teachers are suggested to integrate selected core areas of life competencies into curriculum and classroom activities, considering the curriculum learning outcomes, well-designed teacher training, and student and teacher time.

BIODATA

Nguyen Anh Phuong is an EFL educator, a researcher and former Curriculum Lead of Teach For Vietnam. Her research interests are 21st century skills in teaching English, independent learning, learners' motivation and teachers' professional development. She teaches English incorporating 21st century skills for children at high-need public schools and advocates for a sustainable quality education ecosystem for less-privileged children. She also implements training and coaching sessions for novice teachers. Her research was presented in Vietnam, Thailand and Cambodia.

ABSTRACT

Reflections on Negotiating Who We Are, What Is Planned and Our Classroom Realities

Professor Stephen J Hall

Reflecting on forty years of Teaching English to Speakers of Other Languages, one finds that there is much that has changed and even more that remains constant. This paper will consider constants, as we negotiate and mould our professional identities in the midst of planning vagaries and pedagogical fashion trends. The need to be reflective about consistent essentials of successful learning will be discussed with a focus on realistic principles, applicable in varied contexts. The presenter will draw on a wide range of experience and techniques to foreground constant principles which can empower us to manage classroom realties. Drawing on best practice, the aim is to share how proven approaches and techniques have stood the test of time.

BIODATA

Stephen J Hall is Professor and Head of the Centre for English Language Studies, Sunway University. He first presented at MELTA in 1994. He has over 50 publications, and recently co-authored *Manglish: Malaysian English* at its Wackiest (2nd edition) with Lee Su Kim. He is passionate about teaching and learning.

ABSTRACT

Investigating Indigenous Learners' English Language Learning Strategies

Muhamad Khairi Fakhri bin Fazil

As language learning strategies on indigenous learners are still scarce in Malaysia, a linguistic predicament is apparent where English language is acquired as a third or foreign language compared to their mainstream peers. This study aimed to investigate the English language learning strategies among Indigenous learners from the Temuan sub-ethnic in a district of a state in Malaysia. A set of Strategy Inventory Language Learning (SILL) questionnaire adapted from Oxford (1990) and Gani, Khairisman & Samad (2018) was utilised to collect quantitative data from 32 indigenous pupils. Descriptive analysis was made by providing mean, percentage, and frequency. Findings show that indigenous learners have a moderate level of usage in language learning strategies. The use of indirect strategies of affective and social strategies was found to be habitual and more engaged than direct strategies. An integration of communicative approaches and "fun learning" are recommended to accommodate better language acquisition.

BIODATA

Muhamad Khairi Fakhri bin Fazil is an international gold-medalist innovator with experience of developing mobile applications, Khairi advocates for empowering local indigenous learners through alternative curriculum modules and conducted trainings for gamification tools for the 21st Century classroom. After graduating a Master's degree in TESL, he was recently awarded the national HIP-FINCO Outstanding teacher of 2020.

ABSTRACT

The Eye Movements of Sub-Optimal CEFR Basic Readers: Types and Characteristics

Warid Mihat

Sub-optimal readers are individuals who exhibit reading abilities falling between those of proficient readers and beginner readers. While they typically demonstrate proficiency in decoding, they encounter challenges in language comprehension. Intriguingly, sub-optimal readers may exemplify the bottleneck phenomenon in the development of language proficiency, yet this aspect has been overlooked in the context of second language (L2) acquisition. Consequently, the primary objectives of this study are to explore the eye-movement behaviours of CEFR-basic readers (A1-A2) using an eye tracker with a 100Hz sampling rate, and to investigate their reading patterns across three types of texts. This research involved two distinct groups of 40 participants each, who participated in a laboratory experiment wherein they were assigned different reading tasks. The collected eye-movement data were subsequently categorised into four groups using a 2-by-2 approach. To gain further insights into the participants' behaviours, a quantifying qualitative approach was applied to analyse 12 eye-movement recordings, allowing for the description of saccadic behaviours within the group. The findings indicate that sub-optimal readers can be further categorized into four types: Non-strategic; Limbo; Effortful; and Comfortable readers and each type exhibits different eye movements characteristics which merits further studies.

BIODATA

Warid Mihat, Ph.D., is a distinguished MELTA member and a Senior Lecturer at Universiti Teknologi MARA Cawangan Kelantan (UiTMCK). Prior to his current role, he served as an education officer for 12 years under the Ministry of Education Malaysia, both as a school teacher and as a lecturer at the Malaysia Teacher Training Institution (IPGM). He completed his doctoral studies at Universiti Kebangsaan Malaysia in 2022, specializing in literacy, eye-tracking, and language policy. Through his illustrious academic trajectory and unwavering passion for knowledge, Warid Mihat perseveres in making profound evidence-based contributions that significantly enrich the realms of language education and multimodal literacy.

CEFR-Speaking Assessment; Are Malaysian Teachers Ready?

Segar A/L Sadhasivam, Azlina Abdul Aziz

The reformation of English Language Education in Malaysia developed with the introduction of Common European Framework of References (CEFR) emphasizes on providing equal weightage for all the four skills; Reading, Writing, Speaking & Listening in the Malaysian National Examination, SPM since 2021. This transformation which began to provide equal focus on Speaking Skills insists teachers to become efficient Assessors and Interlocutors who would provide the deserving scores according to band score descriptors specified by The Malaysian Examination Board. Nevertheless, the lack of courses and coaching sessions has questioned the teachers' potential in awarding SPM candidates with appropriate scores. Hence, the calling of the Malaysian Ministry of Education in developing quality and proficient speakers who can stand equally with international speakers and the level of readiness among English language teachers in mastering the band score descriptors and placing the pupils in the accurate band score leads to the aims of this research; to identify teachers' readiness in executing SPM Paper 3 1119/3 and to investigate their understanding on the scoring criteria for speaking. Questionnaire were distributed to 50 English teachers who have experience being an Assessor and Interlocutor. Results claim that teachers are very much aware on how the Speaking Test should be conducted but majority of them mention that they are uncertain about the keywords used in descriptors to differentiate pupils' proficiency when awarding marks. This data would assist the policy makers to understand the current status of Assessors and Interlocutors which can then allow them to take necessary steps to enhance the quality of Speaking Test Examiners.

BIODATA

Segar A/L Sadhasivam is a B.Ed TESL graduate from University of Malaya. He started his teaching career in the year of 2009 in Pasir Gudang, Johor and is currently teaching in SMK Convent, Klang. Very much passionate on the current CEFR syllabus, he has managed to conduct various surveys on the effectiveness of the CEFR implementation for professional development purposes and has managed to publish a book under Sasbadi publications in accordance to recent CEFR format. He has also published papers on the execution of CEFR in few international journal publications. Recently, Segar has bagged Silver Award in the International Creative Innovation Idea Competition (ICIIC 2023) with the title "THE USAGE OF TIK TOK TO ENHANCE SPEAKING SKILLS AMONG SPM CANDIDATES" for the category of Higher Institution Students Social Sciences and Humanities which further enhanced his interest in the integration of Social Networking sites to enhance students' speaking skills.

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.

ABSTRACT

Dreams of a Highly Proficient English-Speaking Population in Indonesia

Professor Zulfadli A. Aziz, TEFLIN

English language education in Indonesia has both dreams and realities. The dream is to create a generation of Indonesians who are proficient in English, enabling them to compete on a global stage and increasing their opportunities for education, employment, and other endeavours. The reality, however, is that the English language is no longer taught at an earlier age, such as in elementary school in Indonesia. Incorporating English education in elementary schools can in fact be a valuable step towards creating a generation of proficient English speakers in Indonesia. The Critical Period Hypothesis theory has suggested that children who start learning English at an early age have an advantage because their brains are more receptive to language acquisition. The Input Hypothesis theory has also proposed that children who start learning English at an early age have more opportunities to be exposed to English input and thus have more chances to acquire the language. Later, the Sociocultural Theory claims that children who start learning English at an early age have an advantage because they are more likely to be immersed in English-speaking environments and to have more opportunities for social interaction with other English speakers. This paper, therefore, aims at looking the opposite direction taken by the government not to include the English subject at elementary level despite the fact that teaching English at the early age benefits students tremendously. It also reviews several reasons the Indonesian government has not imposed teaching English at elementary schools. Keywords: English language education, dreams and realities, Indonesian government

BIODATA

Professor Zulfadli A. Aziz is a graduate of Syiah Kuala University (B.A. in English Education), University of New South Wales, Australia (M.A. in Applied Linguistics), and University of Adelaide, Australia (Ph.D. in Linguistics). He is currently a Professor in Linguistics at Syiah Kuala University, Banda Aceh Indonesia. His research interests cover linguistics, in general, and sociolinguistics in particular, and English language teaching.

RILCA App: A Mobile-Assisted Dual Language Learning for Digital Young Learners

Assoc. Prof. Watcharapol Wiboolyasarin, THAI TESOL

This presentation examines the effectiveness of mobile-supported language learning for dual-language (English and Thai) development in Thai primary school students. The 15-week language instruction experiment involved 146 students from three schools who were randomly assigned to either an experimental group with RILCA-based activities or a control group with traditional activities. At the end of the study, vocabulary, sentence, and grammatical achievement tests were administered to evaluate learning outcomes. The results indicated that the experimental group outperformed the control group on these assessments, indicating that the RILCA app can enhance dual language learning in elementary schools. The study has important implications for educators seeking innovative and effective ways to promote language learning in diverse student populations. The use of mobile-supported language learning could provide an effective solution for students who are unable to access traditional classroom-based language instruction, particularly in remote or under-resourced areas. The presentation will also discuss the implications of deploying the RILCA app and other similar mobile learning apps to promote dual-language acquisition in primary schools, and will consider the benefits and challenges of integrating such technologies into language education. Overall, the findings of this study contribute to our understanding of the potential of mobile-supported language learning for enhancing dual-language development in primary school students.

BIODATA

Assoc. Prof. Watcharapol Wiboolyasarin, Ph.D., is a true trailblazer in the field of education technology and Thai language instruction in Thailand. As an Assoc. Prof. of Thai language at Research Institute for Languages and Cultures of Asia (RILCA), he has made significant contributions to the field, including the development of the Mahidol University-Thai Test (MU-Thai Test) for non-native speakers and the creation of the innovative mobile app "RILCA" for young dual language learners in Thailand. His latest project, "RILCA World," is a game-changing approach to teaching Thai as a foreign language, using a task-supported, collaborative 3D virtual world to enhance non-native learners' communicative abilities. He is also a Senior Fellow of the Higher Education Academy (SFHEA) in the United Kingdom, further solidifying his reputation as a respected leader in the field of teacher education. With his passion for innovation and dedication to improving language education, Wiboolyasarin is shaping the future of language instruction for students and teachers alike.

ABSTRACT

Advancing Professionals: The Key Role of ELT Organizations

Assoc. Prof. Motikala Subba Dewan, NELTA

ELT (English Language Teaching) organizations are instrumental in driving professional growth by offering resources, support, and opportunities for English language teachers to enhance their skills and career prospects. They also promote networking and collaboration among professionals, both locally and globally, provide diverse educational opportunities, and keep teachers informed about the latest research and trends. Through workshops, conferences, webinars, and online courses, teachers refine their teaching methods, engage in discussions, establish connections, and expand their professional networks, gaining valuable perspectives and expertise. The presentation narrates the growth and expansion of the Nepal English Language Teachers' Association (NELTA), a prominent organization in South Asia. It emphasizes NELTA's vital role in fostering the professional development of its members through creating opportunities, providing national and international exposure, certification programs, and advocacy efforts, simultaneously empowering them continuously to enhance their skills and make substantial contributions to the field of ELT.

BIODATA

Assoc. Prof. Motikala Subba Dewan, is NELTA President, Department Head of English at the Ratna Rajyalaxmi Campus, Tribhuvan University (TU). She is an advocate, a core member of Asian Creative Writing Group, Vice-President, Yalambar Research Foundation, trainer of the TESOL Certificate Advanced Course, national professional translator, and interpreter. She has delivered Keynote and Plenary speeches at national/international conferences, and received awards in ELT. She is also a published author of several books and research papers in national and international magazines and journals, one of the leading ELT scholars in Nepal, with research interests that include TESOL, stylistics, empowering teachers, and ELT in the multicultural and multilingual context of Nepal.

Local Language Vs the English Language

Ambika Khadka Thapa, NELTA

In Nepal, 126 ethnic and linguistic communities are recorded (CBS 2021). The Newar community, where people speak Newari, is one of them. This paper is based on research that attempts to explore the different aspects of language contact in Newar, one of which is English. It focuses on how common the English language is among the younger Newar generation and their language attitude. The researcher questions the possibility that the English language will eventually displace the Newar community's native tongue. The presenter discusses future strategies for balancing the usage of English and local languages.

BIODATA

Ambika Khadka Thapa is working as an English Teacher at Bijeshwori Gyan Mandir Sainik Mahabidhlaya and Liverpool College. She has completed her M.A. in English Literature from Tribhuvan University. Currently, she has been serving NELTA as a master trainer. She has also presented her papers at different national and international conferences.

Developing Professional Networking at Local Chapters for Sustainable Development

Ganesh Prasad Humagain, NELTA

Enhancing professional networking at local level can make a voluntary association sustainable and vibrant. Supporting members in their professionalism through teacher training and collaboration with local agencies can increase motivation to the work and let the organization grow-up. This presentation deals with the strategies adapted in networking to make local chapter sustainable, grow personally and professionally to support members.

BIODATA

Ganesh Prasad Humagain is a teacher, teacher educator and leader of Nepal English Language Teachers' Association (NELTA). Currently, he is serving as central committee of NELTA and Province President of NELTA Bagmati province. He has facilitated teacher training sessions, workshops, and presented his papers in national and international conferences.

ABSTRACT

Optimizing a Teacher Training Course with SRL Support for Preservice English Normal Students: A Learning Analytics Approach

Aminah Dr. Ma Ping, 21st C China

Self-regulated learning (SRL) has been considered a vital factor to decide the success of online learning performance. To develop preservice English normal students' SRL is important to for their academic study and professional development. Learning analytics provides a new perspective to explore online SRL through analyzing the vast amount of data saved in any Course Management System (CMS). However, very few empirical studies have been conducted to optimize any teacher training course from the perspective of learning analytics. Thus, with reference to self-regulated learning theory and a reference model for learning analytics, this study attempts to analyze self-regulated learning patterns of a group of preservice English language teachers, and further to optimize a teacher training course with SRL support using a learning analytics approach in a blended learning environment. It aims to explore how to combine learning activities with self-regulated learning elements in a blended learning environment, and to build a dynamic and multi-angle self-regulated learning strategy intervention based on learning analytics to improve preservice English teachers' online self-regulated learning ability and professional quality. This paper presents the results of self-regulated learning based on learning analytics, and describes the theoretical foundation and the SRL support framework, and elaborates the results of the initial implementation and evaluation of the intervention.

BIODATA
Aminah Dr Ma Ping is currently working as a lecturer at the school of international studies, Shaanxi Normal University in China. She completed my doctoral study at Faculty of Education, University of Malaya in 2012. Her research focus is on teacher education, self-regulated learning, and digital language teaching.

ABSTRACT

A Many-Facet Rasch Measurement of the Accuracy of Different Raters' Assessments of Argumentative Writing

Orlando Xiao XIE, 21st C China

Evaluative judgement is the ability to make decisions about the quality of one's own work and that of others (Tai et al., 2018), is necessary not only in the student's current course but also for learning throughout life. The current assessment and feedback practices, however, are often criticized as unidirectional and overly focused on content and tasks, while also positioning students as passive recipients. Rather than supporting the development of evaluative judgement, these approaches may even inhibit it by producing graduates who depend on the evaluations of others and are unable to identify the criteria to be applied in any given situation. For this to change, some assessment-related activities, including peer feedback and peer assessment, should be revisited and redesigned. A lack of attention has been paid to the impact of the different roles, such as feedback providers and feedback receivers in peer feedback, on L2 learners' evaluative judgements, especially on peer rater accuracy regarding English argumentative writing. This mixed-methods longitudinal study sought to analyse the rater behaviour of 10 Chinese international students (B2 levels) during the four weeks of peer feedback and peer assessment training, in an attempt to compare how different types of raters (feedback providers, feedback receivers and feedback outsiders) would affect the accuracy of their peer assessment on multiple writing tasks with regard to different writing criteria (relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary and grammar). This study, utilizing the Many-Facet Rasch Measurement (MFRM), is hopefully to enhance our understanding of peer assessment accuracy, to compensate for the lack of timely teacher feedback, and to stimulate learners' evaluative judgement.

BIODATA

Orlando Xiao XIE is a Ph.D. candidate majoring in the English Language, at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. He graduated from Sichuan University and Sun Yat-sen University, China. His expertise is in teaching EFL speaking and writing, and he has been a teacher for nearly ten years, as well as a trainer for IELTS/TOEFL exams at several higher education institutions in China, including the Guangdong University of Finance. He takes a lively interest in peer feedback, peer assessment, argumentative writing and quantitative data analysis.

ABSTRACT

Function and Efficiency of VR and AI in Discourse Teaching

Ya Luo, 21st C China

This presentation introduces how VR and AI are used in discoursing teaching. Discourse teaching emphasizes learning language in context and completing capacity storage for output purposes, which enhances practical communicative ability. VR discourse teaching aims at contexts, which maximized the advantages of discourse teaching for its integrated functions in an immersive experience, virtual interaction, and acquisition in contexts. AI is designed in Metaverse which enables students to be fully involved in the scenarios for context comprehension and consolidation, and facilitates instant both spoken and written output in communication. We design the whole process as followed: 1. Choose suitable themes and topics, use lexical chunks to construct texts, and lead students to be capable to complete discourse analysis. To summarize, the combined action of VR and AI discourse teaching method is raising students' awareness of "chunks" and developing their ability to "chunk" language successfully via preset VR APK (Android Package) and AI practice in the Metaverse platform-Miaoda. 2. Theme-based teaching method is largely used in the whole process, such as contexts and construction analysis in VR practice; on the other hand, Metaverse platform-Miaoda enables students to roam, to enhance text language knowledge, as well as free communication with AI and real classmates. All the practices are conducted in three types of communication: content-based AI, topic-based AI, and open topic-based AI. It is the integration of text knowledge and practical communication.3. Comprehensive real-time evaluation cloud system provides training results for both VR and AI practice, which consist of the final formative evaluation result for every student, covering a range of different aspects. In a word, VR is widely used in either written or spoken discourse for different skills which are accordingly trained to fulfill the whole discourse analysis itself. AI offers a brand-new experience for students to be fully exposed to life-related practice communicative competence. The whole concept is integrated, holistic, efficient, and developing. We believe in the prospect of these educational technologies.

BIODATA
Ya Luo is currently working in Guizhou Forerunner College in Guizhou, China. She is the deputy director of the English Teaching Centre and is responsible for the Teaching and Researching Group. Having been teaching for more than ten years, she is keen on teaching and trying different methods, and is specifically working on discourse teaching. Teachers' roles are irreplaceable, while technologies are widely used to stimulate better effects. Until now, our team has been conducting VR English teaching for four years and concluded the research on Constructing Multi-mode Teaching System for VR College English in Vocational Colleges (2022). I have concluded the research on the Blending Bi-core of Both Curriculum and Values Belief Teaching Mode (2023). Recently, I am researching blending teaching models for both language competence and core values via VR and AI.

ABSTRACT

Language Teaching and Assessment in the Age of Generative AI: Emerging Roles, Skills, and Competencies of English Language Teachers

Joel Meniado, RELC

Generative Artificial Intelligence (AI) has started to make significant disruptions to the English language education landscape. Recently, the latest forms of generative AI technologies (e.g., ChatGPT-4, DALL-E, Humata, Mid-Journey, etc.) capable of producing human-like interactions and artistic outputs have emerged. These AI tools, if properly used, can support L2 learners in processing meaning-focused inputs and outputs, language-focused learning, and fluency development. They can also support language teachers in designing, administering, marking and interpreting results of assessments, and giving immediate feedback. While many academics favour the use of these new tools for language teaching and assessment, some are worried and skeptical about adopting them due to academic integrity, accessibility and equity, data privacy, and job security issues. In this talk, the speaker will expand the ongoing discourse on the use of generative AI in academia. First, he will briefly illustrate how the latest and most prominent AI tools can be integrated in language teaching and assessment. Then, he will critically discuss some key issues on the use of generative AI in language teaching and assessment and how other schools and universities worldwide are dealing with such issues. Lastly, he will discuss the new roles, skills and competencies language teachers will need in order to survive in an AI-rich environment and how they may develop such skills and competencies through accessible professional development activities. Participants in this session will gain valuable insights on how to empower themselves with relevant skills and competencies in order to stay ahead of the curve in the age of generative AI.

BIODATA

Joel C. Meniado is a language specialist at the South East Asian Ministers of Education Organization - Regional Language Centre (SEAMEO RELC) in Singapore, where he teaches a range of courses on ELT pedagogy, ELT technologies, and classroom-based research. Prior to joining RELC, he was a language teacher educator in the Philippines and a lecturer/teacher-trainer in Saudi Arabia. With masters and doctorate degrees in language education, educational leadership, and learning design, he has trained pre-service and in-service language teachers in the Southeast Asian and Arabian Gulf regions. He has also served various professional teacher organizations, presented in international conferences, and published papers in reputable journals. As a lifelong learning and school improvement enthusiast, he serves for the Professional Development Council of TESOL International Association (USA) and the Commission on English Language Accreditation (CEA) in Virginia, USA.

ABSTRACT

A Study on the Correlation Between English Learning Styles and Learning Strategies of Junior Middle School Students

Mitchellene Rivo, PALT

A Study on the Correlation between English Learning Styles and Learning Strategies of Junior Middle School Students Research shows that learning style and learning strategy are two very important factors that affect English learning, and their mutual influence plays a role in language learning. Based On Reid's theory of perceptual learning styles and Oxford's theory of language learning strategies, this study uses the questionnaire of perceptual learning styles and language learning strategies to investigate 93 students from two classes of the second grade of a key middle school in Changchun and interviews 12 of them. This paper explores the correlation between English learning styles and English learning strategies of junior high school students by using quantitative and qualitative methods. The results are as follows: (1) The general characteristics of junior high school students' English learning styles are that they have a variety of secondary learning styles, and only the visual style is their main learning style. (2) Junior high school students are not good at using English learning strategies; their utilization rate is low, and they lack frequently used learning strategies. (3) There are certain correlations between English learning styles and the learning strategies of junior high school students, and they are all positive, but most of them are low. According to the results of the study, some suggestions are put forward for teachers and students.

BIODATA

Mitchellene Vigilia-Rivo, Ph.D. is a Senior Education Program Specialist for Human Resource 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. She is also one of the Board of Trustees of the Philippine Association for Language Teacher, Inc., an 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.

Dissent, Dissidence and Resistance: (Re)Writing Coursebooks from the Ground-Up

Assoc. Prof. Bijoy Lal Basu, BELTA

Coursebooks include texts, images and tasks that facilitate language teaching and learning while also transmitting certain values and cultures. In the secondary level of education in Bangladesh, curriculum innovation and reform is undertaken centrally by the Ministry of Education that prepares a curriculum framework at the outset to guide the design and development of materials. While the Ministry may be seen as the producer of the coursebooks and the teachers and students as consumers, the scenario is much more complex since there are multiple stakeholders capable of exerting considerable influence on the values that are presented and the way communities and groups are represented in the books. The ubiquity of social media and easy access to online newspapers means that it is now possible, more than ever before, for communities and individuals to push for their greater representation. While the Ministry has the power to promote a set of values, whether local or cosmopolitan, communities and groups of people can now use online media to voice their dissent and force policymakers and coursebook writers to rethink and revise the texts, images and activities. Taking the current curriculum reform initiative in Bangladesh as a backdrop and drawing on data collected through interviews with coursebook writers, Ministry officials, teachers and community members active on social media, I will show how coursebook writers, faced with top-down and bottom-up pressures, tend to settle for compromised solutions as they write and rewrite the materials.

BIODATA
Joel C. Meniado is a language specialist at the South East Asian Ministers of Education Organization - Regional Language
Bijoy Lal Basu, Ph.D., is an Associate Professor in the Department of English. He co-edited *Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times* (Springer, 2022). His areas of interest include TESOL curriculum, pragmatics, intercultural communication, and teacher education.

ABSTRACT

English Language Teaching with Intercultural Competence in Japanese Higher Education

Assoc. Prof. Takayuki Hara, JACET

It is said that the development of generic skills or transferable skills is essential for living in the global era. In addition, developing intercultural competence is also required to live in a multicultural society in VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era or post-COVID-19 era. The Japanese government expects university students to acquire these skills or competence. However, many universities in Japan tend to teach only academic English, focusing on skills such as reading, writing, listening, and speaking. Although we have some classes which deal with generic skills and intercultural competence, they are not incorporated into English education. This study investigates English language teaching and generic skills incorporating intercultural competence in Japanese universities. First, the purposes of teaching English language and generic skills in Japanese universities with intercultural competence are considered. Second, the current situation of general education and English language education in Japanese universities is introduced. Third, the relationship between English language teaching and intercultural competence is shown. Fourth, the English curriculum and the global course offered by the Platform for Regional Human Resource Development at our university are delivered. Finally, the ways of incorporating intercultural competence in English education are considered.

BIODATA

Assoc. Prof. Takayuki HARA is Associate Professor and Vice-Director in the Center for General Education at Kagoshima University. He teaches English and foreign language education policies to undergraduate students. His research interests include language policy, education policy, and English education. He is currently the Director of Academic Affairs Committee of JACET.

ABSTRACT

Study on Test Item Reliability Issues of a General Entrance Exam of English in Mongolia using ChatGPT and BingChat (2020-2022)

Bud Odon, ELTAM

General entrance exam plays as a gatekeeper as the results of which determine the future path the high school graduates would go along by choosing which higher education institution they will study. In this sense, such a nationwide test in English ought to meet all the reliability criteria and be without a single error. On the other hand, what if the very test contains certain errors which then fails to be reliable and affects the candidate's final scores. This would not only indicate the general entrance exam has poor capability to test the real knowledge and skills of English of the candidates, but also acts as a great hinder for the candidate's future acceptance by a university. Thus, this study on the test item reliability of the general entrance exam on English has been conducted. Within the scope of this study, only the principle of reliability has been checked against the general entrance exams of English administered in 2020 – 2022. Adopting the analysis on documents as well as sampling methods, the researcher has categorised the 110 test item errors into nine types using artificial intelligence such as ChatGPT and BingChat. From the results, we can clearly see that this exam falls short of reliability by containing erroneous items, hence, identifying factors that affect the unreliability issues so as to find potential solutions to meet the reliability criteria for the test. Thus, it is highly critical to do reforms in the content as well as the formats of the exam.

BIODATA

Bud Odon is teaching at the Mongolian National University of Education, Department of English-German languages where they train English teachers. She earned her MA in Australia and is currently doing a Ph.D. program at her university.

ABSTRACT

Empathy, Evolution, Engagement: The Cosmopolitan Potential of an Online Intercultural Exchange

Lindsay Herron, KOTTESOL

Situated in a critical sociocultural perspective (Lewis, Enciso, & Moje, 2007) and rooted in nexus of practice theory (Scollon & Scollon, 2004; Wohlwend, 2021), this ethnographic case study explores how Korean pre-service teachers practiced critical cosmopolitan literacies (Delanty, 2009; Hansen, 2010; Hull & Stornaiuolo, 2014) during an online intercultural exchange. It focuses in particular on participants' guided reflections at the end of the semester, using thematic analysis to consider how students navigated this technologically facilitated encounter with difference. Based on this analysis, I suggest that the students' reflections, overall, evince a variety of critical cosmopolitan maneuvers, including creating a shared space of belonging via efforts to be open and hospitable, emotional investment in the exchange and their partner, and a focus on similarities and synchronicity; in addition, many students showed evidence of an evolving critical consciousness found in reshaping their own preconceptions and beliefs. At the same time, there were tensions as certain misunderstandings went unaddressed; a few students seemed reluctant to translate their new knowledge of the "other" to their own lives; and a couple of students expressed disappointment at their pen pal's lack of engagement, demonstrating some limitations in this kind of short-term online exchange.

BIODATA
Lindsay Herron is a Visiting Professor at Gwangju National University of Education (Korea); a doctoral candidate in literacy, culture, and language education at Indiana University (USA); and the current president of Korea TESOL. Her research focuses on the multimodal interactions and cosmopolitan literacies of students participating in online intercultural exchanges.

ABSTRACT

Analysis of Reading Preference in Extensive Reading Program

Stella Prancisca, Ana Fergina, Elsa Ananda

Although the Extensive Reading (ER) program has multiple benefits for language learners, the long nature of this program can make it daunting, especially for those with limited book selection. Thus, ensuring a book collection that fits the learners' preferences is crucial, not only to maintain their reading enjoyment during the program but also to save costs. This research then investigated learners reading preferences during an ER program, particularly by looking at the reading genres that were frequently chosen by the learners. This research was conducted on 30 university students who took English as a mandatory course. The course used ER as part of the curriculum. This research recorded the learners' reading preferences through a reading journal. This journal must be filled in as soon as they finish reading a book or text. Overall, the research generated 373 entries or approximately 13 texts per learner. The results of this research indicated that participants showed high interest in books with the themes of drama (slice of life), tales, and comedy. The current research also discovered a preference difference between gender. In conclusion, this research believes ER practitioners must consider learners' preferences before running the program. They can use these findings as a reference or do to conduct a small survey of their learners before the program begins. In this way, ER practitioners can be more convinced that they provide books or texts that are in line with the learners' interests. As a result, the learners can feel more comfortable in reading and maintain their motivation.

BIODATA

Stella is the head of Tanjungpura University's language center, dedicates herself to its development. She promotes awareness of English and foreign languages, receiving international grants, particularly from the US Embassy. Since 2005, she has excelled as a university lecturer, making significant contributions to language education.

Ana is a faculty member of the Teacher Training faculty at Tanjungura University. She earned her degree from Macquarie University, Australia. Since then, she has actively participated in developing the university's language center. Recently, she has been interested in exploring strategies to run the extensive reading program in her classroom.

Elsa presently holds a non-permanent teaching position at Tanjungpura University. She completed her graduation from Yogyakarta State University in 2020, and subsequently, assumed the role of a language instructor at the language center of UNTAN. Her research primarily centers on the extensive reading approach within the realm of language learning and teaching.

ABSTRACT

Integrating Cultural Awareness through Flip in a Business English Course

Assoc. Prof. Eng Hai Tan

The COVID-19 pandemic has drastically increased the demand for virtual communication skills, particularly for virtual presentations and interviews. The need to equip students with these skills has become crucial even in the post-pandemic era. This workshop aims to address the complexity of linguacultural interaction and promote intercultural communication, at the same time, improving students' online presentation skills in a Business English Course through the use of technology. The workshop will introduce participants to Flip, a free app from Microsoft that enables educators to create safe, online groups for students to express their ideas asynchronously in short videos, texts, and audio messages. This workshop is designed for individuals who are using Flip for the first time. During the workshop, you will have the opportunity to experience Flip from the perspective of your students by learning how to join a group and provide feedback on their videos. In addition, you will be guided through the setup process and collaborate with others to upload your own videos. Finally, you will be introduced to and instructed on the use of various features, including Immersive Reader, Mixtapes, and GridPals. To fully participate in this hands-on workshop, participants will need to have a laptop with a camera or download the free Flip app to their mobile devices. The workshop will provide participants with the necessary skills to utilise Flip's various features effectively in virtual communication and create a more inclusive learning environment.

BIODATA

Assoc. Prof. Eng Hai Tan has more than two decades of teaching experience. He has taught in public primary schools and the National Institute of Education in Singapore prior to working as an administrator in an English immersion school in Japan. He is currently an Associate Professor at Meio University. Research interests: Pedagogy; Intercultural Communication; Educational Technology.

Equity Within the Classroom: Strategies For Working with Students with Diverse Learning Needs.

Sipho Ncube

An increasing focus on equity within the English-Language classroom has led to a heightened awareness of diverse learning needs (DLNs). Teachers, including myself, are now more aware of when their students might have diverse learning needs (DLNs) and this workshop is a practical workshop which has been developed based on my experiences in the classroom. Here as a teacher, I will present strategies I have used in the classroom based on these experiences and further research. This workshop aims to help teachers recognize when a student might have a DLN and will give them some practical strategies to use in their own teaching contexts. The workshop will begin with teachers identifying behaviors that might signify DLNs. There will then be some input on DLNs based on information from the Tasmanian Government's office of the education registrar, attendees will then discuss their personal experiences teaching students with DLNs. Participants will leave the workshop with strategies and approaches to address DLNs that they can apply to their own teaching.

BIODATA

Sipho Ncube have been teaching at RMIT Vietnam for seven years and have been a senior educator here for five of them. He holds a Master in TESOL. His teaching interests include, equity, diversity and respect in the classroom and purposeful games in the classroom.

ABSTRACT

Fluent and Fabulous: Mastery of Reading with Ease Using Microsoft Immersive Reader

Shee Yuen Ling

Reading fluency is often a major challenge for non-native speakers in the ESL classroom. Many students struggle to read English text with speed, accuracy, and appropriate expression, which can lead to frustration and a lack of confidence in their language abilities. Therefore, it is crucial to address the problem of reading fluency in the ESL classroom to support students' language development and academic success. A mixed method research had been used to test the effectiveness of using Immersive Reader features on improving reading fluency of students. Microsoft Immersive Reader is a powerful tool designed to improve reading fluency and comprehension by providing a range of features such as text-to-speech, word highlighting, and translation capabilities. It can help make digital content more accessible to users with disabilities as it provides customisable text options, such as font size, colour, and spacing, to make reading easier for users who have difficulty reading standard text. On top that, Immersive Reader's text-to-speech feature can help users improve their reading fluency by allowing them to hear the text read aloud. This can help users who struggle with decoding, pronunciation, or comprehension. Moreover, Immersive Reader's word highlighting and picture dictionary features can help users better understand and comprehend the text they are reading. The tool can also provide translations for words and phrases, making it easier for users who are learning a new language or reading content in a language they are not fluent in. Besides, Immersive Reader's features, such as the ability to adjust the reading speed and focus mode, can help users stay engaged with the text and reduce distractions. The results showed that using immersive reader to practice reading increased the accuracy and automaticity of word decoding which led to the improvement of reading fluency and learning experience.

BIODATA

Shee Yuen Ling is an Edufluencer and Microsoft Innovative Educator Expert (MIEE). She is an English language teacher. She embraces lifelong learning as her life principle and believes that to teach is to touch the soul. She upskills herself to contribute and improve the quality of education in Malaysia. She has won awards like champion of PdPc pitching, gold awards in innovation competitions and gold awards in research papers.

ABSTRACT

Future Skills: The Role of Teachers in Making Our Students Employable

Mike Mayor

In 2014, a Gallup poll found that only 11% of employers felt that education systems were effectively preparing students for the workplace. At that time, much was being made about the impact of technology and automation on the future of work. Against this background, Pearson partnered with Nesta and Oxford Martin School to explore the reasons why employers were so dissatisfied with education systems and to identify the skills that they would be looking for in 2030. Fast-forward ten years from that original Gallup poll, and the future of employment seems even more uncertain than ever following a global pandemic and recent developments in the use of Artificial Intelligence. What is it then that we as educators can do to prepare our learners for such uncertainties? What are the skills that will make our students employable in 2030 and beyond? And what is the role of ELT teachers in teaching these skills? This presentation explores these issues within the context of Pearson's Employability Framework, outlining practical ways in which ELT teachers can play a key role in preparing a workforce for the future. To support you in this endeavour, we will be sharing some free resources that have been developed with experts from around the world to help identify and assess increasing mastery of these future skills.

BIODATA

Mike Mayor is Senior Director, Global Scale of English at Pearson. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move to the Global Scale of English in 2013. In this role, Mike works with coursebook and assessment teams to ensure that the Global Scale of English underpins all elements of the Pearson Connected English Learning Programme. Mike has a BA (Hons) in French Language and Literature and a Masters in English and Applied Linguistics from Cambridge University.

ABSTRACT

"I'm just no good at English!" Building Confidence in Language Learning

Auzellea Kristin Mozihim

How many times have you heard your students say "I'm just no good at English!" How many times have you heard yourself saying it? Maybe not about English - but something else that you are trying to learn and master? Negative emotions, like frustration and embarrassment, are known to have a significant impact on both learning outcomes and test results. Students who lack the belief that they can make progress in English or demonstrate their proficiency in an exam are creating their own barriers to success. If left unchecked, these negative emotions can lead to a fixed mindset that convinces the learner that no matter how hard they try, they will simply never master the skill. And this in turn can create hurdles to achieving major life goals such as future study or finding a fulfilling job. This presentation explores the psychology of language learning and suggests ways in which English teachers can use the free Global Scale of English resources to set their learners up for success and build the confidence that will support them on their life-long learning journey.

BIODATA

Mike Mayor is Senior Director, Global Scale of English at Pearson. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move to the Global Scale of English in 2013. In this role, Mike works with coursebook and assessment teams to ensure that the Global Scale of English underpins all elements of the Pearson Connected English Learning Programme. Mike has a BA (Hons) in French Language and Literature and a Masters in English and Applied Linguistics from Cambridge University.

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