THE 10TH MELTA
INTERNATIONAL RESEARCH CONFERENCE IN ENGLISH LANGUAGE EDUCATION

MIRCELE ONLINE 2020

SATURDAY
7 NOVEMBER 2020

MINISTRY OF EDUCATION MALAYSIA
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MESSAGE FROM

DATUK DR. HABIBAH ABDUL RAHIM
DIRECTOR GENERAL OF EDUCATION MALAYSIA
MINISTRY OF EDUCATION MALAYSIA

Assalamualaikum Warahmatullahi Wabarakatuh dan Selamat Sejahtera.

It gives me great pleasure to congratulate The English Language Teaching Centre (ELTC), Ministry of Education Malaysia (MoE) and the Malaysian English Language Teaching Association (MELTA) for jointly organising the 10th MELTA International Research Conference in English Language Education 2020. The MoE is delighted to support all initiatives that aim to raise the quality and standards of English language education in this country through collaboration with the community and educational agencies. This conference is one such endeavour that brings together ELT researchers, practitioners, academics, teachers and student teachers to share findings from their research projects and promote practical and best practices related to the teaching and learning of English.

This conference foregrounds the importance of research in education. It aims to provide participants with a platform to discuss findings from their research projects with peers and experts who share a common interest in similar areas, and to provide feedback that will help participants reflect on and strengthen their teaching and learning practices.

The Ministry of Education is cognizant of the critical role that research plays in helping teachers improve their classroom practices. Research data also provides policy makers with a valid body of knowledge to make substantial and informed decisions regarding curriculum and assessment. It is therefore imperative that research activities take centre stage in all our educational reform projects.

I sincerely hope the participation of international experts in the field of English Language Education in this conference will further enable conference delegates to build networks of learning communities from across the globe. I also extend my congratulations to the MELTA Excellence in Research award recipients at this conference and hope that the outcomes of the conference will further promote research among educators.

Finally, I hope that the conference participants will continue to collaborate with each other beyond this conference and further promote and tap into the potential of research data in improving English language teaching and learning.

Datuk Dr. Habibah Abdul Rahim

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MESSAGE FROM

ASSOCIATE PROFESSOR DR RAMESH NAIR
PRESIDENT
MALAYSIAN ENGLISH LANGUAGE TEACHING ASSOCIATION

This year, the Malaysian English Language Teaching Association is organising its 10th MELTA International Research Conference in English Language Education (MIRCELE) online. It was indeed the limitations imposed by the COVID-19 global pandemic which made MELTA consider this online option. Rather than seeing this as a difficult decision made during challenging times, we have embraced the virtual world and are excited about the prospect of reaching out to a wider audience.

This past year has seen MELTA carry out a variety of online continuing professional development activities for its members and the wider community of English language teachers. So far, response has been very encouraging as all of us adapt to a new normal.

Unlike many other conferences, MIRCELE Online 2020 is unique because it not only brings together researchers and academics, but also welcome teachers and student teachers to deliberate on theoretical underpinnings and practical implications related to the teaching and learning of English. This is in line with MELTA's desire to ensure that its events impact classroom practices.

I would like to take this opportunity to congratulate MELTA's Research and Development Bureau for leading the organisation of MIRCELE Online 2020. MELTA would like to thank the English Language Teaching Centre of the Ministry of Education Malaysia for co-organising the conference with us. Finally, we would also like to thank Pearson for its partnership and continuous support of events which advances English Language Education.

I wish you all a very enjoyable conference.

Ramesh Nair

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FOREWORD BY
JOINT CHAIRS

Welcome to the 10th MELTA International Research Conference in English Language Education (10th MIRCELE 2020), jointly organised by the English Language Teaching Centre (ELTC), Ministry of Education Malaysia and MELTA. For the first time MIRCELE 2020 convenes virtually, in line with the new norm in the educational landscape. This online conference will feature a wide range of themes and topics of interest to the teaching and learning of the English language. As we move into a new norm, the field of teaching and learning of English continues to face new challenges. The new norm demands that teaching and learning practices leverage technology in creative ways and embrace the digital educational environment. Hence, it has become necessary that teachers upskill themselves on the use of technological tools and applications to efficiently deliver lessons via online modes.

At the other end of the spectrum, the pursuit for research remains significant as we draw on recommendations by reputable researchers to inform us on creative approaches in English Language education for a remote learning environment. The focus on self-directed learning and bringing classroom practices into the homes via technology-infused interactive pedagogies will provide more avenues for research sharing. We hope this will further motivate educators to take up ELE research, mainly in exploring creative teaching pedagogies and sharing evidence-based experiences at English Language conferences such as MIRCELE.

This year four Pre-Conference webinars were organised throughout October 2020 to kickstart the conference. We would like to gratefully thank everyone who has provided support in realising this conference. This would not have been made possible without the support from the Ministry of Education, Pearson Malaysia, presenters, and the ELT teaching fraternity.

Thank you for the unyielding support and we hope you will have a fruitful conference.

DR. PARAMASWARI JAGANATHAN
Director
Research and Publication Bureau
MELTA

DR. KALMINDERJIT KAUR
Deputy Director
English Language Teaching Centre
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PROGRAMME SCHEDULE

Time	Activity
8.00 a.m. - 8.30 a.m.	Log in/ Registration (Link will be provided)
8.30 a.m. - 9.00 a.m.	Welcome remark by Joint Chairs
9.00 a.m. - 9.45 a.m.	**Special Address and Opening** Director General of Education Malaysia Datuk Dr. Habibah Binti Abdul Rahim
9.50 a.m. - 10.30 a.m.	**Keynote** Professor Dr. Low Ee Ling (National Institute of Education, Singapore)
10.30 a.m. - 12.30 p.m.	**Parallel Session** Poster presentation and Interactive discussion
2.00 p.m. - 3.00 p.m.	**Plenary Presentation (1)** Assoc. Prof. Dr Troy McConachy (University of Warwick, U.K.)
3.00 p.m. - 4.00 p.m.	**Plenary Presentation (2)** Assoc. Prof. Dr Janet Scull (Monash University, Australia)
4.00 p.m.	Announcement of MELTA Excellence in Research Award winners Closing Remarks by MELTA President
4.30 p.m.	Conference ends

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• 81

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ABSTRACTS

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❖ **Ph.D Candidates**

❖ **Master's Students**

❖ **Teachers**

❖ **Teacher Trainees/ Undergraduates**

ABSTRACTS

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

Noraini Said & Khong See Moi

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

Key Words: TED talks videos, public speaking, case study

BIODATA

Noraini Said, PhD, is a Senior Lecturer at Universiti Malaysia Sabah. She has vast teaching experience at different educational settings: secondary school, teacher-training institution and Form 6 College. She is a passionate advocate of technology-based language learning.

Khong See Moi, , is a MUET teacher at Form 6 College in Tawau, Sabah. She has taught in several primary schools and also served as an English language lecturer in a teacher-training institution. She is a staunch advocate of innovation and creativity in teaching and learning.

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

Revathi Viswanathan

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

Key Words: Gamification, Digital tools, Teacher Training, Online teaching

BIODATA

Dr. Revathi Viswanathan, a former Professor & Head of English department at B.S.Abdur Rahman Crescent Institute of Science and Technology, is currently working as a freelance ELT Consultant and a Teacher Trainer. She has 26 years of teaching experience at the collegiate level.

ABSTRACTS

Relationship of Organizational Citizenship Behavior and Emotional Intelligence of EFL Teachers: Implications to Teaching Performance and Institutional Effectiveness

Joel C. Meniado

Many studies across the globe have investigated the antecedents, consequences, and relationships of organizational citizenship behaviors (OCBs) and emotional intelligence (EI) of workers in various contexts. However, no study on the same topic has been conducted in an English language teaching context where cultural diversity and uncertainties are rife. This study aimed to fill in this gap in OCB and EI literature by investigating the levels and relationship of OCB and EI of English as a foreign language teacher in Saudi Arabia. It also aimed to examine the degree of relationship of both variables. Using descriptive correlational research design, this study found that the EFL teachers had very high level of OCBs. Specifically, the findings revealed that the OCBs under altruism, civic virtue, and compliance dimensions were rated as very high while those under sportsmanship and courtesy were assessed as high. Findings also indicated that the EFL teachers had high level of EI. Lastly, the study proved that there is a significant, positive relationship between the respondents' organizational citizenship behaviors and emotional intelligence. Implications of these findings to teaching performance and institutional effectiveness are explored. The study concludes with practical suggestions on how to increase OCBs and EI in educational institutions.

Key Words: Organizational Citizenship Behavior, Emotional Intelligence, English as a Foreign Language, EFL Teachers, English Language Teaching in Saudi Arabia

BIODATA

Joel C. Meniado (PhD) is a teacher educator having served in Southeast Asia and the Middle East. He specializes in language and literacy education, educational leadership, and learning design. His research interests include exploring innovative ways in teaching English and using technologies to teach L2 skills and to assess language learning.

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

R.M. Sumudu Nisala Embogama

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

Key Words: English as a Second Language, situational motivation, performing arts, visual arts

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Sumudu Embogama is the Head of the English Language Teaching Unit of the Visual & Performing Arts, Sri Lanka. Embogama has a BA in English (Special), MA in English, MA in Linguistics and a PhD in Linguistics. Her research interests include Computer-Assisted Language Learning, Gender Studies, and L2 Learner Motivation.

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

Surindar Kaur

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

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

· **BIODATA** · · · · · · · · · · · · · · ·

Surindar Kaur is a lecturer at Universiti Tunku Abdul Rahman and is currently pursuing her PhD at University Malaya. She has spent more than 25 years in the education industry and therefore has the learning of the English language matters close to heart.

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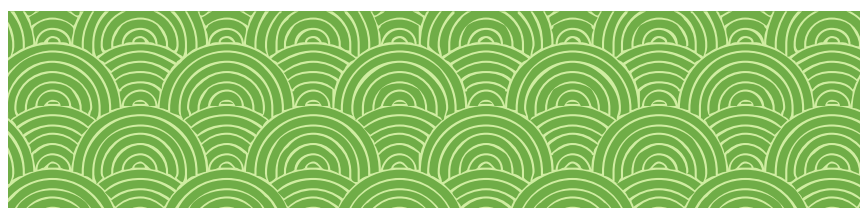
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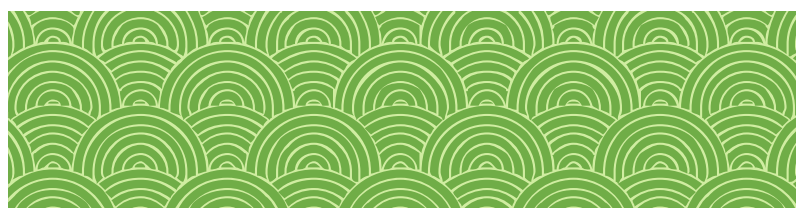
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ABSTRACTS

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

Kalai Vaani Rajandram

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

Key Words: Reading and Studying Literature, Malaysian Literature in English, Narrative Ethnography, Netnography

·············· BIODATA ··············

Kalai Vaani Rajandram completed her Ph.D at Taylor's University recently. Her research interests are in digital ethnography and in the present-day construction of gender, identity and culture through new literature in English.

The Effect Of Graphic Organizers and Instructional Scaffolding on Argumentative Writing Performance among TESL Undergraduates

Jayasri Lingaiah

The argumentative essay writing is a key skill for writing success in higher tertiary education but undergraduates were found to have difficulties writing an argumentative essay. More appropriate teaching methods and approaches can effect argumentative writing performance. The current study seeks to investigate the effectiveness of graphic organizers and instructional scaffolding on argumentative writing performance among 90 TESL undergraduates who were placed equally into three different groups namely 'Graphic Organizer with Instructional Scaffolding' (GOIS), 'Graphic Organizer without Instructional Scaffolding' (GONI) and 'No Graphic Organizer No Instructional Scaffolding' (NGNI). A quasi-experimental research using the pre-test and post-test design was employed. The quantitative data were gathered from the pre-test and post-test and video-recording and the qualitative data from the semi-structured interview. The one-way ANCOVA, percentages and the constant comparative approach were employed to analyse the quantitative and qualitative data. The results of the study indicated that the graphic organizers and instructional scaffolding are effective in enhancing argumentative writing performance among TESL undergraduates.

Key Words: graphic organizer, instructional scaffolding, argumentative essay writing, sociocultural theory

BIODATA

Jayasri Lingaiah (PhD) obtained a Bachelor degree in Teaching English as a Second Language (TESL) from the University Pendidikan Sultan Idris (UPSI), in 2003, and a Masters degree in Teaching English as a Second Language (TESL) from University Malaya (UM), in 2006. Subsequently she obtained her Ph.D. in Education from Open University Malaysia (OUM) in 2019. She started her teaching career in 1995 with the Ministry of Education Malaysia as a TESL teacher and is currently employed as a part time lecturer at UCSI University.

ABSTRACTS

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

Samah Yeslam

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

Key Words; lexical Stress, EFL Learners, L1 Transfer, Phonology

················· **BIODATA** ·················

Samah Yaslam is a Ph.D candidate at University Sains Malaysia. Her areas of interests are in language teaching, pronunciation and production of second language, phonology and phonetics.

ABSTRACTS

Written Languaging Effects of Written Corrective Feedback on Low Proficiency L2 Learners' Writing Accuracy

Sabariah Abd. Rahim

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

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

BIODATA

Sabariah Abd Rahim is a Ph.D. candidate at Universiti Sains Malaysia. Her areas of interests are in second language learning (SLL) and writing (SLW).

ABSTRACTS

An Empirical Study of ESP Learners' Experiences Using Edmodo in a Virtual Community of Practice

Jayanthi Muniandy

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

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

BIODATA

Jayanthi Muniandy teaches English language at University Sains Malaysia (USM). Currently, she is pursuing her Ph.D in USM. Her areas of interests are in ESP, educational technology, learning styles and strategies.

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ABSTRACTS

Investigating Mentor Teachers' Roles in Mentoring Pre-Service teachers in the Malaysian Context

Phang Biao Li, Badariah binti Sani & Nur Aizuri binti Md Azmin

This study looked into the mentor teachers' roles played when mentoring pre-service teachers in teaching practicum through the pre-service teachers and mentor teachers' perspectives using Hudson's Five Factor Mentoring Model. Using an explanatory sequential mixed method, this study recruited and distributed questionnaires to 250 English pre-service teachers and conducted interviews with 6 mentor teachers. Data was analysed using descriptive statistics, multiple regression, coding, and thematic analysis. Quantitative findings revealed that mentor teachers only played their role to a moderate extent, which was insufficient neither significant enough. Regression analysis showed the regression model fit the data but the variation were deemed insufficient. The qualitative findings showed mentor teachers shared many pedagogical knowledge and provided feedback, but certain roles were deemed unnecessary.

Key Words: Pre-service teacher, mentor teacher, teaching practicum, role.

····· **BIODATA** ·····

Phang Biao Li is undertaking his Masters degree at Universiti Tunku Abdul Rahman (UTAR), Kampar. His area of interest is in pre-service teachers' development during teaching practicum.

Badariah Binti Sani is a senior lecturer at Universiti Tunku Abdul Rahman (UTAR). She is Phang Biao Li's main supervisor in his postgraduate studies.

Nur Aizuri Binti Md Azmin is a lecturer at Universiti Tunku Abdul Rahman (UTAR), she is Phang Biao Li's co-supervisor in his postgraduate studies.

ABSTRACTS

Attributes of a Good Teacher: As Perceived by Digital Media Design Undergraduates and Teachers

Tan Chin Seng

A good teacher brings positive impacts on students' academic achievements. Yet, there is no single set of agreed-upon attributes of a good teacher because different stakeholders may have varying ideas concerning what makes a good teacher. This study was carried out to examine the perception of undergraduate students and teachers on the attributes of a good teacher. The study was conducted using mixed-methods research methodology and the data collected was analysed using Lowman's two-dimensional model of effective college teaching. The result shows that the teachers think a good teacher should be knowledgeable enough to offer effective education, concern about students' academic progression and help them to excel in their studies. However, students think a good teacher should respect their individuality, inspire and encourage them for further improvement as well as show interest in them. The subjectivity of perceptions has confirmed that the attributes of a good teacher must not be generalised.

Key Words: Good teachers, Lowman's two-Dimensional Model, effective college teaching, students' perceptions, attributes of good teachers

BIODATA

Tan Chin Seng is a Masters Degree (Education) graduate from Open University of Malaysia. He is currently teaching UX and UI design at a private tertiary institution. His areas of interests are in teaching methodologies, curriculum design, UX design, and qualitative research.

ABSTRACTS

Direct and Indirect Written Corrective Feedback Amongst ESL Learners: A Malaysian Tertiary Context

Tang Tuck Mun

This study aimed to explore the extent to which ESL learners' accuracy in past tense use improves as a result of direct and indirect written corrective feedback (WCF) and other factors that may contribute to ESL learners' accuracy in past tense use resulting from direct and indirect WCF. A mixed-method design was employed in this study. Quantitative data was collected using a pre-test, an immediate post-test, and a delayed post-test whilst qualitative data was collected via interviews. 80 undergraduates took part in this study, and they were divided into two treatment groups equally. Both groups were given direct and indirect WCF, respectively. The analysed quantitative data showed that the direct WCF group performed better than the indirect WCF group. As for the qualitative data, three main themes (factors) emerged from the thematic analysis. They were learners' attitudes towards the WCF provided, learners' thinking effort, and scaffolding. The study has arrived at two implications: methodological and pedagogical with a recommendation for further study in the Malaysian tertiary context.

Key Words: WCF, ESL, Malaysian tertiary context

BIODATA

Tang Tuck Mun has recently completed his Master of English as a Second Language studies at University of Malaya. He is currently teaching English language proficiency and communicative courses at the same university. He enjoys teaching and exploring how ESL learners acquire and learn the English language.

Effect of Creative Pedagogy-Based Workbook on Students' Language PRoficiency

Djet Mae Jao

This action research aimed to enhance the English language proficiency of the high school students in one private school in the Philippines by developing a Creative pedagogy-based workbook anchored on Task-based language teaching and Game-based learning. Using the ADDIE Instructional Design Model, the research conducted Needs Analysis of the 48 students and designed a workbook focusing on reading and grammar skills. The workbook was validated by experts and was used for one quarter. Findings showed that there was a significant improvement in the language proficiency of the respondents in the pretest-posttest comparison. The respondents evaluated the workbook to have communicative activities that promote active learning. The study concurred that Creative pedagogy can improve students' language proficiency.

Key Words: Creative pedagogy, game-based learning, task-based language learning

BIODATA

Djet Mae T. Jao is a faculty of Talisay City College where she teaches English as Second Language and other English related subjects. She obtained her Master Degree (English as Second Language) at University of the Philippines, Cebu. She's interested in researches that deal with Second Language Acquisition (SLA) and action research. Her research interest stems from her desire to understand more on the underlying reasons that influence language learning and acquisition.

Aesthetic Reading of English Literature Component Texts Through Reader Response Activities

Iadid Ashrai Hassannudin & Ravichandran Vengadasamy

This research is conducted to investigate the aesthetic reading process through Reader Response activities in reading Form 4 and Form 5 English Literature Component texts in a Malaysian secondary school. The study is expected to indicate whether the use of Reader Response Approach is effective and applicable in literature reading lessons. Many of the previous studies focused on using the approach to enhance students' literal comprehension to answer exam questions. Therefore, the current study aimed at the use of Reader Response Approach in instilling and inculcating the students' aesthetic reading which is integrated in English Literature Component Texts to enhance literary personal meaning-making transaction among secondary schools students. In fact, the research will assist the students to determine their aesthetic reading identity using Pike's Aesthetic Reading Identity Taxonomy (2003) which would enable the teachers to approach the literature reading lesson according to the variations in students' aesthetic identities. Hence, this mixed method research seeks to examine students' aesthetic reading identity through literature reading lesson observation, written responses and questionnaire. The findings revealed that the inclination of the aesthetic reading process using Reader Response activities had boosted personal meaning-making transactions of the students. This was reflected in the students' written responses as well as their preferred aesthetic reading identity in relating and responding to the literary text with their personal schemata and feeling. Regardless of students' proficiency, the engagement and enjoyment of reading literary texts can be improved using Reader Response activities in the aesthetic reading process to generate meaningful literary transactions. A major implication of this research is to assist teachers to provide opportunities for students to respond and relate to the literature reading lesson. Besides, it will improve their critical and creative thinking skills as well as develop their individual personality through the aesthetic values gained from the literary transaction.

Key Words: Aesthetic reading, aesthetic reading identity, personal meaning-making, aesthetic values, schemata

BIODATA

Iadid Ashrai is a Master of Arts in English Language Studies (ELS) graduate from the National University of Malaysia. His areas of interests are in Applied Linguistics, TESL, Literature, Reading and Discourse Analysis.

Ravichandran Vengadasamy (PhD) is a senior lecturer of Centre For Research in Language and Linguistics, Faculty of Social Sciences and Humanities at the National University of Malaysia. His expertise is in Stylistics, Malaysian Literature in English, Postcolonial Literature, Academic and Business Writing.

ABSTRACTS

The Use of Multisensory Techniques for a Malaysian Child with Dyslexia

Harmit Kaur & Dr Chew Shin Yi

The objective of this case study is to investigate the effectiveness of multisensory techniques (OG approach) in helping an eight-year-old bilingual child with dyslexia to improve her performance in English spelling. The effectiveness of multisensory techniques was measured using pre- and post-tests of Elementary Spelling Inventory (ESI), Developmental Spelling Assessment (DSA) and dictated sentences. In addition, an analysis of the participant`s written work three months before and after the remedial activities was conducted. The findings showed that the participant made improvement in her scores of the two spelling inventories (ESI & DSA) and dictated sentences. Further analysis also revealed that the participant has improved in 7 out of the 10 spelling features which were taught using multisensory techniques. The participant's knowledge of these spelling features was retained and found to be used correctly in her written work three months after the intervention was conducted.

Key Words: Dyslexia, multisensory techniques, OG approach, spelling difficulties

BIODATA

Harmit Kaur graduated with a B.Ed TESL degree from Management and Science University and obtained her Masters in English as a second language from University Malaya. Her research interests include language acquisition and learning disabilities.

Chew Shin Yi (PhD) is a senior lecturer at the Faculty of Languages and Linguistics, Universiti Malaya. She graduated with a B.Ed TESOL degree from University of Auckland, New Zealand and obtained her Ph.D from Universiti Malaya. Her research interests include language development, computer-mediated communication and computer-assisted language learning.

ABSTRACTS

Developing and Assessing Oral Fluency through Self Assessment and Reflective Practices Using VLOG Portfolio in an ESL Classroom

Asyraf Shuib & Lilliati Ismail

This study explored the potential of using video blogging portfolio or vlog portfolio to develop and assess speaking fluency among ESL learners at a higher learning institution in Malaysia. Specifically, the study investigated the extent that the vlog portfolio helped develop oral fluency through self-assessment, peer assessment and reflective practices. An exploratory single case study was employed, and a social media platform, Instagram, was utilised as the vlog portfolio to systematically compile learners' communicative activities. Vygotsky's Zone of Proximal Development Theory and Siemen's Theory of Connectivism underpin the study. Audio recordings of the participants' speaking tasks, field observations and a focus group interview were used to collect data. Fluency and pause rates were also measured. The findings showed that participants progressed in their speech fluency rates and learners were able to practice English extensively throughout the vlog portfolio project. Through peer-reviewing they were encouraged to self-assess and peer-assess their performances. It can be concluded that the vlog portfolio is beneficial as a learning and assessment tool as it adds novelty to instructional practices, and encourages scaffolding through self assessment, peer assessment and reflective practices. It also encourages active listening, helps learners improve on their fluency, and encourages learners to practice speaking using a social media platform.

Key Words: Speaking skills, video blogging, peer assessment, self assessment, reflective practices

BIODATA

Asyraf Shuib is a lecturer at Baling Community College, Kedah. He recently completed his M.Sc in Curriculum and Instruction at Universiti Putra Malaysia. He received his B.Ed in Teaching English as S econd Language (TESL) with a 1st class honours from Universiti Putra Malaysia. His research interests include instructional design in ESL, project based learning, and instructional media in language learning.

Lilliati Ismail is a Senior Lecturer at the Faculty of Educational Studies, Universiti Putra Malaysia (UPM). She holds a PhD in TESL from UPM, an M.Ed in TESL from Universiti Malaya, and a B.Ed (Hons) in Secondary Education and English Language Teaching from University of Exeter, UK. Her research interests include grammar instruction, task-based language teaching and teacher training.

ABSTRACTS

Exploring the Potential of Massively Multiplayer Online Role playing Games as a Means of Acquiring Vocabulary for ESL Learners

Rino Shafierul Azizie Shahrir & Ng Lee Luan

The study investigates the use of vocabulary learning strategies (VLS) in Massively Multiplayer Online Role Playing Games (MMORPG) among Malaysian ESL players. The data was obtained via a 12-hour online gameplay session of Guild Wars 2 among four Malaysian ESL players. A set of observational notes was also collected during the gameplay sessions to provide further information on the findings of this study. The outcome of the study revealed that the ESL players employed seven (7) different vocabulary learning strategies (VLS) during game-play sessions in accordance to Gu and Johnson's (1996) categorisation of vocabulary learning strategies, which are; metacognitive, cognitive, memory, and activation strategies. The strategies used are meaning-making, consultation, using online dictionary, word repetition, visual association, word comparison, and incorporating words with real-life contexts. The results are significant given the current pandemic situation as teaching and learning sessions beyond classroom will offer language instructors an additional avenue to incorporate game-related vocabulary learning strategies as a means for learners to enhance their vocabulary knowledge. Additionally, instructors will gain useful insights that relates to the effectiveness of online gaming implementation towards English language learning among ESL learners.

Key Words: Vocabulary Learning Strategies, MMORPG, Thematic Analysis, English as Second Language

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Rino Shafierul Azizie bin Shahrir Raghbir graduated with a Masters in English Language Studies from Universiti Malaya. He works as a research assistant for an interdisciplinary research project. His Masters' research was on how ESL gamers acquire English language vocabulary.

Ng Lee Luan (PhD) teaches postgraduate courses at the Faculty of Languages and Linguistics, Universiti Malaya. Her research interest includes computer-assisted language learning, online learning, and the use of computer-assisted qualitative data analysis system in research from various fields. She is also a certified trainer for NVivo.

ABSTRACTS

Web-based Applications Supporting English Language Education for Learners with Dyslexia: An Evaluative Toolkit

Salma Khan

Framing remedial instructions for learners with reading disability requires sagacious endeavours. Essentially, programs ought to run parallel to the individual need, which is often a challenging task. Assistive technology is the often sought solution in such a situation. A plethora of research is available regarding the use of technology for supporting English language education among dyslexic learners. Unfortunately, academics fall short in providing any comprehensive research with strong theoretical discourse. The present study is an attempt to fill this lacuna by providing a meticulous theoretical review and assessment of web-based applications available for English language education for dyslexic learners. This study aims at increasing awareness of the technological aid available for dyslexic learners in order to promote independent learning along with highlighting anomalies, if any, for refining them. Such a study would help English language educators in selecting web-based educational tools and drafting effective curriculum for dyslexic learners in a pedagogically sound way.

Key Words: Dyslexia, English Language Education, Assistive technology, independent language learning

BIODATA

Saima Khan holds a Masters degree with distinction (gold medalist) in English Language Teaching from Aligarh Muslim University, India. Her areas of research interests include educational technology, applied linguistics, and English literature. She is a member of ELTAI (an associate of IATEFL, UK).

ABSTRACTS

POSTER CODE **M10**

CATEGORY
MASTER'S

The Perceptions of Primary School ESL Pupils on the Learning of Spelling via Google Classroom

Emily Lau Yen Yen & Maslawati Mohamad

Learning to spell correctly is an important component in the learning of the English Language. However, primary school ESL pupils find that it is not easy to learn spelling through conventional methods in the classroom. In order to improve their ability to learn spelling, a new approach should be employed, parallel to Information and Communication Technology (ICT) in the 21st century learning. Coincidently the rise of the unprecedented Covid-19 pandemic resulted in a new norm of adopting online learning in the educational field. In light of this situation, this study examined the usage of Google Classroom to enhance the learning of spelling among primary school ESL pupils during Covid-19 pandemic. There were fifteen Year 4 ESL participants from a sub-urban, national primary school in Selangor who were purposively chosen to participate in this intervention. The pre and post-test scores were computed using SPSS Version 23 as the research instrument for data collection. Findings demonstrated improvement in the participants' achievement in their spelling of words after the intervention.

Key Words: Learning spelling, primary school ESL pupils, Information and Communication Technology, 21st century learning, Google Classroom

BIODATA

Emily Lau Yen Yen is a Masters Degree candidate at Universiti Kebangsaan Malaysia. Her area of interest is in the different aspects related to current issues in Teaching English as A Second Language.

Maslawati Mohamad is a senior lecturer at Universiti Kebangsaan Malaysia. Her area of interest is aspects related to current issues in Teaching English as A Second Language.

ABSTRACTS

The Effects Of Simulation Towards English Verbal Communication Skills Of Coaching Program Students

Tang Tsiao Yin & Assoc. Prof. Dr. Raja Nor Safinas binti Raja Harun

This study aimed to investigate the effects of simulation towards English verbal communication skills of coaching program students. This study was conducted on 58 semester 4 coaching students in a teacher education university in Perak. Data were collected through pre and post English verbal communication skills tests, semi-structured interview, observation, reflective journals and debriefing feedback forms. Six simulation interventions were carried out in six weeks. The results of the pre and post English verbal communication skills tests revealed that there was a significant difference $t(28)=11.499$, $p < .05$ in the English verbal communication skills of students involved in simulation technique. The responses from the semi-structured guided interview and debriefing feedback forms indicated that the students like simulation technique as they could practice English verbal communication in the real world coaching situations. Based on the findings of observation and reflective journals, it proved that the students' performance improved in each intervention. As a conclusion, simulation technique has improved the English verbal communication skills of the coaching program students especially in giving instructions in coaching.

Key Words: simulation, English verbal communication skills, Coaching program students

· · · · · · · · · · · · · · · **BIODATA** · · · · · · · · · · · · · · ·

Tang Tsiao Yin is a Master in Education (TESL) candidate at Sultan Idris Education University of Malaysia. Her areas of interests are in speaking skills, artificial intelligence, technology in English teaching, and TESL methodology.

Raja Nor Safinas Raja Harun is an associate professor at Sultan Idris Education University of Malaysia. Her areas of interests are in ESL teacher education, TESL methodology and classroom discourse.

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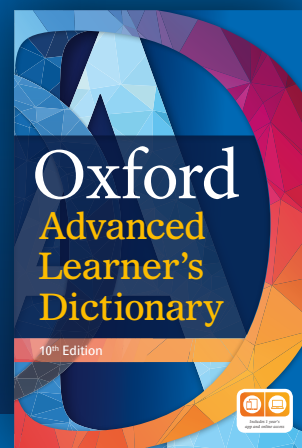
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ABSTRACTS

ELV-CAMP: English Language Virtual Classroom of Arts & Music Pedagogy for Meaningful, Memorable, Motivated Environment during COVID-19 Pandemic

Jen Renita binti Mappah

ELV-CAMP or known as English Language Virtual Classroom of Arts & Music Pedagogy is one of the innovative ideas on how to conduct an online learning during the Movement Control Order (MCO) of Covid-19 pandemic, which started in the middle of March, 2020. It is a classroom action research via narrative inquiry method conducted from 25 March until 14 April 2020. Due to the extended movement control by the government, many schools adopted online teaching methods and introduced online medium for exchanging of information. All on-site teaching and learning was called off and replaced with e-learning. To make learning accessible and to facilitate communication between teachers, parents, and learners, different online teaching platforms were utilized. The problems were no more face-to-face communication in a real classroom, problem in managing tasks for the pupils, and engaging pupils in a less motivated, meaningful and memorable environment. ELV-CAMP innovative idea is to create a motivated, meaningful and memorable virtual classroom environment via online learning with the use of simple technologies such as Whatsapp Group as Virtual Classroom, Padlet as Virtual Classroom Boards, QR Reader & QR Codes for different activities in a form of Project-Based-Learning approach for the Level 2 pupils. This method is one of the effective methods which can lead to a systematic online teaching approach for young learners especially in teaching different English language skills.

Keywords: Pandemic Pedagogy Covid-19, Online learning, Project-Based-Learning

BIODATA

Jen Renita Mappah is a primary school English teacher at Sekolah Kebangsaan Merotai Besar, Tawau, Sabah, Malaysia. Her areas of interests are in classroom action research of creative and innovative English pedagogy and teaching materials.

ABSTRACTS

KSSR Baby in a PBL Playpen: Impact and Effectiveness to Foster Critical Thinking and Communication

Sze Jin Chok

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

Key Words: CEFR, Project Based Learning, Critical Thinking, Communication

BIODATA

Sze Jin has 15 years of teaching experience as an English Language to primary and secondary school students. She is passionate in helping learners in the language production skills. She believes classroom learning will be more interesting when oral and written literacy is improved. Being a member of Toastmasters International, she also values leadership and communication development.

ABSTRACTS

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

Aishah bt Hj. Othman

This research was carried out in order to overcome the difficulties of the students in writing an application letter and curriculum vitae in accomplishing the 21st century learning strategy. This simulation learning is a task-based project known as Mock Interview. This research was carried out among 20 Semester 2 students of Form Six Centre, SMK Keladi. The process was about assisting students to write a letter of application and curriculum vitae using Google search engine, Google Classroom and Telegram Applications in discussing, completing and submitting the project. The study focused mainly on the instrumentation of a pre-test and post-test together with a survey in collecting quantitative data including the comparison of mean from overall results. Results from the survey distributed to the students showed that the main stream of the students had positive results following their usage of Google search engine, Google Classroom and Telegram Applications.

Key Words: Blended learning, Simulation learning, Google classroom, "PAK 21"

BIODATA

Aishah Hj Othman is A Form Six Academic Teacher at the Form Six Center, Keladi Secondary School, Kulim Kedah. Her area of interest is in production skills i.e. the teaching of Writing and Speaking for MUET learners. She has conducted various classroom action research to identify possible solutions for overcoming challenges in teaching intermediate and weak MUET students.

ABSTRACTS

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

Savina a/p A. Saiman

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

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

BIODATA

Savina A/P A.Saiman is teaching in SMK Sultan Idris Shah II, Gerik Perak. With extensive exposure in a challenging rural environment, she has successfully implemented various classroom management techniques using ICT and digital technologies and delivered engaging English language lessons.

ABSTRACTS

E-PALS: ALTERNATIVE TO PEN-PALS ACTIVITY

Hazwan bin Hamdan & Andrew Nash

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

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

BIODATA

Hazwan Hamdan is an English Language Teacher at Maahad Ehyak Dinniah Islamiah, Kg. Gajah, Perak.

ABSTRACTS

IMPROVING WRITING SKILLS THROUGH STAGES – ORIENTED READING PROJECT

Mohana Ram Murugiah

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

BIODATA

Mohana Ram Murugiah is an English Language Master Teacher, teaching at Methodist Girls' Secondary School, Ipoh, Malaysia. He holds a post – graduate degree in TESOL from the University of Nottingham. His journey of a thousand miles into teaching began 17 years ago and he wears multiple hats - as a teacher, debater, storyteller, materials writer and researcher. He is particularly interested in the description and teaching of creative writing and creative arts in language teaching.

ABSTRACTS

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

Shazlin Elaiza bt Lazim

The 21st century learning is inspired due to the abrupt changes taking place outside the classroom and learners must first know and be aware of their learning for successful learning to take place. In an ESL classroom in a kampung school, this is a big challenge.

To create meaningful learning in the classroom, a fraction language learning pedagogy can be exploited on; the experiential learning. Providing learners with experiences that they can value and reflect on is believed to be an essential part of learning.

An action research was carried out in a primary school in a remote area in Kedah to investigate pupils' knowledge retention on grammar and vocabulary when using Kolb's Learning Cycle through the reflective journal in their English classroom. In investigating pupils' response, pupils were divided into focus and treatment group. The data for this study was analysed based on formative tests and a reasonable escalation was observed in the performance of the treatment group.

Keywords: Reflective Journal, Knowledge Retention, Grammar and Vocabulary

BIODATA

Shazlin Elaiza is a primary school teacher with more than 10 years of teaching experience in rural areas. Her areas of interests are in reflective practice, pedagogy and ELT material development.

ABSTRACTS

AuLStra: Teaching on the Go, Learning on the Cloud

Chin Da a/p Bun Tiang

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

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

BIODATA

Chin Da a/p Bun Tiang is an English teacher at SJKC Yeok Chee, Baling, Kedah. Her areas of interests are authentic learning and cloud computing. She sees technology as an accelerator in driving pedagogy towards authentic learning.

FOODIE PROJECT: TRENDING AND REAL LIFE TASK IMPROVE PUPIL'S COMMUNICATIVE SKILLS IN ENGLISH

Nurul Salina bt Abdul

This paper reports on the Foodie Project, Lockdown Trending and Real Life Task Improves Pupil's Communicative skillsl using English. It main aims were to:

- empower pupils to choose their learning outcomes through project based learning,
- built confidence in speaking about their interest and current trends using English, and
- learn better in fun and interesting way.

The project was conducted during the Movement Control Order this year involving 30 Form one pupils in SMK Sepagaya Lahad Datu, Sabah. Data was collected through observation, self checklist, surveys and the outcome products of the project. The findings of the research indicated that, by designing and giving tasks which suit pupils' experiences and choosing a topic which is a current trending, have motivated pupils to perform and communicate using English. This kind of research also provides new insight for teachers as alternative method to teach English through online classes.

Keywords: Project based learning, speaking, writing, 21st century learning, authentic learning

BIODATA

Nurul Salina Hj Abdul is a teacher at SMK Sepagaya Lahad Datu Sabah. She has been teaching English language for 10 years. Her areas of interest are in ELT methodology and project-based learning. Visit her Facebook page 'English is Fun with Teacher Kiko' for more information on her projects.

ABSTRACTS

IMPROVING ESL LEARNERS' SPELLING THROUGH WITS STRATEGY

Khong See Moi & Noraini Said

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

BIODATA

Khong See Moi, is a MUET teacher at Form 6 College in Tawau, Sabah. She has taught in several primary schools and also served as an English language lecturer in a teacher-training institution. She is a staunch advocate of innovation and creativity in teaching and learning.

Noraini Said, PhD, is a Senior Lecturer at Universiti Malaysia Sabah. She has vast teaching experience at different educational settings: secondary school, teacher-training institution and Form 6 College. She is a passionate advocate of technology-based language learning.

ABSTRACTS

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

Deebamalar a/p Pandi

This research was carried out to increase the profeciency level on preposition among Form 4 students. The purpose and objective of this study is to help students to use correct preposition in constructing sentences. In addition, this study was also to identify the effectiveness of using home design apps to increase the proficiency level on prepositions. Observation and analysis of documents were used as the research instrument. Subject consisted of eighteen students. Data were analyzed using descriptive analysis (using percentage).

Reflective studies have shown that problems in understanding the use of each preposition. The Hands on Visual and 4Cs have helped the students to understand preposition and with the implementation of the 4Cs, the learning process created talented and creative students which is towards 21st century learning. The implications after using Hand on Visual and 4Cs is that the proficiency level on preposition increases based on the results taken from the post test.

Keywords: Hands on visual, 4Cs' and Prepositions

BIODATA

Deebamalar A/P Pandi is a Ph.D candidate at Sultan Idris Education University of Malaysia. Her areas of interest are in Teaching Pedagogy using Digital Ink and Creating Interesting Teaching Aids.

ABSTRACTS

The Effectiveness of Google Classroom in Secondary School for Lessons during Movement Control Order

Ong Ma Vin

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

Keywords: online learning, effectiveness, challenges

BIODATA

Ong Ma Vin is a secondary school English teacher at Sekolah Menengah Kebangsaan Teluk Kumbar which is located in Penang. With six years of teaching experience, he is eager to share ideas and gain new ones from fellow educators. His areas of interests are in reading and online learning.

ABSTRACTS

Using Siwri Kit To Help Level Two Pupils Write Simple Sentences In Five Basic Sentence Patterns

Nashiha binti Mad Jais & Mohamad Afiq bin Johari

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

Keywords: SiWri KIT, writing, five sentence patterns, action song

BIODATA

Nashiha Mad Jais is an English teacher at Sekolah Kebangsaan Kampung Simunul with three years of teaching experience.

Mohamad Afiq bin Johari is a teacher at Sekolah Kebangsaan Pulau Denawan with six years of teaching experience.

ABSTRACTS

Globetrotting: I Need a Seoul Mate

Ho Jia Yiing

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

Keywords: speaking skills, cultural exchange, virtual, public speaking

BIODATA

Ho Jia Yiing is an English language teacher at SMK Batu Lintang. She's passionate in project-based learning and Toastmastering, also known as public speaking. She holds on to the simple principle of 'Happy teacher, happy students; happy students, happy learning.'

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

Shee Yuen Ling

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

Keywords: Plickers, formative assessment, mobile device, remedial, QR smart ring

BIODATA

Shee Yuen Ling is an English language educator who believes to teach is to touch the souls of others.

ABSTRACTS

The Use Of Process-Based Approach To Enhance Descriptive Writing In ESL Secondary Classroom

Hii Wei Wei

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

Keywords: process wheel, process approach, descriptive writing, ESL classroom

BIODATA

Hii Wei Wei is an English teacher in SMK Bintulu, a sub-urban school in Sarawak. Her areas of interests are in writing and ESL material development.

Get Into The Game: Experiences Of Students On Using Online Games In Vocabulary Learning
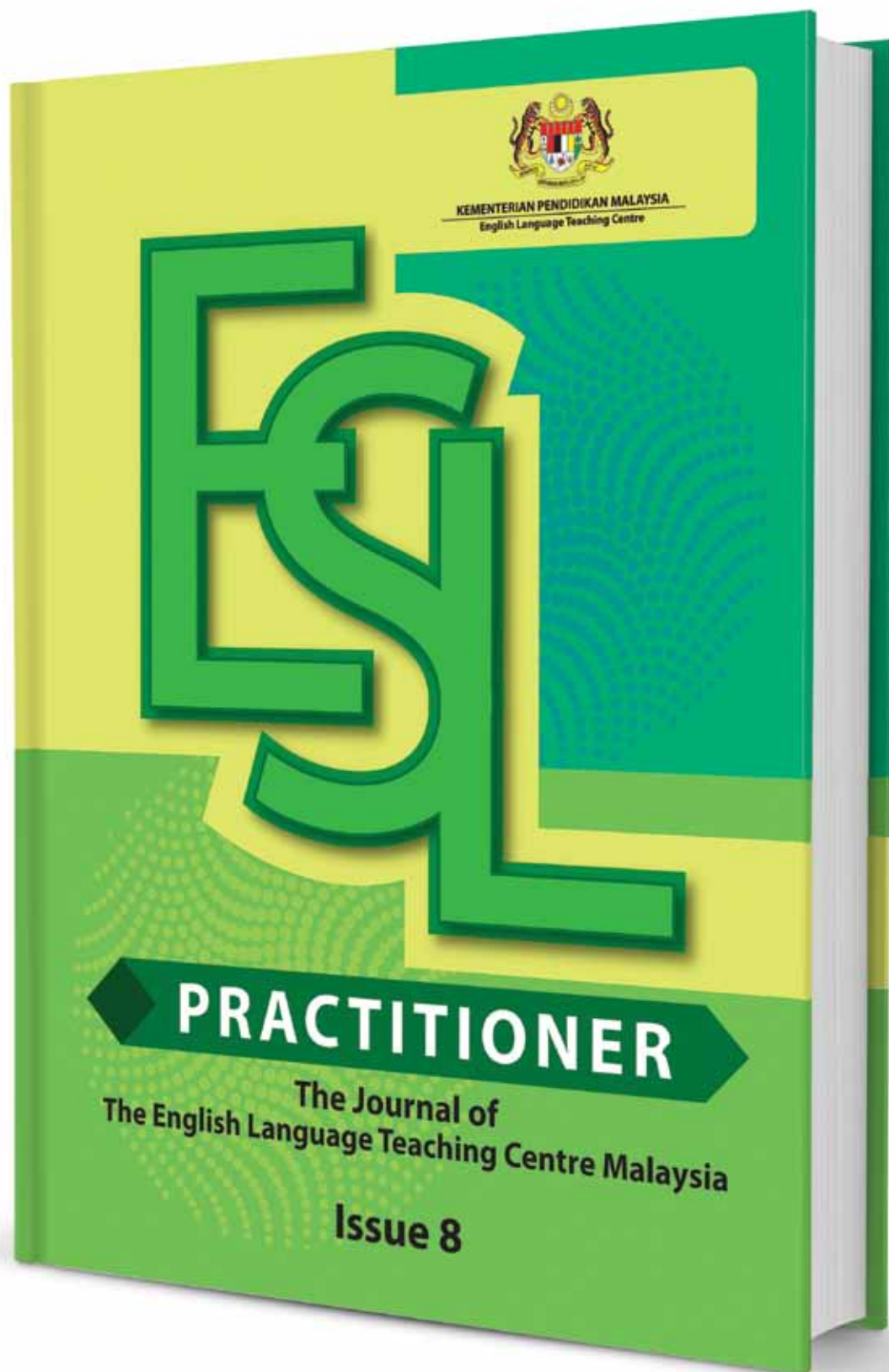
Cherryl L. Campos

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

Keywords: Online games; blended learning; vocabulary learning

BIODATA

Cherryl Campos is currently pursuing her Doctor of Philosophy in Curriculum and Instruction with Specialization on English Teaching Language at Angeles University Foundation, Philippines. She teaches grammar and phonology in separate lessons, focusing on creative writing and speaking features of the English language in the Senior High School in the Department of Education. Her interests are creating innovative strategies and techniques to enhance the four macro skills of the students. Her passion is to impart knowledge to students and mold them to become better individuals and equipped them to be globally competitive in the future.

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ABSTRACTS

Using English Speaking Activities to Encourage 21st Century Learning Skills.

Thashalini Sanjilatheeban & Sumathi Renganathan

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

Key Words: 21st century learning skills, speaking, role-play, ESL skills

BIODATA

Thashalini Sanjilatheeban is a final year undergraduate student pursuing a BA in English Education at Universiti Tunku Abdul Rahman (UTAR), Kampar. Teaching has always been her passion and she considers English to be her forte. She is most interested in the development of speaking skills because she strongly believes that second language learners cannot attain much without being competent in their English language speaking skills.

Sumathi Renganathan is an Assistant Professor at Universiti Tunku Abdul Rahman (UTAR), Kampar. She obtained her PhD in education from King's College London (2005). Her research interests include indigenous education, literacy and schooling practices of the minority, rural educational issues and qualitative research methodology.

ABSTRACTS

The Use of Interactive Learning Tools in Promoting Independent Learning Among Young Learners

Adelaide Woo & Lim Seong Pek

The coronavirus (Covid19) pandemic has changed the way we teach and how learners learn today. This involves moving from conventional classroom teaching to online learning. This has increased the needs for learners to be independent by learning at their own pace. Independent learning is flexible and could be done anywhere. Leaners are able to learn from various resources with just a single click. This allows learners the freedom to acquire knowledge on their own. This study was carried out to distinguish how interactive learning tools affect learners' independent learning. A survey was administered after a series of online meetings with the respective respondents. Results showed that the use of interactive learning tools created an engaging environment for language learning in a fun and non-stressful manner. Interactive learning tools prepare learners to be more active and to take responsibility for their own learning.

Key Words: Interactive, Independent, Engagement

BIODATA

Adelaide Woo, graduated in Diploma in TESL and is currently completing her B.Ed. (Hons.) in TESL at UNISEL. Her research interest involves looking at Games in Education and Interactive Learning in Primary School.

Lim Seong Pek is a Doctor of Education (Ed.D) candidate. He graduated with a Master of Education in TESL, from UM in 2012. He is currently a lecturer in the Faculty of Education and Social Sciences, UNISEL. His research focuses on Trend Study and Writing Development.

ABSTRACTS

Title Of Presentation: The Use Of ICT Tools as a Part of 21st Century Education Among Pre-Service Teachers

Farah Hannan & Ho Theen Theen

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

Key Words: ICT tools, 21st Century Education, primary ESL classrooms, pre-service teachers, 21st Century Skills incorporation

BIODATA

Farah Hannan binti Mohamad Zamri is an aspiring student teacher at IPGK Tun Abdul Razak. She has a curious mind with a keen interest in the educational field, with the hope that she can contribute directly to the betterment of the Malaysian education system.

Ho Theen Theen (PhD) is a senior academic lecturer at IPGK Tun Abdul Razak, Samarahan, Sarawak. Her area of expertise is Systemic-Functional Linguistics. Her research interest lies mainly in ELT Methodology and teacher training, particularly the teaching of grammar, as well as Malaysian English from a linguistic perspective.

Learners Motivation in English Language Learning Through Analogue Gamification in Local Primary Schools

Yugeshineey Subba Rao & Rita Wong Mee Mee

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

Key Words: Gamification, Engagement, Motivation

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Yugeshineey Subba Rao, graduated in Diploma in TESL and is currently completing her B.Ed. (Hons.) in TESL at UNISEL. Her research interest involves Gamification and Game-Based Learning in Primary School.

Rita Wong Mee Mee is a Doctor of Education (Ed.D) candidate. She graduated with a Master of Education in TESL, from UM in 2012. She is currently a lecturer in the Faculty of Education and Social Sciences, UNISEL. Her research interests include Game-Based Learning and Materials Design.

ABSTRACTS

Teacher-Trainees' Experiences and Challenges in Using Language Games to Teach English

Yuuvatra Maniselvan & Sumathi Renganathan

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

Key Words: language games, game-based, teacher-trainees, ESL

BIODATA

Yuuvatra Mani Selvan is a final year Bachelor of Arts (Hons) in English Education undergraduate at Universiti Tunku Abdul Rahman (UTAR) Kampar Campus, Malaysia.

Sumathi Renganathan is an Assistant Professor at Universiti Tunku Abdul Rahman (UTAR), Kampar. She obtained her PhD in education from King's College London (2005). Her research interests include indigenous education, literacy and schooling practices of the minority, rural educational issues and qualitative research methodology

ABSTRACTS

POSTER CODE **U6**

CATEGORY
TEACHER TRAINEES/UNDERGRADUATES

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

Shurren Nathan & Sumathi Renganathan

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

Key Words: rural school, teaching English, teacher-trainee, self-reflection

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Shurren Nathan is currently a final year student in Universiti Tunku Abdul Rahman (UTAR), Kampar, where he is pursuing a degree in English Education. Having served in a rural school during his practicum, he has developed a passion in teaching students from rural communites.

Sumathi Renganathan is an Assistant Professor at Universiti Tunku Abdul Rahman (UTAR), Kampar. She obtained her PhD in education from King's College London (2005). Her research interests include indigenous education, literacy and schooling practices of the minority, rural educational issues and qualitative research methodology

POSTER CODE **U7**

CATEGORY
TEACHER TRAINEES/UNDERGRADUATES

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

Violeta N Bacsa

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

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

BIODATA

Violeta N. Bacsa is a Ph.D student at the Angeles University Foundation in the Philippines. Her area of interest is reading, continuous professional development and in advancement in the use of technology in the teaching and learning of ESL.

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