



**Malaysian English
Language Teaching
Association**

**ANNUAL
2020**

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MESSAGE

Datuk Dr. Habibah Abdul Rahim

Director General of Education Malaysia

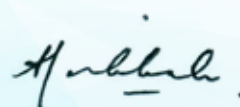
Ministry of Education Malaysia

I am very encouraged that the Malaysian English Language Teaching Association (MELTA) continues to work with the Ministry of Education Malaysia in realising our shared vision of advancing English language education in the country.

We priorities access to quality education for all and are committed in ensuring that our students are proficient in both Bahasa Melayu and the English language, and encouraged to learn an additional language. Towards this goal, we have always strived to invest in our teachers through various continuous professional development programmes, and I am very please to note that MELTA plays a significant role in supporting the professional development of our English language teachers. It is vital educators keep revisiting and innovating their pedagogy, methodologies and collaborative practices in line with transformation in education. This is particularly important in the context of 21st century education where teachers are required to develop world-class capabilities to facilitate desired student outcomes. In order to remain relevant and productive, it is important for English language practitioners to keep abreast with developments in their areas of expertise so that they may positively impact English language education in the country.

It is the hope of the Ministry that agencies such as MELTA will continue the good work it has been doing and serve its role as a key national organisation that responds to the needs of the nation.

I take this opportunity to congratulate MELTA on its publication of the *MELTA Annual 2020* document which serves to enlighten readers about the association and provides a platform for practioners to present their thoughts on the teaching and learning of English.



Datuk Dr. Habibah Abdul Rahim



Assoc. Professor Dr Ramesh Nair
President
Malaysian English Language Teaching Association

MESSAGE

With its roots in a humble newsletter which was printed and mailed to association members decades ago, the *MELTA Annual* has been in continuous publication for several decades now. Today, the *MELTA Annual* has evolved to serve as a key publication which provides documentary evidence about the association, succinctly capturing the essence of what we are all about.

Within the pages of this publication, you will learn more about MELTA and our aspirations for advancing English language education. The publication also offers space for teacher narratives, reflecting the association's belief that the voices of English language classroom practitioners are important. After all, our teachers play a pivotal role in translating national aspirations into action.

As we approach the end of a year which has challenged us all, the publication of the *MELTA Annual* is testament that we are committed to finding ways of supporting the continuing professional development of our members and wider community of English language teachers, as well as engaging with partners. I would like to congratulate MELTA's Publications Bureau for the *MELTA Annual 2020*.

Happy reading and we look forward to your contributions in our next MELTA Annual.

Thank you.



Dr. Ramesh Nair

GET TO KNOW MELTA



WE ARE MELTA





Malaysian English Language Teaching Association: An Expanding Ecosystem

Learner Development

- WWW & PBL
- CHILD, Seminars & Workshops
- MISICC

Teacher Development

- Chapter Activities
- ELT Network
- Conferences
- Certification, Endorsement & Training (CET)

Partnership

- International – Institutions & Associations
- National – Institutions & Corporations
- MOE
- Consultancy
- Projects

Research & Scholarship

- ELT Publications
- Accreditation
- Journals
- MIRCELE
- MELTA Annual

Social Responsibility

- MELT-A-HEART



GET TO KNOW US

MELTA was formed in 1958, as a voluntary association that are managed completely by Malaysian English language education professionals. The association consists of fifteen members from various education institutions such as schools, Ministry of Education Malaysia, teacher education institutions, corporate organisations and higher education institutions. Over the years, MELTA has grown tremendously, realising its mission and vision goals through various activities. This is clearly illustrated in the MELTA professional practice ecosystem using a pentagon – a five-sided figure where each side is a base for MELTA's five main trusts or activities.

● TEACHER DEVELOPMENT

This is the founding mission of MELTA and still remains as one of the primary agenda of the organisation. As the only national professional English language education organisation, MELTA assumes the responsibility of being the centre for professional expertise and practice. It is a non-partisan organisation that is open to work with all national and international experts to promote and develop high quality professional practice among English language educators. Activities and entities that drive this agenda include the following:

The MELTA Chapters

The MELTA Chapter initiative was launched in 2000. The goal of the MELTA Chapter is to support the creation of local teacher networks with the aim of empowering educators to take control of managing their own needs, using expertise and resources available locally, and through collaborations with other Chapters.

MELTA Chapters run regular seminars, workshops, conferences and other activities as face-to-face sessions or digitally. MELTA Chapters are currently established in Penang, Perak, Kuala Lumpur, Melaka, Negeri Sembilan, Johor, Pahang, Terengganu, Kelantan, Sabah and Sarawak.



English Language Teacher Network

The ELT Network originated from the MELTA Special Interest Groups. The MELTA ELT Network (MELTN) aims to connect teachers with similar areas of interest or stages of career development within Malaysia and regionally. One of the very active groups in the MELTN is the early career teacher network which carries out online and offline regular professional development and community engagement activities. The next phase of development for the MELTN is its plans to expand the network to the ASEAN region.

MELTA Conferences

MELTA currently runs two international conferences each year.

MELTA International Conference

The first is its flagship, the MELTA International Conference is currently in its 28th year of running. In earlier years, MELTA used to organise close to four international conferences in a year but has now chosen to do a single conference each year. The MELTA International conference moves to a different state in Malaysia each year. This is to ensure Malaysian educators from all localities get the opportunity to participate in an international conference, affordably.



The conference has become internationally recognised with strong local and international followers. Participation in the MELTA conference ranges from 500 to 900 each year with around 40 per cent of the delegates comprising internationals from 25 to 30 countries. The MELTA International unlike most conferences, offers a range of academic and professional development activities for educators and also provides activities for students as well. The International conference is also a venue where numerous competitions are held and awards are presented. These include awards for:

Organisations

- The Raja Zarith Award for CSR in English Language Education

Teachers

- The MELTA-Hyacinth Gaudart Award for Outstanding Achievements in English Language Education
- The MELTA-Basil Wijasuriya Award for Best Teacher Presenters at the conference
- The MELTA-Malachi Edwin Vethamani Creative Teacher Showcase Award
- The MELTA Creative Student Teacher Showcase Award
- The MELTA Creative Higher Education Teacher Showcase Award

Students

- The MELTA – Oxford Fajar Way With Words Competition Award
- The MELTA President Project-Based Learning Competition and Award
- The MELTA – Mind Academy Creative Student Award

Schools

- The MELT-A-HEART Book Awards



The MELTA International Conference on Research in English Language Education (MIRCELE)

MIRCELE is convening the conference for the tenth year. The original aim of the conference was to promote and encourage quality research among postgraduate students in Malaysia. By the third conference, the scope of the conference had expanded to include student teachers, postgraduate students, teachers and higher education academics. The conference became international to allow for wider benchmarking of research quality. The one-day conference is run using a unique format of a competition showcasing and defending participants' research. There are five categories in the competition:

- Teacher Trainers/Academics
- Ph.D Candidates
- Master's Students
- Teachers
- Teacher Trainees/Undergraduates

The event is conducted in two rounds. Round one is the poster session and competition. All posters are judged by a panel expert judges. Judges shortlist up to five quality research for Round Two. Round Two involves the shortlisted researchers making an oral presentation and a viva voce-like defence of their studies. The judges will select high quality research in each category for the Gold, Silver and Bronze awards.

Certification, Endorsement and Training

This component is a restructured and updated version of some of MELTA's earlier activities. Over the last five years, MELTA has been engaged in quality assurance and endorsement in both private and corporate English language and teacher education programmes. MELTA has also been involved in undertaking customised training programmes for public and private school teachers as well as students based on their needs. In 2019, MELTA launched an initiative to develop its own teacher training certificates for pre- and in-service teachers who are keen to acquire or upgrade their teaching competence and knowledge.





● LEARNER DEVELOPMENT

This mission was incorporated into the MELTA's goals in the late 1990s. This meant that apart from teacher development work, MELTA would devise and actively involve itself in a range of activities that support teachers and schools in developing the English language proficiency of learners.

Workshops and Seminars

MELTA runs workshops and seminars for students based on requests from schools, teachers or institutions of higher education. MELTA does not offer off-the-shelf programmes.

Camps (CHILD)

MELTA organises camps for students in collaboration with schools or districts. These camps are aimed in providing an environment for students to develop a love for the English language using fun-filled activities. The camps also focus on developing overall learner motivation and positive attitude towards studies and schooling.



Way With Words (WWW)

WWW is a competition conceptualised and organised by MELTA. It is a fun-filled event that is open to teams of three students competing over several rounds to decide the winners. Each round assesses different language abilities which includes spelling, word play, collocation, sentence construction and others. MELTA runs two completions each year for upper primary and lower secondary students. However, adapted versions of WWW have also been organised for college and polytechnic students. Winning teams are awarded with certificates and cash prizes.





Project-Based Learning

The activity was launched in 2019. The focus is to allow students to showcase, explain and defend projects that they have undertaken in schools. PBL is about students and their learning by making connections between classroom learning and the real world. This activity is designed to gauge students' ability to take initiative, solve problems and communicate ideas. Winning projects are awarded with certificates and cash prizes



The Malaysian International Students Innovation and Creativity Challenge (MISSIC)

The MISICC is the latest formulation from MELTA with the inaugural challenge scheduled for April 2020. The focus of this activity is to promote, nurture and recognise innovative and creative ideas among young people. The challenge comprises three categories—university, secondary and primary. Winners are awarded with certificates and cash prizes.



RESEARCH AND SCHOLARSHIP

The research and scholarship dimension of the MELTA profile is an expansion of early activities that focused on MELTA's first journal, *The English Teacher* and quarterly newsletters. The expansion exemplifies MELTA's goal of being a centre for excellence for ELT research and scholarship. The activities in this area are briefly described below.

ELT Publications

MELTA has two ELT series to its name. The first is called the MELTA-Sasbadi ELT series. To date, this series has over twenty book volumes. The goal of this series is to provide an avenue for Malaysian ELT professionals to publish authored or edited volumes based on research or pedagogical practice.

The second ELT publication is called the USM-MELTA ELT in Southeast Asia series. The focus of this series is to encourage collaboration between ELT professionals in Southeast Asia. A condition for this publication is that at least one of the writers or editors must be from another Southeast Asian country. This series enables writers or editors to carry out comparative studies and showcase how particular ELT-related issues or problems are managed in Southeast Asian countries.

Accreditation

Another activity with this dimension is quality assurance and accreditation of commercial products and programmes. MELTA is usually commissioned by corporate organisations to carry out assessments of their products or services and offer audit reports for improvements. Once the improvements are undertaken satisfactorily, the products or services may be accorded the MELTA accreditation or endorsement.

Journals

MELTA publishes two journals comprising four volumes each year. *The English Teacher* is among the oldest ELT journals in the country and is a rich resource of ELT literature on Malaysia and the region. This journal largely focuses on classroom practice. This journal is indexed in MYCITE and the ASEAN citation index.



The second MELTA journal is called *The Malaysian Journal of ELT Research*. The focus of this journal is the publication of research articles. The journal is indexed in MYCITE.

The MELTA Annual

The MELTA Annual is an annual publication that highlights the transformations and activities of the organisation. It captures and archives experiences of ELT practitioners and researchers in Malaysia. This publication represents MELTA and reflects the impact the organisation has made each year.

International Conference Grants

MELTA offers international conference grants to Malaysian ELT professionals. Interested professionals can apply for the grant by submitting a proposal for screening and selection. This programme allows grant winners to attend a choice of international conferences in Thailand, Indonesia, India, Sri Lanka, Bangladesh, Cambodia, Hong Kong, Taiwan, Mongolia, South Korea, Japan, Brunei and the Philippines.



◎ PARTNERSHIPS

One of the main reasons for MELTA's resilience and sustainability as an ELT organisation for 62 years, is its strategy of engaging in strategic partnerships. The MELTA partnership agenda is categorised into national and international partnerships.

National Partnership

MELTA has a range of public and private partners. The Ministry of Education, Malaysia has been a consistent supporter and contributor to all MELTA activities

since its inception. Other public partners include state governments, public schools and higher education institutions. MELTA also works in partnership with government-linked companies and agencies.

International Partnership

MELTA has reciprocal agreements to support cross-national professional development and research with the following 15 international organisations.

- Thailand TESOL
- TEFLIN Indonesia
- ELTAI India
- IFT Sri Lanka
- BELTA Bangladesh
- CamTESOL, Cambodia
- ELTAM, Mongolia
- KATE, South Korea
- KOTESOL, South Korea
- ETA-ROC, Taiwan
- HAAL, Hong Kong
- JACET, Japan
- JALT, Japan
- PALT, Philippines
- BELTA, Brunei Darussalam

◎ SOCIAL RESPONSIBILITY

The last but not least among MELTA's trust is the work that it undertakes in the area of social responsibility. Under the banner of MELT-A-HEART, MELTA's social responsibility initiatives include tuition for underprivileged children, and an initiative to set up libraries and reading corners in rural primary schools in underprivileged communities. To date, MELTA has contributed to the establishment and enhancement of libraries and reading corners in over 40 schools throughout Malaysia.

Each year, MELTA reviews its vision, mission, strategies and activities. The goal is to engage in a continuous development cycle to review, enhance and upgrade MELTA engagements and contributions, to ensure that the efforts and initiatives sown by MELTA members and volunteers will have ever-widening outreach and more significant impact. Like the waves that shape the landscape of the world, MELTA aspires to achieve landmark impact on the ELT landscape of Malaysia and the region.



VISION

To be a leader among English language education organisations contributing to the quality of English language education and high standard of English in Malaysia and internationally.

MELTA LOGO



MELTA is the acronym for the Malaysian English Language Teaching Association.

The Stylised 'M' is a symbolic representation of the 'M' in MELTA. It is stylised to demonstrate that MELTA is a flexible and dynamic organisation. The 'M' breaks the boundaries of the rectangular blue box to show that MELTA and Malaysian teachers need to work both within and outside the box to achieve greater success. It also suggests that there should be no limits to education and learning.

The Rectangular Box represents the conventional world of education and language use.

Royal blue is the MELTA colour and has been used in its logo since the establishment of the organisation. It represents resilience, depth and stability in education and learning.

The colour white represents the notion of tabula rasa in education. It reflects the purity of the learner and the act of learning.

MISSION

To be the centre for professional expertise and standards in English language education and programmes, teaching and learning material and practices, community outreach projects, and national and international collaboration aimed at creating a powerful and positive education ecosystem.



TEACHER DEVELOPMENT

Teacher development covers a wide spectrum of activities from conferences to trainings, workshops and seminars on professional development or upskilling for English Language educators in line with the Education philosophy. MELTA is the only national professional English language education organisation and assumes the responsibility of being the centre for professional expertise and practice. MELTA has been and will always be the centre for professional ESL expertise and practice. Educators and teachers in schools get the opportunities to share and present their work or best practices at the English platforms set-up by MELTA through the MELTA chapters, English Language Teacher Network and national and international conferences.

- Chapters Activities
- ELT Network
- Conference
- Certification, Endorsement & Training (CET)

MELTA CHAPTERS

CONNECTING TEACHERS WITH CREATIVITY



**MELTA Chapters
are here to serve
the nation**





MELTA Penang Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltapenang@gmail.com



Malaysian English Language Teaching Association
<http://www.melta.org.my>



MELTA Perak Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltaperakchapter@gmail.com



Malaysian English Language Teaching Association
<http://www.melta.org.my>



MELTA KL Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltaklchapter@gmail.com



Malaysian English Language Teaching Association
<http://www.melta.org.my>



MELTA Melaka Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltamelakachapter@gmail.com



Malaysian English Language Teaching Association
<http://www.melta.org.my>





MELTA Kuantan Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltaktchapter@gmail.com

Malaysian English Language Teaching Association

<http://www.melta.org.my>



MELTA Terengganu Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltaterengganu@gmail.com

Malaysian English Language Teaching Association

<http://www.melta.org.my>



MELTA Sandakan Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltasandakan@gmail.com

Malaysian English Language Teaching Association

<http://www.melta.org.my>



MELTA Tawau Chapter

Be part of Continuing Professional Development activities organised by MELTA Chapters nearest to you

Contact us at meltatawausabah@gmail.com

Malaysian English Language Teaching Association

<http://www.melta.org.my>

SHAKESPEARE DAY, 13 February 2020



To inspire student teachers on Shakespeare's work, MELTA PENANG Chapter organised a one day Shakespeare Day at Actor's Studio @ PenangPac. This aim of this event was to bring Shakespeare to life for student teachers in Penang. The event kicked off with the student teachers and English language lecturers watching "A MIDSUMMER NIGHT'S DREAM" performed by the KL Shakespeare Players. The brilliant play was directed by Lim Kien Lee. A workshop on stagecraft in drama was held in the afternoon.



MELTA Perak Chapter

Project Name

*Sharing best practice for English language teaching:
A workshop for teachers*

On 12th October 2019, "Sharing best practice for English language teaching: A workshop for teachers" was carried out in Universiti Teknologi PETRONAS (UTP), Seri Iskandar, with UTP and Jabatan Pendidikan Negeri Perak as partners and collaborators. 34 primary school teachers from Perak Tengah, Kinta Utara and Kinta Selatan together with four lecturers from Quest International University (QIU) and one lecturer from UTP attended the workshop.

WHAT WE LIKE ABOUT THE WORKSHOP

- Smooth-going event
- Conducive venue
- Experienced speaker who gave lots of valuable input
- Meeting old friends and lecturers
- The activities, methods and assessments
- Hands-on activity
- Interesting presentation
- Duration of event is short
- Diamante poem session / Poetree
- Group activities / discussion
- WALT & C3B4Me
- The Coffee Klatch
- The suggested classroom activities

WHAT WE HAVE LEARNT

- Problems/challenges that we are facing in school regarding English language
- The solution towards those problems
- Views of educations from different levels: school, colleges, university
- Formative & Summative Assessment
- How to apply formative assessments through language activities
- Various learning processes
- Simple approach of teaching: ample wait time, using gestures
- Teaching from easy to difficult good and interesting way of assessment
- Fun activity and assessment
- Tangram
- Perspective sharing
- Deliberate practice

IDEAS AND SUGGESTIONS FROM PARTICIPANTS

- Make this event on weekdays
- More fun/hands-on activities
- More group activities
- More participants
- Involve more schools
- Allocate more time / have longer sessions
- Have more topics
- Focus more on assessment
- More next year!



Participants of "Sharing best practice for English language teaching: A workshop for teachers"
(committee members are seated and wearing tags)



The committee continues to work towards the Chapter vision and looks forward to more activities in 2020.



Perak MELTA Chapter
May 2020



MELTA KL CHAPTER presents

RISING TO THE CHALLENGE!

Teaching and learning
during MCO

MONDAY
11 MAY 2020
10AM - 12PM

CATCH OUR NARRATIVES OF CHANGE
FROM FACE TO FACE....
INTO THE UNKNOWN

MODERATOR



GLADYS KOSHY

PRESENTERS



EUGENE MARK
MORIAS



DR TEH PEI
LING



LI SHEAU
JUN



TAN SIOK
LEH



MICHELLE
LIM



DR GRACE
LIM



JOIN THE GOOGLE MEET AT

<https://meet.google.com/eur-ukyh-phd>

*LIMITED TO 250 PARTICIPANTS

2019 in Review

28th MELTA International Conference







LEARNER DEVELOPMENT

Learner development aims at developing the English language skills in the ESL learners. Besides teacher development, learners who are students will be given opportunities to participate in MELTA activities such as workshops, seminars, language camps (CHILD), Way with Words (WWW) and Problem-Based Learning (PBL) competitions. These activities which fully support teachers, schools and institutions of higher education are aimed at improving language skills and proficiency among students. A new competition, the Malaysian International Students Innovation and Creativity Challenge (MISSIC) will be introduced in April 2020.

- Way With Words (WWW)
- Project-Based Learning
- CHILD

Learner Development

Supporting teachers and schools in developing the English language proficiency of learners is also one of the main agendas in MELTA. This means that MELTA does organise activities for learners in schools.

WORKSHOPS AND SEMINARS

MELTA offers and runs workshops and seminars for pupils based on requests from government and private schools, teachers or institutions of higher education. These workshops and seminars mainly target at improving the level of proficiency in English among the learners of ELT.

WAY WITH WORDS COMPETITION (WWW)

WWW competition was conceptualised by MELTA. This event targets at primary and secondary school pupils, they form in teams of three pupils. It is a fun-filled competition to witness pupils competing over several rounds to decide the winners. Basically, there are three rounds in each category (primary and secondary category). Each round comprises spelling, word play, collocation, sentence construction and others. However, adapted versions of WWW competition have also been organised for college and polytechnic students. These winning teams are awarded with certificates and cash prizes.

PROJECT-BASED LEARNING (PBL)

PBL was conceptualised and launched in the year 2019. It focuses on pupils and their learning. Through PBL, pupils learn to take charge of their learning by making personal connection to real-world issues and practices. They learn to identify problem and plan for a solution. Once they have done, they will showcase, explain and defend projects that they have undertaken in schools. This activity is designed to gauge students' ability to take initiative, solve problems and communicate ideas. Pupils are engaged in deep learning that is empowering and sustainable. The winners for PBL are awarded with certificates and cash prizes.

CHILD

MELTA organises English learning camps for pupils in collaboration with schools or education districts. The objective of these camps is aimed at providing an environment for pupils to love learning English. It is an opportunity for pupils to explore more English fun-filled activities. The camps also focus on developing overall personal well-being of the pupils.





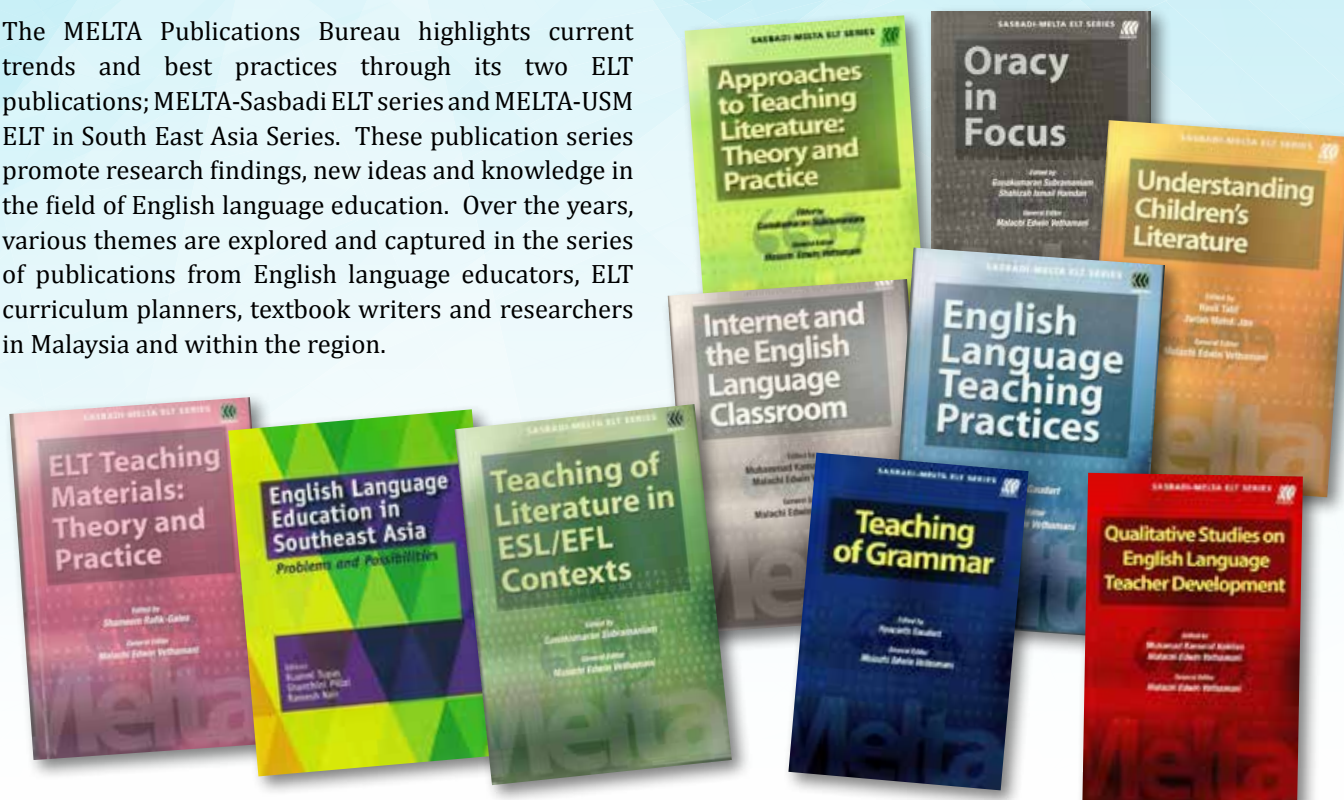
RESEARCH & SCHOLARSHIP

Research is significant to building knowledge and facilitating learning. In Research and Scholarship, MELTA strives to spearhead and support the advancement of innovative teaching practices that support teacher and learner development; built on theoretical and practical knowledge for the diverse multilingual and multicultural classrooms in Malaysia.

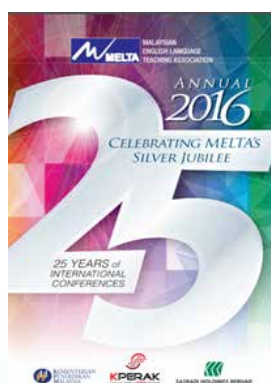
- ELT Publications
- Accreditation
- Journals
- MIRCELE
- MELTA Annual

MELTA Publications

The MELTA Publications Bureau highlights current trends and best practices through its two ELT publications; MELTA-Sasbadi ELT series and MELTA-USM ELT in South East Asia Series. These publication series promote research findings, new ideas and knowledge in the field of English language education. Over the years, various themes are explored and captured in the series of publications from English language educators, ELT curriculum planners, textbook writers and researchers in Malaysia and within the region.



MELTA Annual is given a new brand name that highlights events through numerous MELTA activities that has taken place throughout the year. Strong dedications and determinations from various educators and teachers are captured in these activities in their endeavour to promote and highlight the use of English language among learners.



MELTA Journal

The English Teacher

A journal of the Malaysian English Language Teaching Association

MELTA publishes 2 peer-reviewed online journals.

The English Teacher (e-ISSN 2716-6406) is Malaysia's oldest ELT journal which has been in continuous publication since 1971.

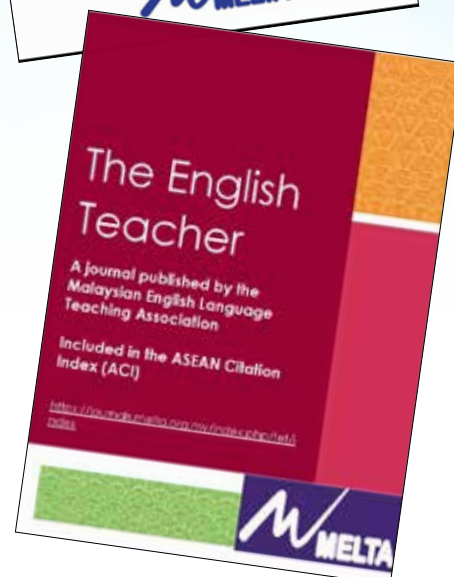
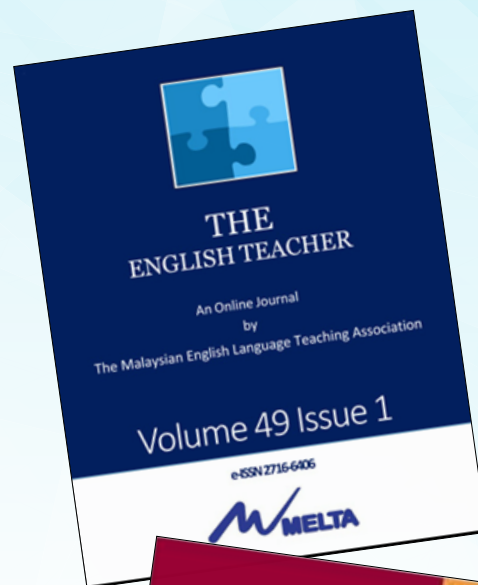
The English Teacher promotes research and reflection on effective English language teaching and learning, and it is intended for an audience of ELT instructors who are involved in teaching English to learners of all age groups.

The English Teacher is an open access, refereed online journal published in three issues (April, August, December) annually.

The journal is indexed by the Malaysian Citation Centre and the ASEAN Citation Index.



ASEAN
CITATION
INDEX



ASEAN
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INDEX



STRENGTHENING PROJECT-BASED LEARNING WITH GENRE CHECKPOINTS

THE ENGLISH TEACHER

Read more as Brian Rugen reports on his experience of using genre checkpoints in a PBL lesson for ESL learners at university.

The English Teacher is an indexed journal published three times a year by the Malaysian English Language Teaching Association. Submit your paper or access articles for free at

<https://journals.melta.org.my/Index.php/tet/Index>

The Malaysian Journal of ELT Research

The Malaysian Journal of ELT Research (e-ISSN 1511-8002) is an online journal of the Malaysian English Language Teaching Association.

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

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

Authors are invited to submit articles that focus on new theoretical perspectives, syntheses of research, discussions of methodological issues and scholarly analyses of issues in ELT. Articles may also include debates on a variety of perspectives, policy and theories, investigations of alternative modes of research in ELT, examination of trends in ELT and the advancement of knowledge and understanding of effective English language teaching and learning.

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






AN ANALYSIS OF THE ISSUES IN ENGLISH LANGUAGE TEACHER TRAINING AND DEVELOPMENT

THE MALAYSIAN JOURNAL OF ELT RESEARCH

In this article, *Arzy Eren and Mustafa Kurt* report of a systematic review of publications on teacher training and developments in ESL/EFL. They highlight challenges faced by participants of in-service and pre-service teacher training courses and call for changes in the process of teacher learning and development. Submit a research paper or read articles in the Malaysian Journal of ELT Research for free at <https://journals.melta.org.my/index.php/majer>

Malaysian Journal of ELT Research

Volume 16 Issue 2

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MELTA invites you to join us as members and be accessible to all that MELTA has to offer. Follow this link for registration:
<https://forms.gle/KW2jWgG5eJ5qE7q58>



Apply for membership at
<https://forms.gle/i88LkA8eppGc86th9>

Types of membership and fee structure

• Entrance Fee	RM20.00
• Annual Membership	RM40.00
• 3-year Individual Membership	RM120.00
• 5-year Individual Membership	RM600.00
• Life Membership	RM500.00
• Annual Institutional Membership	RM500.00
• Annual Corporate Membership	RM1000.00

Note:
Membership is on per Calendar year or part thereof. All annual memberships terminate on 31 December. We strongly recommend applications for 3-year, 5-year, or life memberships.



**Membership
Application**

Malaysian
English
Language
Teaching
Association

MELTA International Research Conference in English Language Education (MIRCELE)

“Breaking Barriers to Research Anxiety”

By Parames Jaganathan

At MELTA, we trust that evidence-based research is instrumental in bringing about continuous professional development and change in English Language Education (ELE). MELTA aims to upkeep its vision to motivate and enhance the ELE community to keep abreast of current development and adopt contemporary practices for creative English Language teaching and learning.

The MELTA International Research Conference in English Language Education (MIRCELE) is an annual research conference platform for Academics/Teacher Trainers, English Language Teachers, Postgraduate Students and Undergraduates/Pre-service Teachers. It caters to both novice and renowned researchers.



“The common facts of today are the products of yesterday’s research.”

a MELTA event

CALL FOR PAPERS

6th International Research Conference in English Language Education 2016

Venue: Anjung Sri Budiman, Universiti Teknologi MARA, Shah Alam, Selangor, Malaysia

Saturday 26 November 2016, 8.30 am – 5 pm

Abstract Submission Deadline: 25 October 2016
Registration Deadline: 15 November 2016

The Malaysian English Language Teaching Association will be hosting the 6th International Research Conference in English Language Education. This conference is an initiative of the Malaysian English Language Teaching Association (MELTA) that supports the Ministry of Education's vision for Malaysia to become a centre of excellence for higher education.

The conference serves as a platform for English language educators to share their research in this important area of scholarship.

Presenters at this conference will be competing for Excellence in Research awards in four categories, namely:

- Teacher Trainers/Academics
- Teachers
- Graduates: PhD & Masters
- Teacher Trainers/Undergraduates

All presentations will be judged by a panel of experts from local and international universities.

Award recipients will receive:

- A certificate of recognition
- An academic book voucher
- A confirmed presentation slot at the 2017 MELTA International Conference
- Fee waiver for the 2017 MELTA International Conference
- A travel grant to the 2017 MELTA International Conference
- Complimentary one-year MELTA membership (Malaysian award winners only)

SPECIAL FEATURE

Conference workshop (free for presenters and participants):

- Research Proposal
- Literature Review
- Research Design
- Research Presentation
- Publication

Submit your proposal now. Follow the link for an online submission:
<http://bit.do.com/mirceleproposal>

The online registration form is available at this link:
<http://bit.do.com/mirceleregistration>

More info on our conference website: <http://mircele.melta.org.my>

Organizer

MELTA

In collaboration with:

UNIVERSITI TEKNOLOGI MARA

KEY SUBJECT AREAS

Policy/Curriculum
Methodology
ICT and Technology
Assessment
Materials/Resource
Learning/Teaching Issues
Teacher Education/Professional Development
Language, Multiple Literacies and the Arts

FORMAT

The conference will consist of two rounds for every category. All presenters will first participate in the poster presentation round. Shortlisted presenters will then move into the second round which is an oral presentation. However, all presenters must prepare for both a poster and a slide show presentation.

PROPOSAL SUBMISSION

Presenters are invited to submit a proposal (not exceeding 300 words) and a 50-word abstract to <http://bit.do.com/mirceleproposal>. The abstract should contain the following:

- Clear title that reflects the content of the paper
- Clear statement of research area i.e. problem, scope, limitations,
- Research questions
- Summary of Research framework
- Summary of Findings
- Implications for English Language Education

REGISTRATION FEE

Malaysian Presenters/Participants:	
Students/MELTA members	RM100
Groups of 10 or more	RM80
Others	RM150
International Presenters/Participants:	
	USD40

IN MIRCELE conferences, MELTA invites a panel of experts and judges to provide insights and feedback to the presenters and this enables the presenters to elicit more information about their own research in addition to gaining knowledge about current research areas being explored in the English language education. Our panel of experts are selected from the public and private higher education institutions, Ministry of Education, English Language Training Centres, education entity partners and stakeholders.



MIRCELE is unique as the presenters also gain the opportunity to compete for several MELTA Recognition Awards for excellence in research in English Language Education for the five categories of presenters. The awards are conferred by MELTA but we welcome co-organising institution's interest to present special awards as their CSR initiatives.

MIRCELE conference also provides opportunities for research knowledge dissemination and professional development via its numerous workshops convened by reputable speakers. It provides a Research Networking platform for the different groups of researchers.

Various stakeholders and partners utilise the opportunities to congregate in a platform for collaboration and networking for quality enhancement and best practice sharing initiatives for the ELE community. All these initiatives are brought together for the professionalisation of ELE, particularly for the benefit of the Malaysian practitioners, stakeholders, policy makers and the community at large. We thank all parties for making MIRCELE a great success and for leading the way to breaking all barriers to research anxiety.





PARTNERSHIPS

One of the main reasons for MELTA resilience and sustainability as an ELT organisation for 61 years, is its strategy of engaging in strategic partnerships. The MELTA partnership agenda is categorised into national and international partnerships.

- National Partnerships
- International Partnerships
- Media Highlights

NATIONAL PARTNERSHIPS

PUBLIC AND PRIVATE ORGANISATIONS



MELTA as an NGO, collaborates with private and public organisations in general and specific areas in English Language Education with the aim of realizing its vision in elevating the standard and joint programmes and projects have been successfully conducted with these organisations. New and upcoming programmes and projects are being negotiated for the benefits of learners, teachers and practitioners in the field of English Language Education.





INTERNATIONAL PARTNERSHIPS



MELTA has reciprocal agreements to support cross-national professional development and research with the following 15 international organisations.

- Thailand TESOL
- ETA-ROC, Taiwan
- IFT Sri Lanka
- JALT, Japan
- ELTAM, Mongolia
- KOTESOL, South Korea
- ELTAI India
- JACET, Japan
- CamTESOL, Cambodia
- BELTA, Brunei Darussalam
- TEFLIN Indonesia
- HAAL, Hong Kong
- BELTA Bangladesh
- PALT, Philippines
- KATE, South Korea



Thai
TESOL



The Association
for the Teaching of English as a
Foreign Language in Indonesia



Brunei English
Language Teachers
Association



Bangladesh English
Language Teachers
Association



Kate (Korea Association of
Teachers of English)



JACET (Japan Association of
College English Teachers)



PALT (The Philippines
Association of Language
Teachers)



Hong Kong Association of College
English Teachers



The Japan Association for
Applied Linguistics



Media Highlights

Kuching to host English language conference

EDUCATION

Sunday, 04 Aug 2019



KUCHING will host the 28th Malaysian English Language Teaching Association (Melta) Conference from Aug 13 to 15.

In encouraging greater alignment between Education 4.0 and the real need for universal education and sustainable development, this year's Melta's international conference is "English Language Education and Society 5.0: Developing Sustainable Literacies".

Supported by the Education Ministry and the Sarawak government, this is an effort by Melta to bring a conference showcasing cutting edge developments in English language education.

Melta president Prof Ganakumaran Subramaniam said that the choice of venue for the conference is appropriate given the strong stand taken by the Sarawak government on the importance of English.

(representing Chief Minister Datuk Patinggi Abang Johari Tun Openg) officiated at the opening ceremony along with Raja Puan Besar Perak Raja Nazhatul Shima Almarhum Sultan Idris who represented her sister Raja Zarith Sofiah Sultan Idris Shah, the consort of the Sultan of Johor and Melta's royal patron.

About 500 delegates from 30 countries participated in the conference themed "English Language Education and Society 5.0: Developing Sustainable Literacies" to encourage greater alignment between Education 4.0 and the real need for universal education and sustainable development.

Melta president Prof Dr Ganakumaran Subramanian said it is the sixth international conference held in Sarawak, five times in Kuching and once in Miri.

"The conference is an effort by Melta to bring to the state current and cutting edge developments in English language education.

"The state government is giving its full support to our conference believing that it will benefit teachers in Sarawak as they can learn new strategies for improving English language proficiency in the state," he said.

Other unique sessions at the conference include the Creative Teacher Showcase, Creative Student Teacher Showcase, and Higher Education Teacher Showcase.

The opening ceremony also witnessed the exchange of two memoranda of understanding (MoU) documents – between Melta and SABSADI Holdings Berhad and, Melta and Cahaya Educational and Training Academy (CETA) Sdn Bhd.



New Sarawak Tribune

Your New Voice @ www.newsarawaktribune.com.my

PRIME . SARAWAK . NATION . BUSINESS . SPORTS

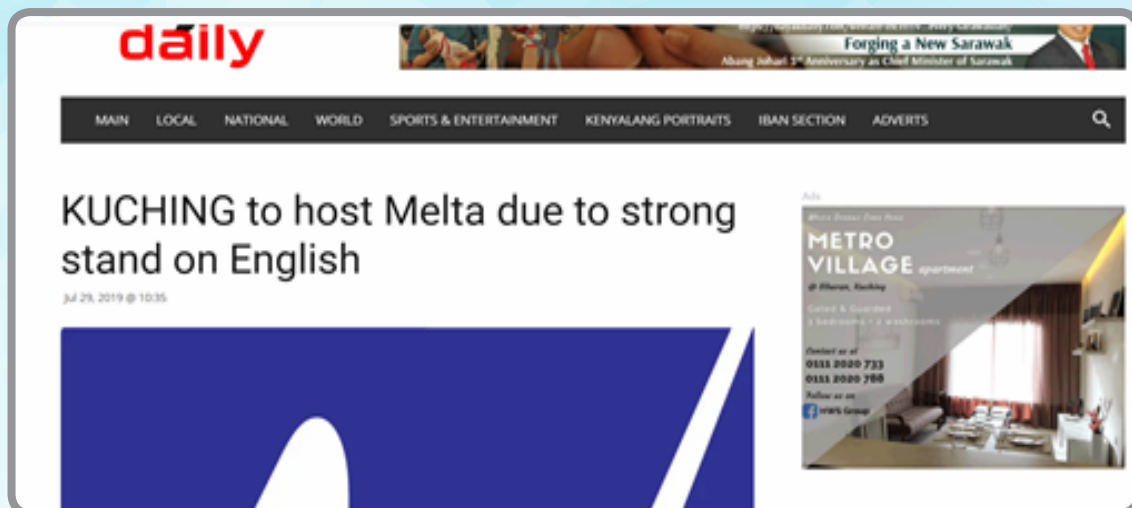
Chief Minister Datuk Patinggi Abang Johari Tun Openg, serves as a master key to unlock doors of knowledge and skills.

Sharing ideas, knowledge on teaching English

KUCHING: The 28th Malaysian English Language Teaching Association (Melta) International Conference 2019 serves as a platform for sharing ideas and knowledge.

Melta is a voluntary, non-profit professional organisation operating since 1958 and its three-day conference from Aug 13 to 15 is currently being held at Riverside Majestic Hotel.

Education, Science and Technological Research Minister Datuk Seri Michael Manyin Jawong (representing Chief Minister Datuk Patinggi Abang Johari Tun Openg) officiated at the opening ceremony along with Raja Puan Besar Perak Raja Nazhatul Shima Almarhum Sultan Idris who represented her sister Raja Zarith Sofiah Sultan Idris Shah, the consort of the Sultan of Johor and Melta's royal patron.



KUCHING, July 29: Kuching will host the 28th the Malaysian English Language Teaching Association (Melta) International Conference from August 13 to 15, 2019.

President of Melta, Prof. Ganakumaran Subramaniam said that the choice of venue for the conference was highly appropriate given the strong and progressive stand taken by the Sarawak state government on the importance of English.

He also added that the state government is fully supportive of the conference.

He says that the conference will benefit the teachers in Sarawak as they can learn new and latest strategies of improving English language proficiency in the state.

In encouraging greater alignment between Education 4.0 and the real need for universal education and sustainable development, this year's Melta's International Conference is themed "English Language Education and Society 5.0: Developing Sustainable Literacies".

The conference will provide participants and presenters the opportunity to share their ideas and knowledge through paper presentations, workshops and poster presentations as well as the creative teacher showcase where teachers will be able to showcase best practices through innovative approaches.

Melta expects 500 hundred delegates from over 30 countries to be in Kuching for the 3 day event, The conference will be held at the Riverside Majestic Hotel.

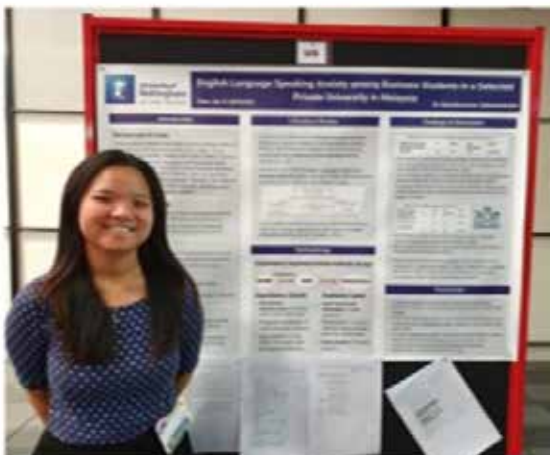
Those interested to present at the conference or join as participants may visit the conference website at <http://conference.melta.org.my> for details.

Melta is a voluntary, non-profit professional organisation operating since 1958. The Patron of Melta is Her Majesty Raja Zarith Sofiah binti Al Marhum Sultan Idris, the Sultanah of Johor.— DayakDaily



Hanna Qistina binti Hassan emerged as the Silver medallist for the Teacher Trainees/Undergraduates and the Best Presenter of the MELTA-Taylor's University MIRCELE.

The Best Presenter award came with a RM 5,000 scholarship.



Hanna Qistina binti Hassan (Finalist for Undergraduates Category)

[Click here to view it in a web browser.](#)

Partnering with MELTA in Malaysia



OUP Fajar, has partnered with the Malaysian English Language Teaching Association (MELTA), to provide a series of webinars on education for teachers and parents.

[Read more »](#)

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News from around

Meanwhile, Malaysian English Language Teaching Association (Melta) president Prof Dr Ganakumaran Subramaniam said bilingual instruction via DLP could be improved so that students could enhance their language skills in both English and Bahasa Malaysia.

"If the implementation of the teaching of Science and Mathematics in English or the national language becomes the choice of students and parents, then the decision of these bilingual classes should be determined by the school's stakeholders," he said.

unteering
rview wi
y Brown, Sen
president of

Student teachers win awards

EDUCATION

Sunday, 09 Jun 2019

12:00 AM MYT



TEACHING English as a Second Language (TESL) student teachers have done the Institute of Teacher Education Malaysia proud at the Second National Research Conference in English Language Education (NRCELE) 2019 held at the Institute of Teacher Education (IPG), Tuanku Bainun Campus in Penang.

Nurshuhada Mohd Nasir from IPG Kampus Tuanku Bainun, Nur Hidayah Fadillong and Muhammad Faizul Mohd Ridzuan from IPG Kampus Perlis and Wardatul Ikhwana Mahali from IPG Kampus Gaya, bagged four awards in the bronze category.

Held for the second year running, NRCELE 2019 was co-hosted by the Malaysian English Language Teaching Association (Melta) Penang Chapter and the Institute of Teacher Education Tuanku Bainun Campus.

EDUCATION

Sunday, 09 Jun 2019

12:00 AM MYT



Another two awards in the bronze category went to Haslina Hassan, Aliza Adnan and Lye Guet Poh, all from IPG Kampus Ilmu Khas and Khalipah Mastura Khalid from the Kedah Engineering Matriculation College.

Melta president Prof Dr Ganakumaran Subramaniam said: "The performance in last year's competition has raised the bar for this year's poster presentations."

He added that the ability of NRCELE 2019 to attract so many English language researchers and participants not only reflects English Language Education research culture in Malaysia but also the growing confidence to Malaysian researchers to share their research publicly.

All winners received a certificate, complimentary one-year Melta membership, fee waiver and confirmed slot at the next Melta International Research Conference in English Language Education 2019.

#JustStayAt For You **News** Business Sport Metro Lifestyle Food Tech Education Opinion

EDUCATION

Sunday, 09 Jun 2019

12:00 AM MYT



The student winners with Prof Ganakumaran (ninth left) at the event.

A total of 300 delegates attended the event comprising 82 poster presenters, four featured speakers and a forum.

Two award winners from the teacher category were Shazlin Elaiza Lazim from SK Kuala Merah, Kedah (silver) and Tan Shi Min from SMK Syed Ibrahim, Pendang (bronze).

In the academics category, two silver awards went to Ekkapon Phairot and Piyanud Treesattayanmune, from Universiti Sains Malaysia and Rodiah Dali and Muhammad Raja Abdullah from the Kedah Engineering Matriculation College and AIMST University respectively.

Melta urges Edu Ministry to provide special assessment system, not MUET

New Sabah Times 22/5/2019

budhi

KUALA LUMPUR: The Education Ministry (KPM) has been urged to come up with a special assessment system for the level of English Language proficiency of non-English language option instead of asking them to sit for the Malaysian University English Test (MUET).

President of the Malaysia English Language Teaching Association (Melta), Prof Dr S Ganakumaran said the assessment should be comprehensive and continuous.

"There could be in-class assessments, their usage of the language in preparing lessons, making assessments (exam papers) and others...you have to look at the use of the language in the professional situation.

"MUET is not a valid system or method to find out the English Language proficiency of a teacher...we have to use another system," he told Bernama when contacted on Tuesday.

Previously, the National Union of the Teaching Profession (NUTP) had protested the proposal that English Language option teachers sit for the MUET, and urged the ministry to conduct a comprehensive study to find the real cause for the poor command of English among students.

This follows a circular from Education Director-General Datuk Dr Amin Senin that teachers teaching English Language have to sit for the MUET in an effort to determine their proficiency in the language, in line with the Malaysia Education Blueprint 2013-2025.

According to the circular, all English Language option teachers must have a minimum C1 qualification from the Common European Framework of Reference for Languages (CEFR).

Ganakumaran however said if teachers are required to sit for MUET, the results cannot be the benchmark for their proficiency in English.

"MUET is not a test of a teacher's English language proficiency, it is a test for students about to enter university, and the focus is on academic skills that they have to have in university.

"There are teachers who are not proficient (in English) but are good at teaching, they will find unique ways to teach, which is why there are many who feel that although being proficient in the language was important, it is not important in improving professionalism, there are other things to look at," he said. —Bernama

A TRIBUTE TO THE LATE DR BASIL WIJASURIYA

If Only...

.....

*If I could summon the wind
I would seek your fatherly presence
to be felt once again.*

*If I could command the sun
I would ask for it to shine bright
to illuminate your warmth onto my soul.*

*If I could bade the clouds
i would seek them to capture your nebulous face
to be engrained in my heart.*

*If i could ask time to stop
I would once again seize your wisdom
To be kept in my memory.*

*If I could beckon Shakespeare's skills
I would capture the beauty of your soul
in a sonnet for all to view.*

adityanair



A Tribute to Dr. Basil Srisena Wijasuriya



(1942-2019)

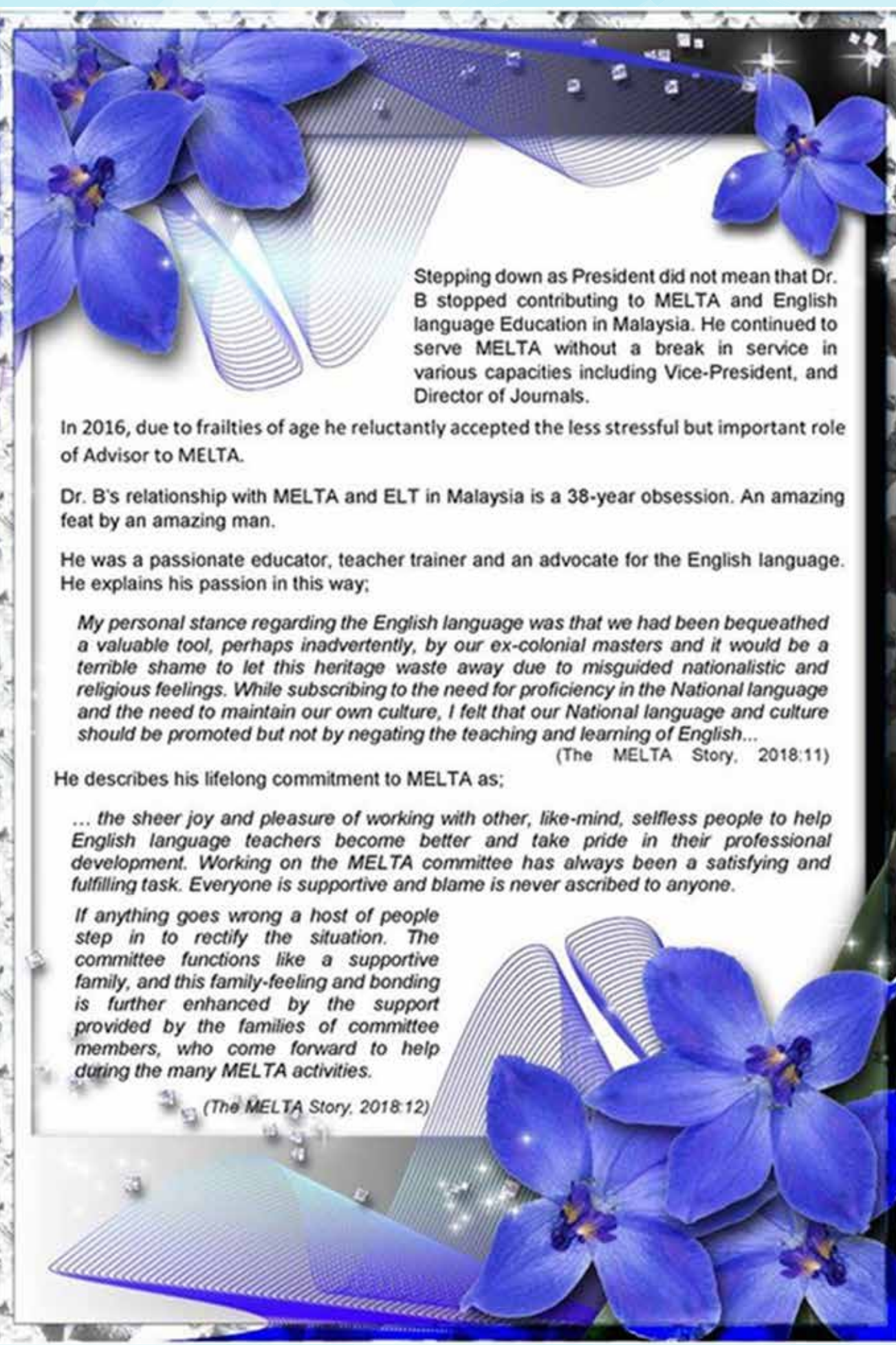
The First President of MELTA

Dr. Basil Srisena Wijasuriya passed away on 27 October 2019 at the age of 77. He leaves behind, wife, Elaine de Fonseka, son, Arjuna Wijasuriya, daughter-in-law, Sharmila Rajah and two grandchildren, Ayanna Wijasuriya and Shamindra Wijasuriya

At the time of his demise, he was Advisor to the Malaysian English Language Teaching Association.

Dr. B, as he is fondly known, started his involvement in a previous incarnation of MELTA, the Selangor English Language Teaching Association (SELTA) in 1980. In that year the organisation changed its name from SELTA to the English Language Teaching Association (ELTA). He became the President of ELTA in 1981 and in 1982 the organisations' name changed to the Malaysian English Language Teaching Association (MELTA). From 1958 to 1981 the organisation was strongly supported by the British Council, its English Language Officer serving as the Secretary of the organisation as well as providing the official address for the organization. The British Council office also served as the premise for the organisation's monthly meetings. The close association with British Council often led to MoE officials viewing the organisation as an unofficial extension of the British Council. With this in view, in 1982, Dr. B and his committee decided to make MELTA an independent organization with a committee made up of only Malaysians.

Dr. B remained as President of MELTA for 11 years and then handed over the reins of the organisation to the now deceased Professor Hyacinth Gaudart in 1992.



Stepping down as President did not mean that Dr. B stopped contributing to MELTA and English language Education in Malaysia. He continued to serve MELTA without a break in service in various capacities including Vice-President, and Director of Journals.

In 2016, due to frailties of age he reluctantly accepted the less stressful but important role of Advisor to MELTA.

Dr. B's relationship with MELTA and ELT in Malaysia is a 38-year obsession. An amazing feat by an amazing man.

He was a passionate educator, teacher trainer and an advocate for the English language. He explains his passion in this way;

My personal stance regarding the English language was that we had been bequeathed a valuable tool, perhaps inadvertently, by our ex-colonial masters and it would be a terrible shame to let this heritage waste away due to misguided nationalistic and religious feelings. While subscribing to the need for proficiency in the National language and the need to maintain our own culture, I felt that our National language and culture should be promoted but not by negating the teaching and learning of English...

(The MELTA Story, 2018:11)

He describes his lifelong commitment to MELTA as;

... the sheer joy and pleasure of working with other, like-mind, selfless people to help English language teachers become better and take pride in their professional development. Working on the MELTA committee has always been a satisfying and fulfilling task. Everyone is supportive and blame is never ascribed to anyone.

If anything goes wrong a host of people step in to rectify the situation. The committee functions like a supportive family, and this family-feeling and bonding is further enhanced by the support provided by the families of committee members, who come forward to help during the many MELTA activities.

(The MELTA Story, 2018:12)



His commitment to MELTA was so profound that even his wife, Elaine was not spared from helping out at MELTA events. Before long Elaine became an integral part of MELTA, a permanent member of the MELTA's social responsibility initiative, the MELT-A-HEART.

The ever humble and unassuming person that he was, Dr. B says this about his contribution to MELTA,

Guided by the subsequent Presidents and their very able and dedicated committees, MELTA has developed way beyond anything I ever envisaged in the early days and on my part, I am proud to have contributed in a small way to its development, and will continue to do so, as much as I can, while I am still able to and needed. Above all, I am grateful to have had the opportunity to help my fellow teachers open the eyes of their students and broaden their horizons, and in a small way, serve the nation, tanahair ku, Malaysia.

(The MELTA Story, 2018:12)

Dr. Basil Wijasuriya was in fact a giant in Malaysian education. He has made a tremendous contribution to the growth and development of English Language Education in Malaysia. To honour his contribution, MELTA created the MELTA-Basil Wijasuriya Best Teacher Presenter Award, sponsored by elc International School given out at the MELTA international conference each year. Dr. B was also the first recipient of the MELTA Lifetime contribution award. MELTA also published an ELT volume entitled Readings in TESL Vol.2: Essays in Honour of Basil Wijasuriya (2004).

To successive MELTA committees from 1981 till his passing in 2019, Dr. B was a leader, mentor, guide and friend. He was always kind, generous and nurturing to all he worked with and sought his assistance. He inspired and motivated thousands of educators in Malaysia. He shall forever be remembered as the founding president of the Malaysian English Language Teaching Association.

Dr. Basil Srisena Wijasuriya – the unassuming MELTA stalwart. Though you will be missed immensely, your legacy and contribution shall live long into the future through the service of the lives you have touched and shaped.

Nor shall death brag thou wandr'st in his shade...



Dr. Basil Wijasuriya



Yong Nasir The late of Dr Basil Wijasuriya is my role model forever. I won his award in 2017 : Basil Wijasuriya Bronze Award. He inspired me to keep striving for the goals of my life.

Like · Reply · 25w



Dr. Basil was amiable, very fatherly, knowledgeable and well-known in the ELT arena at home and abroad.

As a Melta family, he was the man who taught me the rudiments of judging in the MELTA International Creative Showcase competitions. A truly great adviser, role model, educator, friend, hard to find and impossible to forget.

Laysee Gregory, MELTA Penang Chapter

A wonderful man, he was.

A man who owned a golden heart! I am forever grateful to have met such a wonderful man with the sincerest smile that could warm any hearts. Just a smile and a simple greeting from him, made you feel appreciated. He was one in a million! Dr. Basil, you will always be in our hearts, dearly missed.

Aishah, MELTA KK Chapter



He is a great supporter of our Chapter.

We yelled in excitement when he liked our Facebook page.

We patted our back when he praised our work, even though we knew we could have done better.

He was always so humble and down-to-earth, yet he was a person with great achievements.

Dr. Basil, we miss seeing you in MELTA conference.

Ease Chang, MELTA Kota Kinabalu Chapter

Dr Basil Wijasuriya, your fatherly presence, kind, warm smile and sense of humour brightened every conference. Winning the Basil Wijasuriya Silver Award in 2014, your words to me "Wait, stay for the closings", is the best gift I shall ever treasure!

Santhi RG Krishnan, MELTA Sandakan Chapter Leader





ELT BEST PRACTICES & STORIES: Views & Opinions

Teachers are one of the important stakeholders who plays a dominant role in students' lives. They drive their learners to excel in life using various ways and means available for them. The sacrifices made by teachers are enormous in fulfilling the aspirations of the country which cannot be quantified. MELTA takes the opportunity to share some of the views shared by educators on their aspirations and hopes for ELT in Malaysia.



Puan Nor Alina Ong

SMK Saujana Impian Kajang, Selangor

Years in service: 31 years 6 months

“ ...our young brilliant minds have to master this world language well because they are our future leaders ”

In my 31 years of teaching in primary and secondary schools; I spent 9 years in a primary school teaching mainly English, some Mathematics and a bit of Alam & Manusia. Then I spent 1 year doing diploma KDPK and another two getting my TESL degree. The next 20 years, 2 more years were spent pursuing my Masters and the remaining teaching upper secondary English. I have had a few years invigilating SPM but I found it sleepy so I went into marking SPM 1112 papers which was more exciting and with a good pay. My career as an English teacher had had its ups and downs but I do not find it frustrating nor disheartening. In retrospect, I do feel the satisfaction.

I hope to see that ALL English teachers speak English to their students regardless whether they reply in Malay. English is foreign to them. A typical Malay child will not hear anyone speaking in English in their daily life. Probably they will be watching Malay dramas at home and speak their mother tongue daily. My lecturer when I was in college used to say that teaching English is our rice bowl so use the language - not only in class but always. My second hope is that MoE reverts to ETEMS because this will ensure a good mastery of English among our young.

We must keep in mind that our young brilliant minds have to master this world language well because they are our future leaders. By using ETEMS we take care and prepare our future leaders from public schools unless we only want our future leaders to be from the elite few who attend private or international schools. Then it will definitely be bad because we would have become a society that favours the elites widening inequality. One is more worldly because they command a blue-chip language while the other being floundered by a language barrier because they cannot express themselves well despite the best of knowledge or skills. Why are we benefiting the weak (to supposedly help them fare better) and sacrificing the smart ones? Too bad, wasteful and wrong strategy indeed for our young and bright ones. It's like slowing our lessons to allow the weak ones to keep up and sacrificing the smart ones' progress.

Thirdly, I salute the effort of our MoE to adopt CEFR syllabus and the system of teaching English. It is a daring forward move. I do not deny that as I was nearing retirement age, I was diffident and showed indifference in the new syllabus- I guess most of us are, especially when we know we are leaving the profession soon. But undeniably, it is for the good of our English language education in Malaysia.

“ Provide more opportunities for the learners to expose themselves to the real world... ”

Puan Ng Koon Moi

SMK Kamarul Ariffin

Years in service: 32 years

Changes have been made to English Language Education in Malaysia in the 21st century. With a good command of English, it is hoped that the nation's human capital will be developed and well-equipped to compete in the era of globalization.

I hope that the changes in the learning and teaching of English will go along with the learners' needs. Provide more opportunities for the learners to expose themselves to the real world through connection with cluster schools, using English as the medium of communication. Virtual labs to enable learners (especially rural area learners) to experience and learn new vocabularies without

leaving the school ground. For instance, touching a tiger in a safari park or swimming with the amazing marine life in virtual labs.

The changes must also take into consideration the workload that teachers endeavour in the learning and teaching process. Revising the buddy-support is crucial for teachers to assist one another to meet the tremendous changes in the education system. Well-equipped teams of educators ensure effective learning process. In contrast, too frequent changes in English Language education has made language teaching a burden to teachers. Changes must not be politicized!

Cik Nuraishah Binti Rosdi

SK Taman Sri Sinar

Years in service: 4 months

To be frank, I do believe that Ministry of Education has designed a very good curriculum to be implemented. However, the real scenario in school may be different and vary from what was planned. From my limited experience of teaching, during the practicum, I was posted at an elite school and I found the new syllabus and textbook used (Super Minds) were too easy for my pupils. Hence, I had to use other resources than textbook to comply to my pupils' ability. However today, I was posted in a school with the majority of the pupils are from different socio-economic class from my previous practicum school. The reality really hit me on the face! Almost all of the content from Super Minds textbook are foreign to my pupils. They are having a hard time contextualising the content they have learnt into their everyday life.

So, what I really hope for English Language Education in Malaysia is to decentralize the curriculum. I hope that the teachers should be given autonomy to participate in the curriculum design as they are aware of the needs of their learners. With this, I hope that each pupil will at least gain new knowledge that they can apply to the real world rather than just learn in the classroom and the moment they step out of the classroom, all the knowledge acquired are no longer needed and used. I really do hope with this strategy, Malaysia education system is able to produce pupils who can at least, speak with confidence and understand the gist of oral and written text in English language.

Tengku Nurathifi binti Tengku Amdan

SK Pelabuhan Utara, Pelabuhan Klang

Years in service: 3 months

My hope for English Language Education in Malaysia is for pupils to get more exposure in using the English language whether it is inside or outside of the classroom. Besides having chalk-and-talk session, pupils are more engaged in quizzes and games. These types of activities allow them to collaborate with each other, hence in seeking guidance in completing the tasks. Therefore, I hope the English Language Education is prepared to enhance variety of activities that attracts pupils to not only learn English, but to be able to use it in their daily lives. English language must be considered as fun and stress-free, so pupils would not be pressured to learn in order to score in their exams.

Personally, I hope that the English Language Education should be accorded the same status as the other languages that are taught in schools. Compared to the others, English are considered as a burden to the society, as well as causing the society to "neglect" their mother tongue. As an English speaker, I would like to prove that learning English allows the future generations to be more open-minded to knowledge as the language is considered as an international language. Finally, I hope that as teachers, we should be able to inculcate in students the interest and love for learning English and that the current teaching methods serve the needs of pupils as a whole.



Sin Gin Eng

SMK Marudi, Baram Sarawak
Years in service: 29 years

The trials and tribulations of the English language in the lives of Malaysians are almost akin to the twists and turns in the plot of a long-running and much-loved soap opera. But the perception is that English standards are declining, and that each generation speaks the language with less fluency and flair than the last.

As for me, learning and improving one's command of English is also very much a personal effort. If Malaysians can learn Japanese and Bangladeshis can learn Malay without access to high quality instruction, maybe the missing ingredient to learn English is motivation.

The government and teachers can only help to a certain extent. A lot of it still depends on one's

determination to learn and improve by constantly speaking and writing the language.

I believe one way to ensure improvement in English in schools is to make the passing of English compulsory at SPM level. This is the best way to enforce the parents ensure their kids' English are of a certain standard. Since tuition classes are already a way of life, it needs just a little bit more emphasis on English.

While it appears to be a gargantuan task to restore Malaysians' standard of English to the glorious days of the 1960s and 1970s, we must not lose hope. The elixir to the problem is simple, just let our hearts and minds follow the old true saying, where there is a will, there is a way!

Pat Woo Mei Wah

Retired Lecturer
IPGKBA

When I think of ELT, I am reminded of my schooldays when learning English was so easily caught rather than taught because basically English was just used as a medium of communication in our school. We had to speak in English and we communicated "naturally" without issues.

Nowadays, speaking in English is no longer practised or used in our national schools and communities at large. Hence, the proficiency and competency of English language speakers have deteriorated and so has its standards of grammar and standard accent of the Received Pronunciation (RP). This has led to the emergence of a Malaysian pidgin version of the English language now widely used in local context and in our educational institutions. In this aspect, we have created our own Malaysian English language which does not meet the accredited international standards.

In order to raise the standard of ELT in Malaysia, perhaps the English language subject in schools should be given more importance and be made a compulsory credit to obtain in the Sijil Pelajaran Malaysia exam. It should comprise a written and an oral-aural component in the examination to assess the overall competency and proficiency of candidates. Furthermore, more reading programmes in English should be promoted and teacher training institutes should only select trainee candidates who are competent in both written and oral skills, have a passion and interest in teaching English and who are avid readers. If these considerations are taken seriously by authorities concerned, then perhaps the standard of ELT in Malaysia can be attained as aspired.



Nursyahidatul Syahidah Binti Mokhtar

Sekolah Agama Suria, Tuaran, Sabah

Years in service: 5 months

I was recently posted to a semi-urban religious school in Tuaran, Sabah. I was assigned to teach English Year 4 and Year 5. The first time I stepped into the class, I was speechless as the pupils don't even understand simple instructions such as 'sit down' and 'stand up'. When I greeted them 'good morning', they looked at me weirdly. I even heard whispers such as 'cikgu tu cakap bahasa lain la' and 'cikgu cakap apa' in their mother tongue language, Bahasa Bajau. They speak Bahasa Bajau among themselves and that's when I thought, 'this is going to be tough.' Nevertheless, I am up to the challenge.

As a novice English teacher, I hope pupils especially in rural areas will have more interest in English language

not only as a subject learned in school, but as means of communication. I learned that the pupils here learn English only to get a minimum C grade in their exam.

I also hope that teachers are given more time to teach and guide pupils instead of doing clerical works. As a matter of fact, I spent most of my time managing data and doing reports rather than teaching.

My biggest hope, however, is that teachers are given their own classroom in school. By having my own classroom, I can arrange the seats according to my lesson of the day without having to rearrange it back, paste as many sight words as I can, and create mini areas to optimise pupils' learning. The pupils will move from class to class, depending on their subject.

Rubbitharani Nadeson

Sekolah Kebangsaan Alai

Years in service: 4 months

English language education must always be given priority and attention in our country Malaysia. The continuity of giving importance to the quality of this language will benefit the young hearts in the future. Besides, being the universal language, English has been a medium to deepen one's knowledge in any chosen path and choice of a person. It is said that language is the vehicle that carries the content. Thus, English is one of the most important "vehicle" that needs to be emphasized in our country.

As a teacher, I realise that one of the hardest job in the Malaysian society is to create the awareness and interest in learning this language especially in sub

urban and rural areas. English is the least favoured subject among the pupils. It is no surprise that when it comes to the academic achievement of this particular subject, the data shows that most schools fail to meet the target set.

In short, I hope English lives in our country beyond time. No child should miss the beauty of this language. The citizens must realise and be aware of the importance of English, to prioritize and give equal attention to as any other languages, to look beyond the border line and realise that English will be one of the survival kit in this world. These are my hopes for English Language Education in Malaysia.

Chithra Adiyodi

SJKT Ladang Perak River; SJKC Jinjang Tengah; SMK (P) Taman Petaling; SMK Ungku Aziz

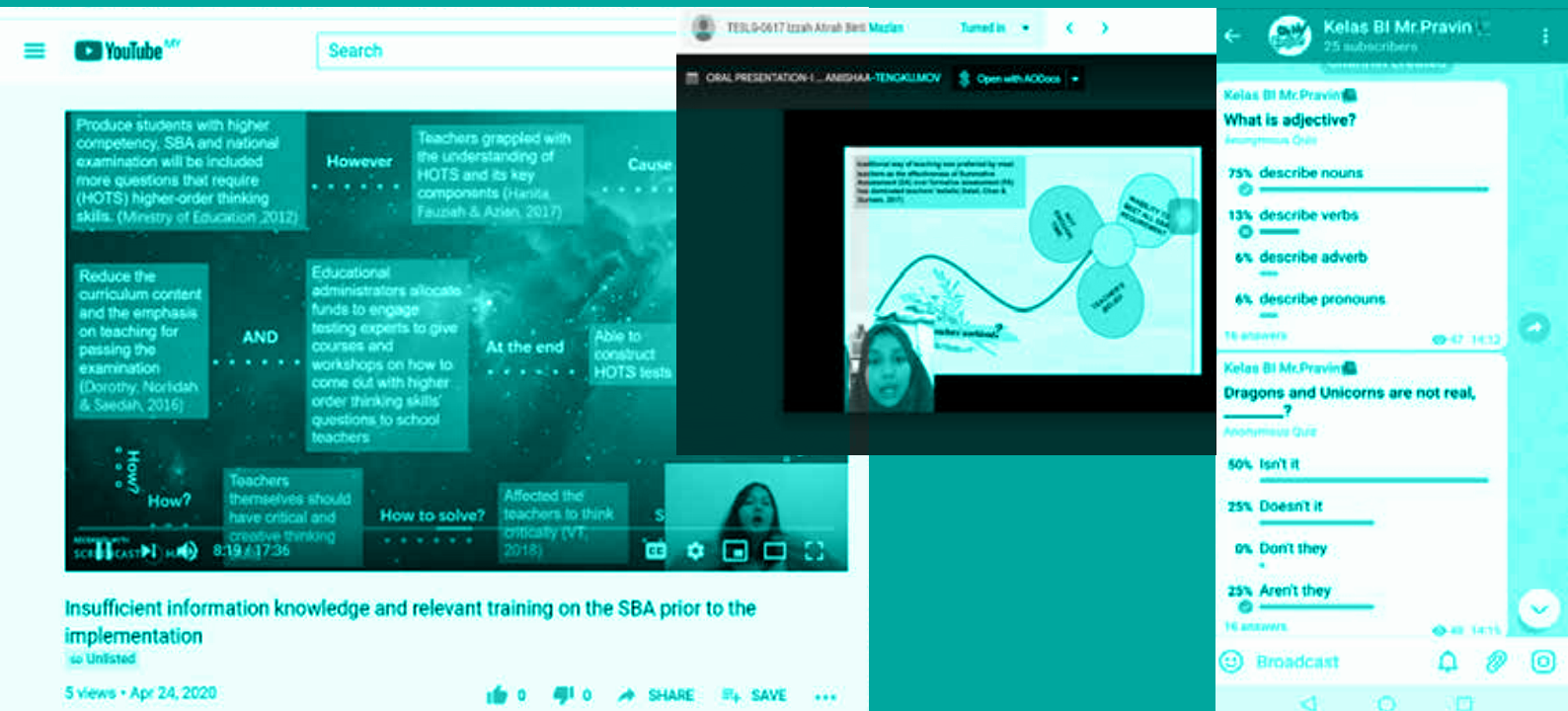
Years in service: 33 years 5 months

I have high hopes for the English Language Education in Malaysia.

My hope is that teachers will teach the English Language subject in English and not in Bahasa Melayu or Bahasa Cina or Bahasa Tamil. English Language Education in Malaysia will reach great heights only if classroom instruction during English Language is carried out solely in English whether it is taught in Kuala Lumpur or in Paka, Terengganu. Students will be interested in learning the language when they hear it constantly spoken in an exciting tone.

My hope is that English language lecturers and teachers will assist their clients to reach the bar that has been set and not lower it to suit the level of their clients. Every time the bar is lowered, it stays there. Lecturers and teachers must do away with the preconceived notion that their students are not able to cope and reach the bar.

My hope is that the grades given to candidates in the English Language public examinations and universities reflect their actual ability in the language. An employer should never get the opportunity to doubt the excellent grades that a student had achieved in the English language.



FROM LOCKDOWN TO LOGIN

In the quest to impart knowledge, teachers are opting to various means available online. The lockdown in terms of traditional mode of teaching face-to-face, provides opportunities for many to explore and experiment with numerous available online tools to be used.

MELTA takes this opportunity to find out how teachers are coping with their teaching and learning processes through online mode.

“Our inexperience fed our restless enthusiasm for trying new things, which became part of our core mission”

- Richard Branson



Online learning is very convenient at this crucial time to ensure the students still get to learn and receive knowledge like when they were in school. However, sometimes it could be difficult and tiring if the students and teachers do not have the prerequisite skills to handle the situation. I use using Google classroom, Zoom meeting and Webex to connect with my students. Technically, I would say it has been really helpful especially during this

Afiqah binti Affandi

Teacher, Pasir Gudang Johor

Covid19 pandemic when we have to abide the Movement Control Order. Honestly, there is a need for some effort and investments in terms of gadgets and internet. In my opinion, online learning or e-learning is a good platform to provide students with information and knowledge because it can be carried out at their own comfort anywhere and anytime as long as internet is available.. The key for success online learning is the willingness to change and adapt the new norm. Teaching methods and strategies have been evolving for many years and we have been prepped with the 21st century teaching skills in which technology is a big part of them. However, it still requires commitments from both teachers and students.

Lam Hui Yang

Teacher, Pontian Johor

Online learning can be interesting however, there are some limitations on what could and could not be done depending on the area and the facilities. I am currently using the school textbook and "Google Classroom". I started with the textbook by asking the students to copy notes and exercises so I can rush through the lesson upon returning to school. However, as the MCO prolonged, I started using Google Classroom instead. The question of how

effective is online learning is subjective because it depends on how we view the situation, how students accept the method and how helpful is the method to the students and teachers. Personally for me, it is indeed a good method of teaching but not all students have the motivation to learn as well as equipped with technological gadgets such as internet and mobile phones.

Caroline Lua Fu Yin

Teacher: Raub, Pahang

ICT literacy level is still insufficient for both teachers and pupils in order to fully explore online learning. I use WhatsApp and Telegram because these are easier and more convenient app for both parents and students. Furthermore, the smartphone is easier to use than a computer that needs to get connected to

the internet online. Even outdated smartphone can still use the Apps, especially in rural areas. Online learning is a privileged platform for urban areas for both teachers and pupils. Economic factors are among the prevalent challenges to learning in schools from the rural area.

Taiping, Perak

Teacher

One of the challenges I faced during the MCO is on ways to get connected with my students. At first, I struggled to use online platforms and digital tools such as Google Classroom, and Zoom due to lack of knowledge on how to navigate through them. Luckily, my kids are very helpful to guide me towards using these platforms to teach.

I choose Google Classroom to give online quiz and homework because it can be done at their leisure. Use of teleconferencing platforms such as Zoom, or Google Meets was actually difficult for my students to access my classes as not every student has the device, internet bandwidth, or time to access teleconferencing platforms simultaneously. This situation is more prevailing in families who have more than one child but with only one or two technological devices.

Hence, the best tool for me to teach are by using WhatsApp and Google Classroom only. I use Google Classroom design and adapt online quizzes and essay questions from the reference books for my students. The input of the lesson is given using attachment

"Some students even expressed their desire to go back to school to study once MCO is lifted."

of pictures and PDF documents alongside with the given task.

To evaluate essay questions, my students are required to write down their essay on a piece of paper. Then parents will help to capture snapshots of the essay before sending it to me. I will then mark the essays using Microsoft Words by highlighting mistakes and adding text box to the side of the image of the essay. The assessed essay will be sent back to students in the form of PDF.

So far, parents' feedback of this practice is generally positive. There is a significant increase in parent-teacher cooperation throughout this online learning session as parents help supervise their children to complete their work.

The most heart-warming incident is when some parents say that their children are expecting tasks and feedbacks everyday. This shows that although they cannot attend school during the MCO period, they were very eager to learn. Some students even expressed their desire to go back to school to study once MCO is lifted.

Kasturi J. Gobal

Teacher, Nibong Tebal

"I still prefer face to face interaction with my students since it is always more practical and much more effective."

Online learning is one of the ways for education to take place from outside traditional learning environment. The platform that I am using at the moment is Google Classroom. However, this platform is only helpful in my teaching and learning process

to a certain level only. It is just a platform for pupils to sustain in learning fundamental. I still prefer face to face interaction with my students since it is always more practical and much more effective.

Rozillah bt Nekmat

Teacher, Segamat, Johor

Online learning is a new thing for my students. Some of them are eager to learn via online learning. I use Google Meet since it is a two-way learning approach and students are able to ask questions directly to the teacher related to the topic of the lesson.

During this MCO period, online learning is the best although I prefer the normal way of teaching. Not many students are able to join online classes due to internet issues like insufficient data for downloading learning materials. Furthermore, places with limited internet coverage leads to disrupted lessons, which sometimes very frustrating for teacher and students.



Niwashini Nambiar “... although classroom may just consists of small walls, it is the best place for one to learn meaningfully and powerful enough to change their life.”
Teacher, Johor Baharu

I think online learning is one of the most flexible ways for students to learn at their own pace. However, since this method of online learning is not suitable for all students and it takes longer time. I use several platforms for Online learning based on language skills. Among them are:

- **Zoom** – Face to face interaction with students. This is a good platform and user-friendly to conduct online teaching compared to Google meet or hangout especially when you are dealing with lower secondary school students. Unfortunately, due to privacy violations I am no longer using this platform.

- **Flip-grid** – Specifically for speaking skills. Students can record themselves speaking about certain topics and get constructive feedback from their respective teachers. As a teacher, I can control the privacy by not letting other students view their friend’s videos. Only I can view it and give feedback. (to avoid online harassment)

- **Padlet** - As a teacher, I will post a picture or any topic/ questions related to the lesson. I will let the students write what they feel about the pictures or answer questions based on the given topic. Suitable for an online forum. I can see active participation from the passive students.

- **Google Classroom/Edmodo** - I use this platform to test the students by posting various quizzes.

- **Youtube** - Create videos related to the lesson for the students to learn. For example, ways to write a communicative message. I provide clear examples and show them the right way to write a short communicative message in the form of video. Reason- trying not to make the students feel bored. (<https://www.youtube.com/watch?v=N-Jt6eApD-0&t=53s>)

In general, I noticed some passive students actively participating and messaging me constantly to upload more quizzes and exercises for them to learn online. Personally, as a teacher, I do enjoy this online learning as I can provide more materials for my students to learn and at the same time, I can see active participation from some of my passive students. However, some students did not involve in this online learning because they did not have any



television, mobile phones/laptop or internet access. I prefer traditional classroom with 21-st century teaching methods because I feel it is more meaningful and the feeling is not the same as how you teach online. You do not feel connected to our students via online learning and I strongly believe that although classroom may just consists of small walls, it is still the best place for one to learn effectively and powerful enough to change students life.

Pravin Kumar

Teacher

"... The use of online platform should be based on student's background"

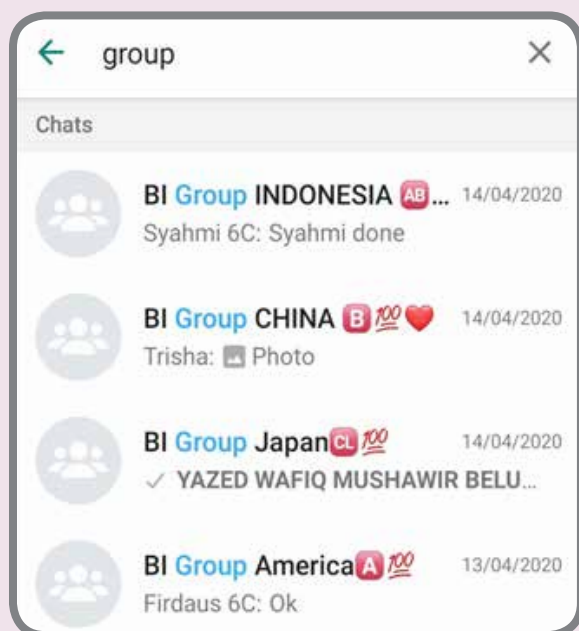
Online learning is very good platform for pupil learn despite some obstacles. Like for my kids, most of them are from poor family background. Hence, they always have problem with Internet Connection. Therefore, I resorted to using Whatsaap and Telegram in my teaching and learning process.

I created a private telegram Channel for my Year 6 kids and post one question each day. I also make their lives easier by creating Poll for the answers. Hence, they just have to read and click the answer. The next day I will provide the answers with explanation. I also created Whatsaap group according to their proficiency levels based on low achievers, intermediate and advanced learner. I will give them tasks according to their level. Once this is posted, the students will snapshot their answers and send them to me.

I will print out their work and mark them. After marking, I will convert them into PDF files and send them back to them for corrections.

I would agree partially that online learning is helping my students. They are doing the tasks very well but for writing component, it is noticeable that it is not the students' original work. Someone would have helped them to do the task but I am happy that they put up some effort to do it.

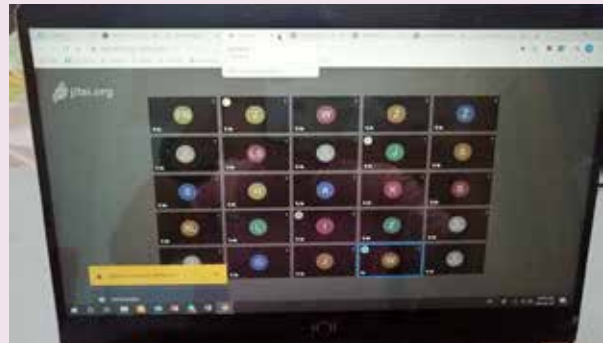
Again, online learning is something that all the children should take as common learning hub as everyone is stepping into digitalised world. The use of online platform should be based on student's background. If the teacher uses the correct platform, I am sure the pupils will be able to learn. No one will be left behind despite the pandemic Covid 19.



Winnie Tan

Teacher: Segamat, Johor

It all depends on the infrastructure available for teachers to connect with their students online. Students and teachers can be eager, but without the strong internet, it is meaningless and a waste of time. Due to the weak connection, I could only use Jitsi, padlet and google drive. The lessons were planned in a way that it could also cater to self-access and future revision. It is rather ambitious for kids from rural areas to learn through online platform as it will be widening the gap to education.



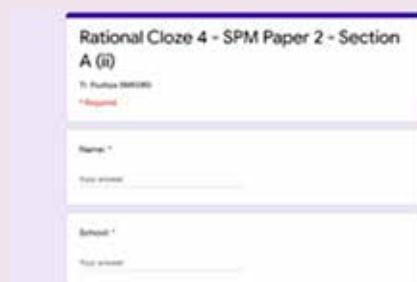
Pushpa Kandasamy

Teacher: Segamat, Johor

Online or digital learning is an alternative way of learning which actually needs gadgets and apps. It is interesting for those who are gadget savvy and have no data limitation. This virtual learning is very useful for teachers and students, nevertheless, their readiness level to explore and acquire the skills is always an unanswered question as it does become a supplementary way of teaching especially involving students as humans who have non-verbal cues as part of learning process. This has always side-lined it from playing a primary medium of learning in this modern century.

I am using telegram, WhatsApp, Google classroom, Hangouts MEET. The former three have been the prominent ones in my teaching. Online learning does help all parties involved in the process of learning and it eases their job nature. It could easily arouse the students' interests towards learning however, the personal touch between two parties is hardly to be seen as it is virtual basis. Thus, it at times deteriorates the quality of learning. It might be helpful to mould students who are gadget experts but whether they are intellectually, emotionally, spiritually as well as physically well-balanced is a big concern which has to be taken into account! This derives from the issue of lacking in personal touch and sharing of soft-skills between the two parties in making a lesson more meaningful.

Online learning is always secondary as for me since it



fails to bring in the human values in learning process. It is always the alternative learning method but not 'the' method of learning. My personal experience of using online as a medium of learning especially during the Movement Control Order period has given a vivid picture that it could only stand for weeks but not forever as the students' involvement in getting involved in the tasks assigned has been decreasing gradually over the weeks though it achieved its pick hours during the 2nd and the 3rd weeks of learning. Opinions to triangulate my observation have to be further researched as the room has created a gap to be filled.

Where There is a Will, There is a Way



A month before I was posted to a remote school, I joined a formal discussion in which a question was raised on how to bridge the gap between urban and rural schools. I confidently responded, "If I were to teach in a rural area, I collect and download recent teaching materials whenever I have internet access. I then

would bring it back to the school to share with my pupils, so that they will not be left behind in terms of technological advancement. Little did I know the reply I gave that day would be my weekly routine when I go to town.

Being posted to a rural school is undeniably challenging for a city girl like me. Overcoming my fears of certain crawling creatures is one of the assignments that I am learning to master. In addition, I have to adapt my ways of teaching in this school with scarce network coverage and limited facilities. There are ways to expose pupils to a variety of educational resources available "out there" if only we are willing to go the extra miles. I am deeply grateful the day I met my first group of pupils to which I was assigned to be their class as well as an English language teacher. Thenceforth, I was determined to ensure that English would not be an alien subject, rather a subject that they look forward to every day.

Reading is a life-changing gift that I wish for all my pupils. During one of the reading lessons, I realized that there were a few of them who could not utter even a single word of a short text. And so, it was clear to me that we should begin with an intervention at the basics before moving further in learning the language. I implemented various methods which allowed pupils to learn sight words in engaging and interactive manner. It was after a few weeks of persistence and commitment

that I started to see changes in their results. In order to cater to the needs of our pupils, we should be able to keep an innovative mindset and make the most out of everything we have.

I found that integrating technology in my lessons not only helped to generate pupils' interest, but also equip them with substantial ICT knowledge to optimize available educational tools. I constantly search for songs and video clips that could enrich my lessons and present it to my pupils. The astonishment displayed all over their faces while watching and trying to absorb those materials always made my day. Those expressions are tiny yet precious essence of teaching I cherish in my recollection of moments with them.

I believe lesson planning and effective classroom management go hand in hand. I have a set of attention getters and hand signals that I created with my pupils that only they know how to react to. We also celebrate successful events and view mistakes as stepping stones as we learn together. For me, teaching is not merely disseminating knowledge, but cultivating fruitful relationships along the pursuit of a lifelong calling. I would like to encourage educators who are trying their best to make a difference in the lives of their kids, to just keep going. You can be the person who holds the magic key to unlock their "English Wonderland".



You Learn English, I Learn Iban

Situation: First day entering a Year 1 class.

Miss Lim : Good morning, class,
Year 1 Pupils : Good morning, teacher.
Miss Lim : No! No! Good Morning, Miss Lim.
Year 1 pupils : Good morning, Miss Lim.
Miss Lim : I am Miss Lim.
 I am 'orang putih aka British'.
 I can only speak English.
Year 1 pupils : (silent follows suit)

I was posted to a rural school in Kapit in Sarawak in the early 2018. Majority of the 750 pupils in the school are of Iban ethnic group. I was assigned to be the class teacher to teach English and Science for one of the Year 1 classes. When I entered the Year 1 classroom, the pupils were not able to understand simple instructions in English. As of the pupils of Year 1, they were still not able to speak proper Bahasa Melayu and English was a new language for them. Thus, the only language they could confidently comprehend was their native language, Iban.

My brain automatically started to predict the future of my English lessons. I started to think on ways to teach and to encourage them to speak in English. Given the circumstances that I could not understand the Iban language, I choose to only speak in English in the classroom. I also make sure to SPEAK VERY SLOWLY AND CLEARLY so that my students will be able to comprehend what I am saying. Firstly, as a humanistic

teacher, I am a bit lenient. I allow my pupils to speak in Iban in the classroom. However, I make sure I use a lot of pictures and actions to facilitate their understanding. Secondly, I want to create a non-threatening and conducive environment but at the same time creating an urgency to learn English in my classroom. No punishment follows when they speak their mother tongue in the classroom, just repeating the English words another zillion times. Thirdly, I want to scaffold them with the English language before encouraging them to speak the language. For pupils to be able to speak confidently, they need enough vocabulary, courage and confidence. Using these principles, I want them to enjoy learning to speak English over time.

Surprisingly, I am learning Iban language from the pupils at the same time. This symbiosis relationship really makes my learning of Iban language becomes more interesting and fun. The relaxing and encouraging situations have enabled me to pick up their Iban language indirectly. When I am teaching in the class, I will hear random Iban language out of the blue moon. When I heard the new word, I would STOP, LISTEN, IMITATE THE PRONUNCIATION SLOWLY, and REPEAT THE WORDS A FEW TIMES. I would not ask for the meaning to encourage deep learning. Instead, I would guess the meaning of the words from the context. Below are the 10 situations where I learned Iban words from my pupils, colleague or canteen operators in the school.

Indication: Iban Language

English Language

Situation 1: I was walking towards my class. The pupils saw me and shouted to their friends "*Anang ragak*"

Iban: *Anang ragak*

English: *Keep Quiet*

Situation 2: I was invigilating the examination for Year 1. A boy came to me and asked me on how to pronounce the word "black". After I have demonstrated to him, the boy said "*chelum*"

Iban: *chelum*

English: *Black*

Situation 3: I was marking the pupils' exercise books in the staff room. One girl came to me and said "*Aku meda Miss Lim berdarat tadi.*"

Iban: *meda ; berdarat*

English: *See ; Walk*

Fun fact: I walk to school every morning.

Situation 4: I taught the topic “Let’s play” and I pasted a lot of pictures of toys on the board. Then, one boy came to me and said “*Utai kayam*”. I was stunned. I said “Ya!” without understanding the word.

Iban: Utai kayam

English: Toy

Situation 5: When I was teaching on plants during the Science lesson, I drew seeds on the board. One boy whispered behind me “*leka*”. What? *Leka*? I imitated him.

Iban: leka benih (formal) ; Leka (informal)

English: Seed

Situation 6: My colleague in the staffroom said “*Tama Kelas? Pansut Kelas?*”

Iban: Tama ; Pansut

English: Enter ; Exit

Situation 7: I asked the pupils to colour the pictures. Then, one of the pupils came up and said “*Nadai cua*”

Iban: Nadai ; Cua (informal), Chura pinsil (formal) *English: Don’t Have ; Colour Pencil*

Situation 8: I gave the instruction “Colour the toy car in red”. One girl came up to me and say “*Cat?*”

Iban: Cat

English: Colour

Situation 9: I showed the pictures of boys being ‘proud’ on the board. One boy suddenly said “*isin-isin*”

Iban: insit –insit

English: Proud

Situation 10: I took some of the cassava and taro stem from the canteen. The canteen operator said to me “*Empasa*” “*subung*”.

Iban: Empasa ; subung

English: Cassava Leaves ; Taro Stem

It took my 34 Year 1 pupils of mine about three months to say the sentence “May I go to the toilet, please?” After six months, they were able to say “You are welcome” when someone said “Thank you” to them. The learning environment has not hampered their motivation to speak but motivated them even more to speak in English. I would credit this achievement to the non-threatening learning environment and abundance of videos and games in English. After 1½ years, 10 out of 34 of my now Year 2 pupils can speak fully in English to me. Isn’t it a great achievement to be heard by any English teacher? I am very proud of them.

From these three years experience, I can confidently conclude that pupils’ brains are like sponges when it comes to learn a new language. They absorb the new language and map it to their native language in an incredible speed. I am very privileged to experience my pupils’ journey of learning English Language and go through learning Iban language myself.

As a conclusion, based on my experience, learning a new language starts from imitating the sound and pronunciation. After a few imitations, you will get the confidence to speak. And YEAH! You are speaking the new language. Do you think my Year 1 pupils believe me that I am an “Orang Putih” aka British? No! Some of the pupils started to question my iris and my hair colour. I would only answer “I am still a British because I have special hair colour”.

Biodata



Lim Jia Lih is a novice teacher and majored in teaching English as second language (TESL) from Institute of Teacher Education International Languages Campus, Kuala Lumpur. She is currently teaching English and Science subject (Dual Language Programme) in SK Methodist Kapit, Sarawak. She is also a Silver Certified Instructors for Whole Brain Teachers of America. She is passionate in children’s literature, visual literacy and neuroeducation.

My Experience with MELTA

by Grace Phan Yiing Ling

English Teacher, Kota Kinabalu High School.



"If you never try, you'll never know." This is something that I always tell my students to urge them to take part in activities and competitions. Ironically, when it comes to myself, I have always lacked the courage. Or so I thought, until one fateful day when I met Madam Shubashini at an action research colloquium. One thing led to another and with the support of friends like Ease and Carol, I found myself a presenter at the MELTA Kota Kinabalu National Conference 2018. For that, I am not only grateful, but awe-inspired.

Having zero experience presenting at a conference, I was nervous to say the least. However the tension eased as I was met with warm smiles of encouragement from the attendees. At that moment that I discovered the true meaning of courage as not being the absence of fear, but the judgment of something more important than fear. Presenting at the conference does not mean I did not have butterflies in my stomach. Rather, it was a conviction that what I wanted to share with the others was so much more important than my own feelings. It was definitely worth the experience, for what I gained was priceless.

During the conference, I went from one session to another like a hungry stray, wanting to devour everything in sight. The featured speakers were nothing short of amazing. It began with Professor Dr Ganakumaran who was the epitome of a true ESL leader. Next, when Dr Ng Kee Chuan talked about the Pygmalion effect, my heart stopped beating, or beat even faster, I could not be sure. Then when Jasmane and Rose shared their phonics and reading approaches, a light bulb went on in my head. At the roundtable session, my heart was singing; I could not believe that there were so many people whose beliefs were similar to mine. And they were professionals! The parallel sessions were equally enlightening. I love being a teacher, but sometimes with all the workload in school and the lackadaisical attitude of the students, it can really douse your flame. Attending the conference

reignited my passion and showed me that I am not alone in this journey.

The MELTA KK Conference was my first, but most certainly will not be my last. The insights were profound and the experience invigorating. But to make something great, it takes more than the people in front. Kudos to the MELTA KK team for proving that it doesn't matter how little manpower you have, what you need is just the heart to do it. And you made it happen - knowledge, motivation, and support, in one package deal.

DIFFERENT

I am born different
I can see though I am blind
I can hear though I am deaf
I can speak though I am mute
Like Stephen Hawking
I can be agile though I am immobile

I am born different
yet not that different at all
Like you
I want to be loved and cared
Like you
I want to be accepted and protected
Like you
I want to be capable and respected

So, don't judge me
eventhough I am slow
or with other disabilities
for what I may be lacking
nature has blessed me
with better sensitivity
and perspective

I can see things
that you may not see
I can hear things
that you may not hear
I can sense things better
than you can imagine
I can do wonders
beyond the ordinary

So, don't treat me any different
though I am born different
for I can still learn
via different learning styles
and be phenomenal
as the paralympian
Mohamad Ridzuan Puzi
and you shall see
we are not that different after all

By: Laila Hairani Bt Abdullah Sanggura



MELTA WEBINAR SERIES

MELTA Webinar Series

With the current outbreak of COVID 19, MELTA moved one step forward as part of her commitment to serve the nation. MELTA collaborated with Oxford Fajar to connect teachers with a series of Webinars. The engaging online discussions through the series unpacked several pertinent issues related to teacher education. MELTA received overwhelming responses from participants throughout Malaysia and from other countries that include Indonesia, Philippines, Nepal, Saudi Arabia and Seychelles.



EMBRACING THE PATH FOR BORDERLESS EDUCATION

Join us in a series of webinars on current topics related to education. Hear from our list of experienced speakers and register today!

Webinar 2: Holistic textual engagement and digital reinventions – The changing literary classroom
15 May 2020, Friday | 10.30 AM

- ▶ Associate Professor Dr Raihanah Mohd Mydin
- ▶ Associate Professor Dr Shanthini Pillai
- ▶ Jai Shree Bipinchandra

For more information, log on to
<https://www.oxfordfajar.com.my/english-language-teaching/webinarseries>

REGISTER NOW

Co-organisers: **OXFORD FAJAR** **MELTA**



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EMBRACING THE PATH FOR BORDERLESS EDUCATION

Join us as we engage in a series of webinars on topics related to education!

Webinar 1:
ASSESSING ENGLISH LANGUAGE LEARNERS
8 MAY 2020, FRIDAY | 10.30 AM

Co-organisers: **OXFORD FAJAR** **MELTA**

Webinar 1: Assessing English Language Learners

by Oxford Fajar [Follow](#)

Date And Time

Fri, May 8, 2020
10:30 AM – 11:30 AM Malaysia
Time Malaysia (Kuala Lumpur)
Time

Sold Out

[Details](#)

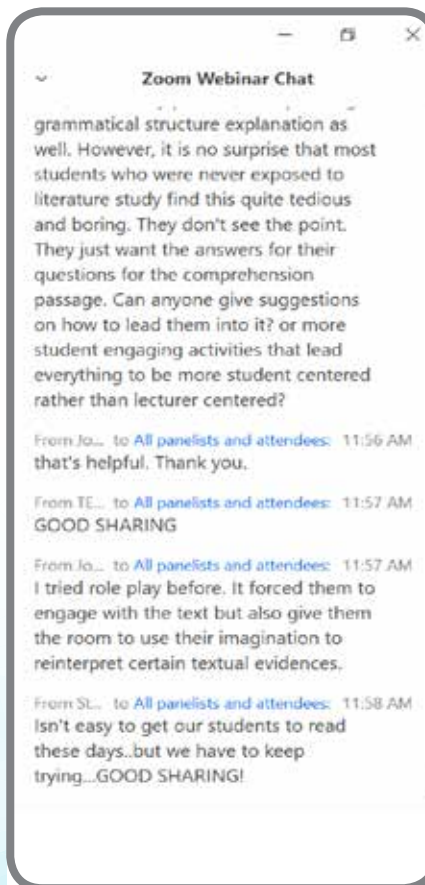
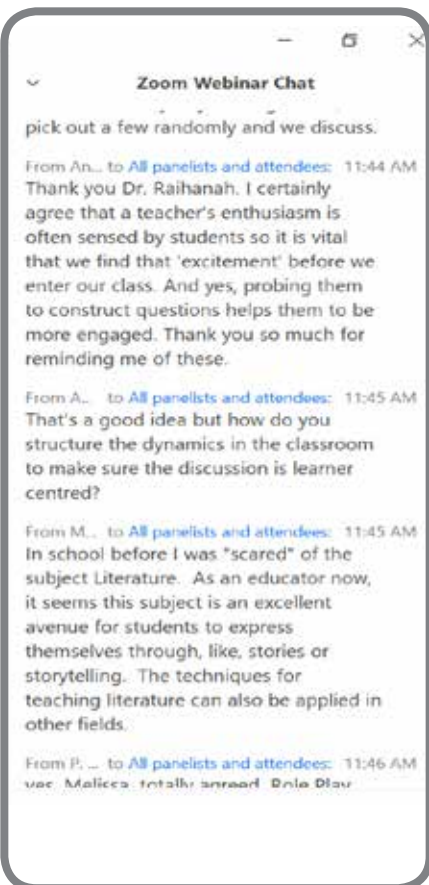
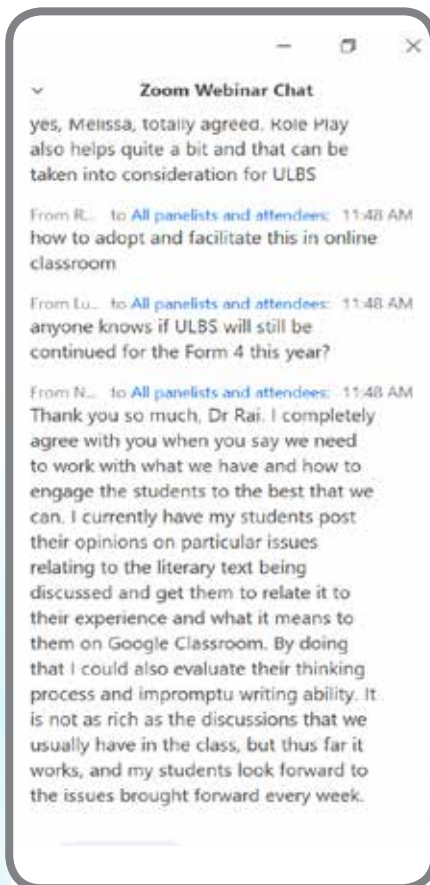
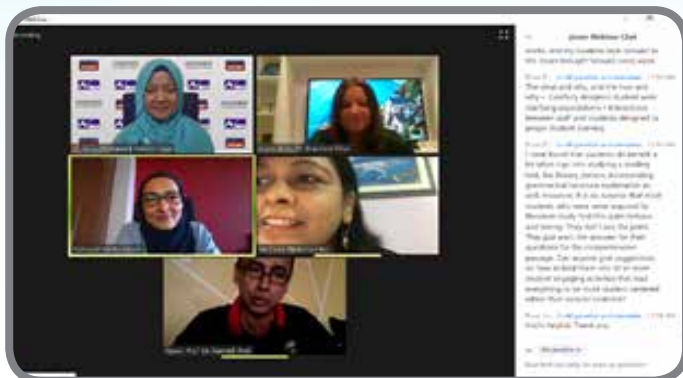
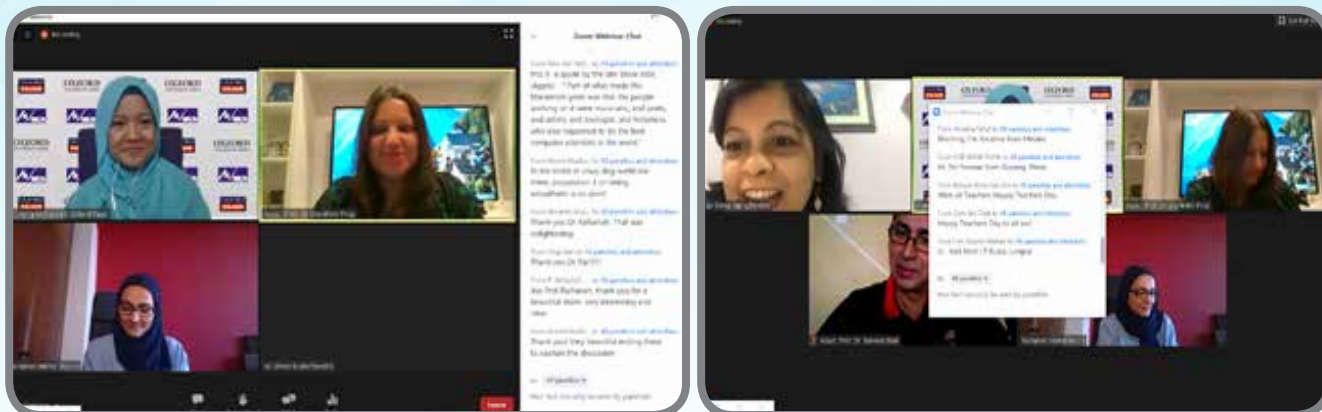
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WEBINAR 2

Holistic textual engagement and digital reinventions – The changing literary classroom

15 May 2020, Friday | 10.30 AM

Duration: 1 hour



Zoom Webinar Chat

class, it would be futile. teachers need to have various ways to attract students to learn at schools.

From JANESTANST... to All panelists and attendees: Thank you so much for the wonderful sharing Dr. Raihanah and Dr. Shantini

From NOZIHA AH... to All panelists and attendees: Agree with you Yenny Chee

From RONALDO P... to All panelists and attendees: mic problem , sorry

From ANIZA YUSO... to All panelists and attendees: Thank you to all panelists for a good sharing. I'm looking forward to the next webinar

From SHEIMAH N... to All panelists and attendees: Thank you for the wonderful sharing

From Noor Roslind... to All panelists and attendees: Tqvm

From Joshua Tan to All panelists and attendees: Thank you all :D

From Ngui Geok KI... to All panelists and attendees: Thank you very much to all the panels for the good sharing

To: All panelists ▼

Your text can only be seen by panelists

Zoom Webinar Chat

yes, Melissa, totally agreed. Role Play also helps quite a bit and that can be taken into consideration for ULBS

From R... to All panelists and attendees: 11:48 AM how to adopt and facilitate this in online classroom

From Lu... to All panelists and attendees: 11:48 AM anyone knows if ULBS will still be continued for the Form 4 this year?

From N... to All panelists and attendees: 11:48 AM Thank you so much, Dr Rai. I completely agree with you when you say we need to work with what we have and how to engage the students to the best that we can. I currently have my students post their opinions on particular issues relating to the literary text being discussed and get them to relate it to their experience and what it means to them on Google Classroom. By doing that I could also evaluate their thinking process and impromptu writing ability. It is not as rich as the discussions that we usually have in the class, but thus far it works, and my students look forward to the issues brought forward every week.

Zoom Webinar Chat

From R... to All panelists and attendees: 11:21 AM Critical thinking to evaluate information and arguments, identify patterns and connections, and construct meaningful knowledge and apply it in the real world.

From O... to All panelists and attendees: 11:21 AM 00.11 is the duration of the powerpoint animation

From R... to All panelists and attendees: 11:23 AM "Technology is here to stay, but we need to get smarter on how best it can be used to improve teaching and learning.

From Se... to All panelists and attendees: 11:25 AM If technology is here to say? Are we welcome modern literature into our classroom? Such as Games of Throne, Assassin's Creed etc.

Zoom Webinar Chat

class, it would be futile. teachers need to have various ways to attract students to learn at schools.

From JANESTANST... to All panelists and attendees: Thank you so much for the wonderful sharing Dr. Raihanah and Dr. Shantini

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WEBINAR 3

Teacher Well-being – Does it Matter?

19 May 2020, Tuesday | 3:30 PM

Duration: 1 hour

EMBRACING THE PATH FOR BORDERLESS EDUCATION

Join us in a series of webinars on current topics related to education!

Webinar 3: Teacher Well-being – Does it Matter?

19 May 2020, Tuesday | 3.30 PM

- ▶ Datin Dr. Cynthia Yolanda Doss
- ▶ Dr. Teh Peh Ling

e-Certificates will be awarded to all participants. Limited to a maximum of 500 participants. For more information, log on to: www.oxfordfajar.com.my



Webinar 3 is brought to you by Oxford Fajar and the MELTA Research and Development Bureau.

REGISTER NOW



Zoom Webinar Chat

When is the registrations for the coming sessions?

From Punitha Than... to All panelists and attendees:
I'm teaching English communication for digital technology in Polytechnic. This information is very useful. Thank you for sharing Dr.

From Vanessa Man... to All panelists and attendees:
more webinar like this

From Afifah to All panelists and attendees:
Thank you dr!

From Rhea Janina B... to All panelists and attendees:
Thank you so much! 😊 Looking forward to webinar 4.

From K PUNITHEV... to All panelists and attendees:
Please do have more such webinars.

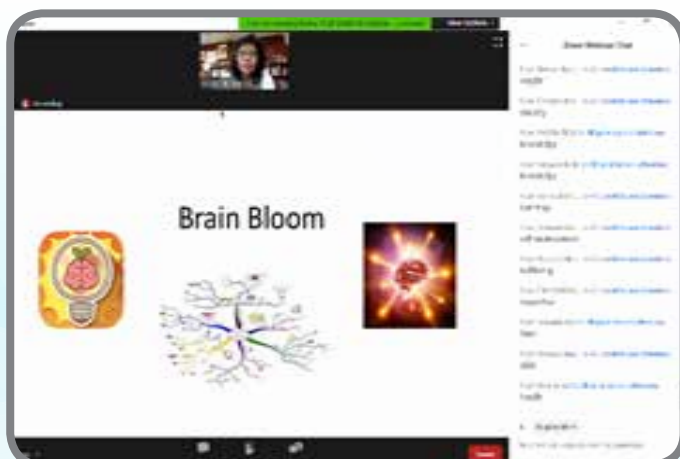
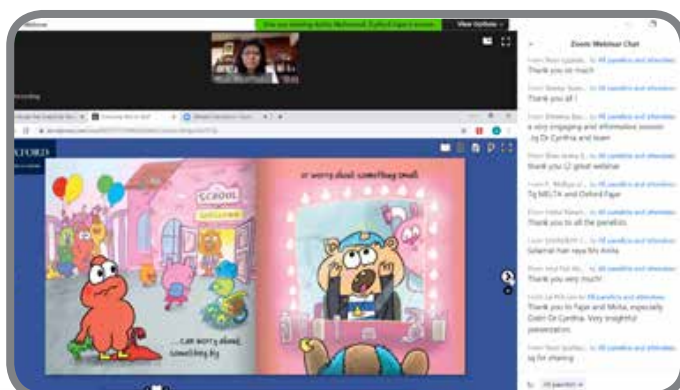
From Grace Joseph to All panelists and attendees:
This is a good one....was reluctant to come in actually....now I'm happy

From Muhamad N... to All panelists and attendees:
yes ..spot on Dr Ramesh

From Rhea Janina B... to All panelists and attendees:
very relevant. especially during this time

To: All panelists

Your text can only be seen by panelists



Oxford Fajar – MELTA Webinar Series

EMBRACING THE PATH FOR BORDERLESS EDUCATION

Webinar 3:
TEACHERS WELL-BEING – DOES IT MATTER?
19 MAY 2020, TUESDAY | 3.30 PM

Co-organisers:



Zoom Webinar Chat

not good. It is breaking up.

From Paulo Cedillo ... to All panelists and attendees:
Hello everyone

From ANIZA YUSO... to All panelists and attendees:
Assalamualaikum and hello, everyone.
Aniza from Kelantan, second time
joining Oxford Melta webinar

From Chan Poh Phui to All panelists and attendees:
Hi, I am Chan from Terengganu!

From Margeaux Val... to All panelists and attendees:
Hi, I'm Margeaux from the Philippines!
Looking forward to this session! :)

From Chin Hui Chiat to All panelists and attendees:
Hi, I'm Chin from Kuching Sarawak.

From Benson Khoo... to All panelists and attendees:
Few more days will be Hari Raya
celebrations. Selamat Hari Raya to
muslim & muslimat.

From Noor Ezzaida... to All panelists and attendees:
Hello everyone. All the way from Mukah,
Sarawak

From Betty Janie Pa... to All panelists and attendees:
Good afternoon from the Philippines.

Zoom Webinar Chat

Good afternoon. I'm Sibyl from Klang
Valley, Malaysia

From Jaime Dloqui... to All panelists and attendees:
hi julius! kabayan

From PREMARAJ G... to All panelists and attendees:
good afternoon

From DAI WEI LEO... to All panelists and attendees:
Good afternoon

From CHEI KUAN P... to All panelists and attendees:
Good afternoon, everyone!

From Sadhna Nair to All panelists and attendees:
Good afternoon. Im Shanthini
Selvarajasingam frm SMK Sultan Abdul
Samad, pj

From Dashaini Kan... to All panelists and attendees:
Looking forward for more sessions!

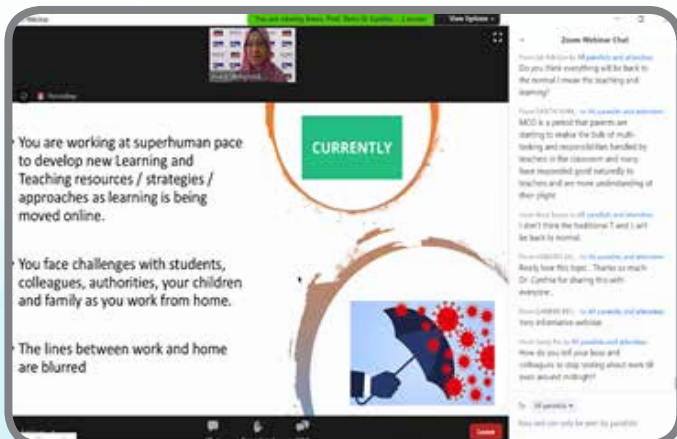
From Rose Torres to All panelists and attendees:
Watching from Silliman University,
Philippines!

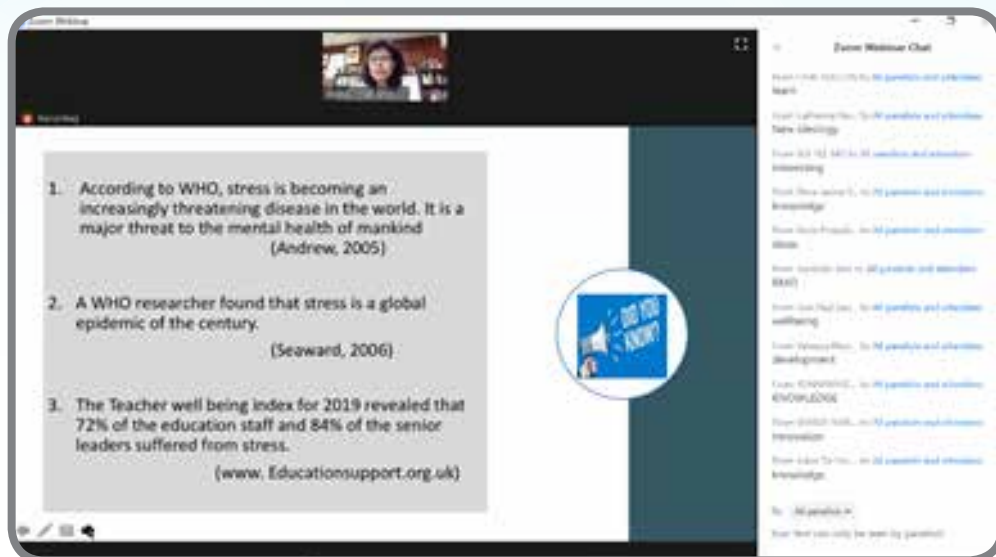
From SHUBASHINI... to All panelists and attendees:
Hi all..

From Sri Khairi Hak... to All panelists and attendees:
hello from makassar Indonesia

To: All panelists

Your text can only be seen by panelists





From Muhamad N... to All panelists and attendees: Thank you Datin Dr Cynthia, very clear and right on the dot...many administrators fail to see the importance of teacher well being...and there are those who think these feelings of unhappiness that teachers feel are something light

From Rose Torres to All panelists and attendees: Super Webinar! Congratulations for organizing this!

From Muhamad N... to All panelists and attendees: this is one of the best sessions I have participated in..am glad I decided to attend this one

From JIA YIING HO to All panelists and attendees: Agree^^ MELTA sets a high standard for other webinars :)

From SAUNDERY P... to All panelists and attendees: You are very true Stanly....

To: All panelists

Your text can only be seen by panelists

From D... to All panelists and attendees: 04:11 PM Thank you Dr. Cynthia for delivering a very informative talk.

I would love to attend more webinars organized by MELTA and Oxford University Press.

From Jo... to All panelists and attendees: 04:12 PM I spend more time doing online to guide my students than at school.

From M... to All panelists and attendees: 04:12 PM Thank you Datin Dr Cynthia, very clear and right on the dot...many administrators fail to see the importance of teacher well being...and there are those who think these feelings of unhappiness that teachers feel are something light

From Ro... to All panelists and attendees: 04:12 PM Super Webinar! Congratulations for organizing this!



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2020 - 2022



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WE, THANK YOU

Thank you to all individuals who have supported MELTA



Dedication to the job at hand...
Strong determination....
Hardwork and sacrifices...





Perseverance...
Commitment to the given tasks...
Unremitting devotion....



28th MELTA International Conference 2019 Award Recipient

MELTA HYACINTH GAUDART AWARD

SMK BATU LINTANG

Ho Jia Yiing

MELTA LIFETIME CONTRIBUTION AWARD

(DEPUTY DIRECTOR GENERAL OF EDUCATION, MALAYSIA)

Dato' Sulaiman Bin Wak

RAJA ZARITH SOFIAH CSR AWARD

(WSR)

Wildlife Conservation Society

AWARD PBL (PRIMARY)

Sponsor: ERICAN

Gold "The Sweet Poison"
(SJKC Chung Hwa, Kuala Lumpur)

Silver NIL

Bronze "It's A Sign: Social Issues Gain Nothing"
(SK Merotai Besar, Tawau, Sabah)

AWARD PBL (SECONDARY)

Sponsor: ERICAN

Gold "Adaptation Of Think Q Grid"
(La Salle Secondary School, Kota Kinabalu)

Silver "Separation Of Food Clean Brain"
(SMK Dato' Permaisuri Miri)

Bronze "Democratising Reading For The Stateless Children"
(Brainy Bunch International School)

MELTA CSTS AWARD

Sponsor: BRITISH COUNCIL APTIS

Gold Nur Azizah Bt Jemat
(IPG Batu Lintang, Sarawak)

Silver Megan Lo Uise
(University of Nottingham Malaysia)
Anushika Sajani Karunaweera
(University of Nottingham Malaysia)

Bronze Rozie Kasim
(IPG Batu Lintang, Sarawak)

MELTA CTS AWARD

Sponsor: ERICAN

Gold Mustabshirah Bt Md Salleh
(SK Syed Sheh)

Silver Sheela Faizurah Bt Nik Fauzi
(SMK Petra Jaya)

Bronze Chok Sze Jin
(SMK Lake)

MELTA CHETS AWARD

Sponsor: GIG TECHNOLOGIES

Gold Cathareina Stephen
(Pejabat Pendidikan Daerah Betong)

Silver Edna Wellington
(IPG Kampus Ilmu Khas)

Munira Mohsin
(IPG Kampus Ilmu Khas)

Zaira Abu Hassan Shaari
(IPG Kampus Ilmu Khas)

Bronze NIL

MELTA BASIL WIJASURIYA AWARD

Sponsor: elc International School

Gold Nellicca Neleric Chong
(Sekolah Kebangsaan Nanga Bawai, Kapit, Sarawak)

Silver Nordalina Binti Nailie
(SJKC Thian Chin, Sibul, Sarawak)

Bronze NIL

WWF PRIMARY

Sponsor: OXFORD FAJAR

Gold SJK St Paul, Kuching

Silver SJKC Chung Hua, Kuala Lumpur

Bronze SJK Chung Hua NO. 5, Kuching

WWF SECONDARY

Sponsor: OXFORD FAJAR

Gold Team FF
(Lodge National Secondary School)

Silver Team CC
(SM Sains Kuching)

Bronze Team A
(SMK Kuching High)

