



CONFERENCE PROGRAMME

29th MELTA INTERNATIONAL
ONLINE CONFERENCE 2021

[23 - 25]
JULY 2021

***BE FUTURE READY:
SHAPING NEW UNDERSTANDINGS
IN THE ELT LANDSCAPE***

CO SPONSORS:



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MESSAGE

FROM DIRECTOR GENERAL OF EDUCATION MALAYSIA

The Ministry of Education Malaysia congratulates the Malaysian English Language Teaching Association (MELTA) for organising its annual international conference. Despite the current challenges due to the uncertain education landscape brought about by COVID-19, it is both heart-warming and encouraging to see MELTA continue its quest to advance English language education through its many activities.

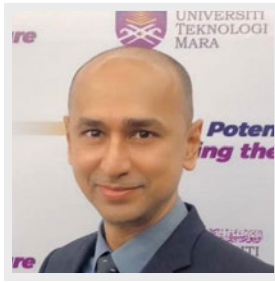
We are aware that MELTA activities have a strong following among English language teachers here in Malaysia and the region. As such, I am certain that this conference will pave the way for an enriching exchange of knowledge, experiences, ideas and opinions in an online platform. I expect the conference to provide a fertile ground for both researchers and classroom practitioners from diverse settings and am confident that the conference delegates will be able to indulge in healthy dialogues and expand their network for further collaboration. Such collaboration is essential for knowledge-sharing and we have learnt that communication among classroom practitioners is essential for minimising disruption to education in these uncertain times.

In addition to a traditional conference format, I am pleased to note that MELTA Online 2021 also has specific events such as the Creative Student Teacher Showcase to encourage participation by our student teachers as well as a Project-Based Learning competition for school students. It is my hope that opportunities like these provide the motivation for learning and sharing.

I place on record our sincere appreciation to MELTA which has worked hard in organising this conference with a note that the Ministry of Education, Malaysia is supportive of all activities which lead to the professional growth of our teachers.

Finally, I wish all delegates an enriching learning experience at the 29th MELTA International Conference.

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



MESSAGE

FROM MELTA PRESIDENT

On behalf of the entire MELTA committee, I am pleased to welcome you to the 29th MELTA International Conference. We made the difficult decision to postpone the conference last year when the Movement Control Order was imposed in Malaysia to fight the COVID-19 pandemic. Unfortunately, we are still unable to return to our traditional conference format, and we are therefore bringing you MELTA Online 2021.

I am pleased that MELTA supporters have continued to stand by us as we move forward, guided by the association's vision of advancing English language education and contributing to teacher professional development. We received a large number of abstract submissions; however, the online format did not allow us to include many deserving paper presenters in our schedule. We will strive to improve the management of the conference and provide more opportunities in the future.

We hope that the online format for the conference appeals to you as you join us from the comfort of your homes, and participate in thematic tracks of your choice. We also welcome a large number of school students who will be participating in our project-based learning competition which has been renamed in honour of our immediate past president, the late Professor Dr Ganakumaran Subramaniam.

I would like to thank the key speakers who agreed to be part of the conference, and our associate partners who continue to support our conference. I am also grateful for the support of the many sponsors who have stepped forward to be part of this event despite uncertain times. Finally, I thank the dedicated individuals who make up the conference organising committee. They have worked tirelessly to ensure that everyone has a positive experience.

I wish you all a very enjoyable conference.

Thank you.

A handwritten signature in black ink, appearing to read 'Ramesh Nair'.

ASSOC. PROF DR RAMESH NAIR

MELTA COMMITTEE

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Track 1: Teacher Professional Development

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Track 3: Assessment and Evaluation

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Track 4: Literature

Assoc. Prof. Dr. Too Wei Keong

Track 5: Technology

Mr. Warid Mihat

Track 6: Creative Teacher Showcase & Creative Student Teacher Showcase

Dr. Paramaswari Jaganathan

Track 7: Project-Based Learning in STREAM Competition (for school pupil presenters)

Ms. Cheah Yet Thang




29TH MELTA ONLINE CONFERENCE
BE FUTURE READY: SHAPING NEW
UNDERSTANDINGS IN THE ELT LANDSCAPE
23 – 25 JULY 2021

CONFERENCE SCHEDULE Friday, 23 July 2021

Time (MYT)	Event & Venue
8.00a.m. - 8.30a.m.	Log in (<i>Link will be provided</i>)
8.30a.m. - 9.00a.m.	Opening Address
9.00a.m. - 9.45a.m.	Keynote Address Heath Rose, University of Oxford, UK
9.55a.m. - 12.30p.m.	Track 1 (<i>Registration required</i>) Theme: Teacher Professional Development
10.00a.m. - 11.15a.m.	Forum: Leveraging eCPD for Effective Physical and Virtual Learning During Pandemic Afflicted Moments <ul style="list-style-type: none"> - Mohd Hilmi Bin Hamzah, Samuel Isaiah <p>Moderator: Zubaidah Bibi binti Mobarak Ali</p>
11.20a.m. - 11.40a.m.	Room 1 - D1_T1_01 <ul style="list-style-type: none"> - Dawn Lucovich (<i>Featured Presentation</i>) A New ZPD: Zoom for Professional Development <p>Room 2 - D1_T1_02</p> <ul style="list-style-type: none"> - Nabaraj Neupane (<i>Featured Presentation</i>) Spectra of EFL Teacher Professionalism: Delving into a Specific Context <p>Room 3 - D1_T1_03</p> <ul style="list-style-type: none"> - Brooks Slaybaugh Bridging the gap in online learning <p>Room 4 - D1_T1_04</p> <ul style="list-style-type: none"> - Ling Sue Zhen, Fatin Najiha Zainuddin, Masturah Aimuni Mohd Zin, Melor Md Yunus The Teachers' Readiness in Conducting ESL Remote Teaching in Malaysia During the COVID-19 Pandemic

Time (MYT)	Event & Venue
11.40a.m. - 11.50a.m.	Room 5 - D1_T1_05 - Thurairaja Sunmokasudram The Impact of Non-Governmental Organizations in Teacher Professional Development in the 21st Century
12.00p.m. - 12.20p.m.	Room 1 to 5 - Q & A Session Room 1 - D1_T1_06 - Stephen James Hall Informing My Teaching Through Reflections on Successful Mobile Application Language Learning Room 2 - D1_T1_07 - Nur Syafiqah Yaccob, Melor MD. Yunus, Global Competence Among ESL Teachers: A Conceptual Paper Room 3 - D1_T1_08 - Nur Aimi Farhani Mohamad Ramzan Measuring Digital Competence: Pre-Service Teachers (PST) Readiness for Online Teaching Room 4 - D1_T1_09 - David Scott Bowyer Developing a Communication-Strategy Focused Curriculum Room 5 - D1_T1_10 - Zayda S. Asuncion, Marites B. Querol, Rosalie L. Navoa, Maria Ines R. Minia Beliefs and Practices of Senior High School Teachers and College Instructors on Intercultural Communicative Competence
12.20p.m. - 12.30p.m.	Room 1 to 5 - Q & A Session
2.00p.m. - 3.00p.m.	Plenary 1 Azlin Zaiti Zainal, University of Malaya, - Teachers' Professional Development in Times of Crisis: The Role of Technology in Supporting English Language Teachers' Agency in Online Teaching


Time (MYT)	Event & Venue
 Track Sponsor	
3.10p.m. - 5.45p.m.	Track 2 (<i>Registration required</i>) Theme: Pedagogy
3.15p.m. - 4.30p.m.	Featured Workshop: <ul style="list-style-type: none"> - Laura Brown The Use of Pedagogy Within Online Education
4.35p.m. - 4.55p.m.	Room 1 - D1_T2_01 <ul style="list-style-type: none"> - Adiba Murtaza (<i>Featured Presentation</i>) A Study on English Teachers' Adaptation of Online Teaching in Bangladeshi Private Universities Room 2 - D1_T2_02 <ul style="list-style-type: none"> - Kaoru Tomita (<i>Featured Presentation</i>) To be a Fluent Speaker of English Room 3 - Parallel Paper D1_T2_03 <ul style="list-style-type: none"> - Mabel Chan (<i>Featured Presentation</i>) Pedagogy of Business English to Meet New Trends of Professional Communication Room 4 - Parallel Paper D1_T2_04 <ul style="list-style-type: none"> - Nenden Sri Lengkanawati (<i>Featured Presentation</i>) EFL Teachers' Strategies in Coping with Remote Teaching Intricacies: A Case of Indonesian Schools Room 5 - Parallel Paper D1_T2_05 <ul style="list-style-type: none"> - Naoya Shibata The Effectiveness of Theme-Based Instruction on Japanese University Students' Global Awareness
4.55p.m. - 5.05p.m.	Room 1 to 5 - Q & A Session
5.15p.m. - 5.35p.m.	Room 1 - D1_T2_06 <ul style="list-style-type: none"> - Samantha Elesha Anak Salambau, Belinda Lai, Melor Md Yunus Journaling to Improve Motivation in Writing Skills among Primary ESL Learners Room 2 - D1_T2_07 <ul style="list-style-type: none"> - Jessica McLaughlin Measuring the Effectiveness of Academic Videos for Incidental Vocabulary Learning in ESL Foundation Students

Time (MYT)	Event & Venue
	<p>Room 3 - D1_T2_08</p> <ul style="list-style-type: none"> - Lim Ai Teng, Ling Sue Zhen, Tong Shih Wee <p>Reimagining Learning Experience Through Project-Based Learning to Enhance Pupils' English Language Learning</p> <p>Room 4 - D1_T2_09</p> <ul style="list-style-type: none"> - Teo Woon Chun <p>Using "OnCE" Table to Enhance Malaysian Primary ESL Learners' Communicative Message Writing Competence</p> <p>Room 5 - D1_T2_10</p> <ul style="list-style-type: none"> - P.M. Nagarajan Pillai <p>PEN PAL Project in Improving Primary School Pupils' Motivation and Engagement in English Language Writing</p>
5.35p.m. - 5.45p.m.	Room 1 to 5 - Q & A Session



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CONFERENCE SCHEDULE Saturday, 24 July 2021

Time	Event & Venue
8.00a.m. - 8.20a.m.	Log in (<i>Link will be provided</i>)
8.20a.m. - 9.30a.m.	Plenary 2 Gordon Lewis, Laureate Network Universities, USA - Planning for the New Normal
 Pearson Track Sponsor	
9.50a.m. - 12.30p.m.	Track 3 (<i>Registration required</i>) Theme: Assessment and Evaluation
10.00a.m. - 11.15a.m.	Featured Workshop: Derya Uysal, PTE Academic - How AI Scoring Works for Speaking and Writing
11.20a.m. - 11.40a.m.	Room 1 - D2_T3_01 - David James Townsend Perceptions of Peer Assessment of Oral Presentations Room 2 - D2_T3_02 - Donna Fujimoto, Alan Simpson, Amanda Gillis-Furuta, Daniel Lilley, Margaret Kim Teaching to the Test: An Intercultural View Room 3 - D2_T3_03 - Zarin Tasnim Peer Assessment in Oral Presentation: Perceptions from the ELT Classroom Room 4 - D2_T3_04 - Nur Madihah Aqish Binti Muhammad Fadzli Teacher Readiness in Conducting English Language Classroom-based Assessment Among Level 1 Primary School Students

Time	Event & Venue
11.40a.m. - 11.50a.m.	Room 5 - D2_T3_05 - Lulu-Al-Marzan, Forhad Hossain Assessing Writing Online: Guidelines for Assessment of Writing in Emergency Situations Like Covid-19
12.00p.m. - 12.20p.m.	Room 1 to 5 - Q & A Session
	Room 1 - D2_T3_06 - Norhafizah Hanoom Binti Ahmad Azman Khan The Concerns of Primary School English Teachers for Classroom-based Assessment
	Room 2 - D2_T3_07 - Roghibatul Luthfiyyah, Bambang Yudi Cahyono, Francisca Maria Ivone Classroom-based Assessment Practices During Emergency Remote Teaching: Challenges and Opportunities
	Room 3 - D2_T3_08 - Savina a/p A.Saiman Recording Tool for Assessment and Feedback Using the MOTE Method in Google Classroom
	Room 4 - D2_T3_09 - Chok Sze Jin Textbook Analysis: Adaptability of English Download B1+ for Home-based Learning Due to the Covid-19 Pandemic
	Room 5 - D2_T3_10 - Muhammad Nadzrin Bin Khairuddin & Shahrizat Hisyam Investigating Anxiety Levels Among Malaysian L2 Learners and Its Effects on Their Oral Presentation
12.20p.m. - 12.30pm.	Room 1 to 5 - Q & A Session
2.00p.m. – 3.00 p.m.	Plenary 3 David Booth, Pearson English Assessment - Making Assessment Work in the Classroom
3.10p.m. – 5.45p.m.	Track 4 (<i>Registration required</i>) Theme: Literature
3.15pm. - 4.30pm.	Forum: Teaching Literature in English and Common European Framework of Reference for Languages (CEFR)- Challenges and Strategies - Lim Lai Poh, Ikhwan Hazzad Bin Idris Moderator: Too Wei Keong

Time	Event & Venue
4.35p.m. - 4.55p.m.	<p>Room 1 - D2_T4_01</p> <ul style="list-style-type: none"> - Stephenie Lee Ong-Busbus (<i>Featured Presentation</i>) Literature as Mirror of Culture: Nipa Huts in Chosen Cordilleran Literary Pieces <p>Room 2 - D2_T4_02</p> <ul style="list-style-type: none"> - Goro Yamamoto Investigation of Semantic Extension of an English Vocabulary Item in Terms of Dictionary Development <p>Room 3 - D2_T4_03</p> <ul style="list-style-type: none"> - Suresh Lim Keng Leong The ReDraw Method: Enhancing the Understanding of Poems Among Year 4 Pupils in a Malaysian National-Type School <p>Room 4 - D2_T4_04</p> <ul style="list-style-type: none"> - Teh Pei Ling, Cynthia Yolanda Doss Presenting Literature Appreciation in the Age of Technology <p>Room 5 - D2_T4_05</p> <ul style="list-style-type: none"> - Mah Zhi Jian, Winnie Ong Yuen Nee Connecting Learning Dots through Literature During the Covid-19 Pandemic
4.55p.m. - 5.05p.m.	Room 1 to 5 - Q & A Session
5.15p.m. - 5.35p.m.	<p>Room 1 - D2_T4_06</p> <ul style="list-style-type: none"> - Shubashini Suppiah Shakespeare's Othello via Google Classroom: Perils and Promises <p>Room 2 - D2_T4_07</p> <ul style="list-style-type: none"> - Norhayati binti Mohd Yusof Exploring Issues and Challenges of Using ICT in Teaching the English Language Literature Component in Secondary Schools <p>Room 3 - D2_T4_08</p> <ul style="list-style-type: none"> - Jen Renita Binti Mappah ELV-R CAMP: English Language Virtual-real Classroom of Arts and Music Pedagogy as the New Norm <p>Room 4 - D2_T4_09</p> <ul style="list-style-type: none"> - Mohana Ram Murugiah Exploring Learner Angagement in Literature Lessons with EdPuzzle and Wakelet Applications <p>Room 5 - D2_T4_10</p> <ul style="list-style-type: none"> - Anisha A/P Thiruchelvam Teaching Literature Using the Gamification Approach for Secondary School Students by a Teacher Trainee
5.35p.m. - 5.45p.m.	Room 1 to 5 - Q & A Session


Track 7: Project-Based Learning Competition

Time	Event & Venue
8.00a.m. - 8.30a.m.	Log in (<i>Link will be provided</i>)
8.30a.m. - 12.30p.m.   Track Sponsor	Track 7 (<i>Registration required</i>) Ganakumaran Subramaniam Project-Based Learning Competition Room 1- Primary School Category Room 2 - Secondary School Category
12.30p.m. – 1.00p.m.	Closing



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CONFERENCE SCHEDULE Sunday, 25 July 2021

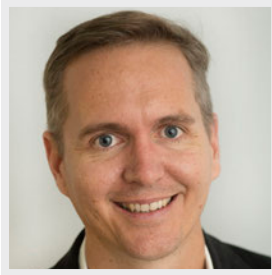
Time	Event & Venue
8.00a.m. - 8.15a.m.	Log in (<i>Link will be provided</i>)
8.15a.m. - 10.30a.m.	Track 6 Room 1: Creative Teacher Showcase (CTS) Room 2: Creative Student Teacher Showcase (CSTS) Room 3: Higher Education Teaching Innovation (HETI)
10.40a.m. – 1.15p.m.	Track 5 (<i>Registration required</i>) Theme: Technology
 Pearson Track Sponsor	
10.45a.m. - 12.00p.m.	Featured Workshop: William Bonk, Pearson Assessment Technology Engineering <ul style="list-style-type: none"> - How to Help Learners Chart Their Own Course Towards English Proficiency
12.10p.m. - 12.30p.m.	Room 1 - D3_T5_01 <ul style="list-style-type: none"> - Young Woo Cho (<i>Featured Presentation</i>) Facilitating Self-directed English Speaking Practice Through an AI Chatbot and Coaching via Zoom Video Conferencing: A Case Study Room 2 - D3_T5_02 <ul style="list-style-type: none"> - Nguyen Ngoc Vu (<i>Featured Presentation</i>) Second Life 3D Virtual Learning Environment for Language Education in Vietnam: Opportunities and Challenges Room 3 - D3_T5_03 <ul style="list-style-type: none"> - Mark R. Freiermuth, Hsin-chou Huang Cultural Development in the Language Learning Classroom via Telecollaboration: Zooming Ahead! Room 4 - D3_T5_04 <ul style="list-style-type: none"> - Ngo Thi Nhu Thuy Virtual Reality for Vocabulary Learning: A Meta-analysis and Implications Towards L2 Classroom Practices Room 5 - D3_T5_05 <ul style="list-style-type: none"> - Ranson Paul Lege Comparing Graduate Student Perceptions of Online and Remote Learning at Nagoya University, Japan

Time	Event & Venue
12.30p.m. - 12.40p.m.	Room 1 to 5 - Q & A Session
12.45p.m. - 1.05p.m.	<p>Room 1 - D3_T5_06</p> <ul style="list-style-type: none"> - Brian J. Birdsell Advancements of Neural Machine Translations and the Transformation of Foreign Language Teaching <p>Room 2 - D3_T5_07</p> <ul style="list-style-type: none"> - Ildina binti Mahadil The Use of Digital Storytelling in Enhancing Lower Secondary School Students' Writing Skill and Motivation in Writing <p>Room 3 - D3_T5_08</p> <ul style="list-style-type: none"> - Osaze Cuomo Emotion in the Classroom <p>Room 4 - D3_T5_09</p> <ul style="list-style-type: none"> - Shee Yuen Ling Bridging the Language Barriers: Media and Information Literacy (MIL) in the English Classroom <p>Room 5 - D3_T5_10</p> <ul style="list-style-type: none"> - Farid Noor Romadlon, Aisyah Ririn Perwikasih Utari Virtual Class drilling to Improve Public Speaking Skills of EFL Students in University
1.05p.m. - 1.15p.m.	Room 1 to 5 - Q & A Session
2.30p.m. - 3.30p.m.	<p>Plenary 4</p> <p>Pamela Esther Devadason, Stella Maris International School, Kuala Lumpur</p> <ul style="list-style-type: none"> - Myths and Realities of Teaching English in Malaysia: A Practitioner's Perspective
3.45 p.m. - 4.30 p.m.	Close

AWARDS PROUDLY SPONSORED BY:



KEYNOTE ADDRESS

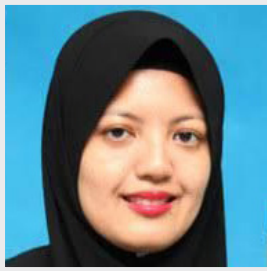


Heath Rose
University of Oxford

23 July 2021:
9.00 a.m.

Heath Rose is Associate Professor of Applied Linguistics at the University of Oxford. At Oxford he is the course director for the MSc in Applied Linguistics for Language Teaching, which is a specialist masters course aimed at language teachers. He is also the coordinator of the English Medium Instruction Research Group, which actively investigates the implications of an increased use of English in universities around the world. His research mainly explores the implications of globalization on language teaching and learning. He is author of several books on language teaching, including *Global Englishes for Language Teaching* (Cambridge University Press) and *Global TESOL for the 21st Century* (by Multilingual Matters). He is editor of several books including the *Routledge Handbook of Research Methods in Applied Linguistics* and is the series co-editor for the *Cambridge Element on Language Teaching*. Before moving into academia, Heath trained as a language teacher in Australia and taught for 15 years in schools and universities in Australia and Japan. Before moving to Oxford, he was director of the Centre of English Language Learning and Teaching at Trinity College Dublin. He has a keen interest in language education in Southeast Asia through the supervision of his doctoral students who are exploring the implications of Global Englishes for English language teachers in Malaysia and the Philippines.

PLENARY SESSIONS



Azlin Zaiti Zainal
University Malaya, Malaysia

PLENARY 1
23 July 2021:
2.00 p.m.

Azlin Zaiti Zainal is a senior lecturer at the English Language Department, Faculty of Languages and Linguistics, Universiti Malaya. She began her career in English language teaching at MARA Junior Science College Muar. She then started her academic career at the University of Malaya following the completion of her MPhil in English and Applied Linguistics and PhD in Education at Cambridge University. Her research interests include teacher education, technology in language education, second language writing, oral communication, and discourse studies. Her recent research project on teacher education funded by the British Council Assessment Research Grant investigated the impact of the ProELT training programme and Aptis on Malaysian English teachers' classroom practice. Currently, she is the Principal Investigator of a research project funded by the University of Malaya on the discourses of English language teachers' agency in online teaching, with a focus on teachers' professional development. She is the Editor-in-Chief for the Malaysian Journal of ELT Research (MaJER). email: azlinzainal@um.edu.my

Teachers' Professional Development in Times of Crisis: The Role of Technology in Supporting English Language Teachers' Agency in Online Teaching

The Covid-19 pandemic has affected teachers' daily work in various ways. The closure of schools due to imposed lockdowns has resulted in teachers having to transition from teaching in physical classrooms to online teaching. This sudden shift to online teaching has also prompted the need for English language teachers to quickly learn how to use digital tools for remote teaching. However, not all teachers were prepared to transition to online teaching. Having had little to no experience of teaching online prior to the pandemic, teachers had to not only learn to how to use new technologies but also how to use them based on their varying contextual needs. In this plenary, I will highlight the importance of teachers' professional agency in responding to the pandemic crisis. I will explore the concept of teacher agency, referencing the relevant theoretical frameworks. I will then discuss the factors that influence Malaysian English language teachers' technology use in remote teaching and how technology plays a role in enhancing teacher agency. I will conclude with how teacher agency affects teachers' professional development and suggest how teachers can move forward in their classroom practice with the reopening of schools.



Gordon Lewis
Laureate Network Universities

PLENARY 2

24 July 2021:

8.20 a.m.

Gordon Lewis founded ELT Strategies in 2019, after 11 years as Vice President, Languages for Laureate Higher Education. From 2004-2008 he was Academic Director of Kaplan English Programs, based in New York City. From 2001 to 2004 he was Director of Instructor Training and Development for Berlitz Kids in Princeton, New Jersey. From 1990-1999 he ran a language school in Berlin, Germany. He earned a B.S. in Languages and Linguistics from Georgetown University, Washington D.C. and an M.S. from the Middlebury Institute of International Studies, Monterey, California. Gordon has served on the committee of the IATEFL Young Learners Special Interest Group and served as an editorial board member of ELT Journal. He is co-author of *Games for Children* and *Grammar for Young Learners* and author of *The Internet and Young Learners*, *Teenagers*, *Making the Most of Technology*, and *Bringing Technology into the Classroom*, all published by Oxford University Press. He is a sought-after public speaker who presents at conferences around the world. email: gordonlewis3112@gmail.com

Planning for the New Norm

If the global pandemic has taught us anything, it is how difficult it is to plan for the future. Currently, we can't even plan three months in advance with any degree of confidence. We literally have no idea what the world will look like in six months or a year. While stressful, moments of crisis like this can be great catalysts for change. They force us to rethink our assumptions and reflect on our practice. This is a good thing and over-due even before the pandemic.

In this talk we will look at the state of ELT both before and after the pandemic and identify challenges and opportunities for our profession.



David Booth
Pearson English Assessment

PLENARY 3

24 July 2021:

2.00 p.m.

David Booth is the Director of Test Development for Pearson English Assessment. He is responsible for the development of specific Pearson tests ensuring that all test development processes are executed to the highest standards and that test material is of the highest quality and fit for purpose. David works closely with other staff at Pearson to develop assessment and learning solutions to meet specific customer requirements.

David's main expertise is in the development and revision of tests and he has given presentations at major conferences on this theme. David has also contributed articles on specific test development projects in published research notes. David's other interests include corpus linguistics and assessment for specific purposes.

Before joining Pearson, David worked for 10 years at Cambridge ESOL, a part of Cambridge Assessment. David also has extensive academic management, teaching and teacher training experience working for the British Council in South Korea, Hong Kong and Malaysia. email: david.booth@pearson.com

Making Assessment Work in the Classroom

The classroom is a busy place with teachers presenting and practicing language points and skills, encouraging learners to communicate effectively in groups, whilst paying attention to the social context of language use. In addition, teachers offer skills practice and helpful learning strategies often in relation to the specific goals of the learner, for future study or developing language skills appropriate for the workplace. Similarly, teachers are involved in evaluating learners; sometimes just to give feedback to support learning but also for end of term or end of year evaluations which can have an impact on the learners' progress, motivation and life chances.

Set in the broader context of modern language assessment practices, this paper will look at specific classroom tools which help teachers evaluate students learning and gives comprehensive feedback referencing specific learning objectives and course material designed to have an immediate impact on the learner. These tools help build a picture for both the learner and the teacher and for younger learners, the parent, identifying where the learner could work most actively to improve their language proficiency. The assessment tools can be used in conjunction with certificated tests to reward learners throughout their lifetime of language learning.



Pamela Esther Devadason

Principal (Secondary)
Stella Maris International School,
Kuala Lumpur, Malaysia

PLENARY 4

25 July 2021:

2.30 p.m.

Pamela Esther Devadason is the Principal of the Secondary Wing at Stella Maris International School Kuala Lumpur. For the past 32 years, she has had an eventful journey as a teacher, school administrator and teacher trainer with the Ministry of Education Malaysia. Her experiences at 12 schools, both urban and rural, residential and day schools, in 4 different states as well as a teacher trainer have shaped her views about English language education in Malaysia. Pamela has also been involved in a number of initiatives related to English language curriculum reforms, digital learning, and textbook evaluation. Having majored in Mathematics and English Language, she went on to obtain a further degree in Curriculum and Instruction. Her interests lie in pedagogy and assessment, and is also a Person-of-Reference for the new CEFR-aligned English Language curriculum in Malaysia. Being a mindful practitioner, her heart is always for the teachers and the kids in schools. email: pameladevadason@gmail.com

Myths and Realities of Teaching English in Malaysia: A Practitioner's Perspective

In response to the challenge of improving the standards of English in Malaysia, the Ministry of Education launched the English Language Education Reform: The Roadmap 2015-2025. The intention is to develop English Language education of an international standard. Hence the adoption of the Common European Framework of Reference (CEFR) into our English Language education. Although it is now a few years since this implementation, there are still misconceptions and assumptions that should not be ignored. In this talk, we will look at the underlying presumptions driving the teaching and learning of English in schools today by uncovering some embedded myths.

FORUM SESSIONS

Leveraging eCPD for Effective Physical and Virtual Learning During Pandemic Afflicted Moments

The COVID-19 pandemic has brought about many innovative changes in the education system. Teachers, especially, have to embrace a creative approach in enhancing their skills through sustainable methods, such as eCPDs (electronic continuous professional development). Given the wide array of virtual materials, continuous professional development must be personalised, self-initiated and self-governed by teachers themselves, while at the same time fulfilling the top management needs. Arguably one of the silver linings of the pandemic, professional development has never been so inexpensively acquired and undemandingly organized, all accomplished from the comfort of one's home or comfy couch. However, it is not just about how teachers and educators adapt to this change, but also how systems adapt to the evolving needs of teachers. This new teacher empowerment requires the shift of paradigm among teachers and administrators so that conflicts are reduced and both parties can work hand in hand during the pandemic. Therefore, the pertinent question we should be asking ourselves is whether we are open to these advancements and are we willing to change our ways parallel to the demands of today. This forum will walk us through on how traditional CPDs have evolved to eCPDs despite having to face a pandemic afflicted moment. The forum aims at strengthening educators' perception leading to active participation in eCPDs which is bound to stay as a key factor to building teacher capacity.

23 July 2021: 10.00 a.m.

PANELIST 1: MOHD HILMI HAMZAH

Mohd Hilmi Hamzah is an Associate Professor at the School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia (UUM), Kedah, Malaysia. He is also the Deputy Director at the Centre for University-Industry Collaboration, focusing on industrial training and talent development. He received his PhD in Phonetics from the University of Melbourne, Australia in 2014. His research interests include Phonetics and Phonology, Applied Linguistics, Speech Science and Technology, Pronunciation Teaching and Learning, and English Language Teaching.

PANELIST 2: SAMUEL ISAIAH

Samuel Isaiah is a passionate and driven educator and leader, who strives to bridge the gap between theory and practice by challenging the status quo, and leading collaborative changes. His expertise stems from the combination of pedagogy and its execution, a critical grasp of data and research literature, as well as efficiency in planning and execution. Samuel who was serving in a rural indigenous school in Pahang for 10 years, is currently completing his master's degree in educational policy under the illustrious Fulbright scholarship. This award-winning educator who was recently named as the top 10 finalist of the prestigious

Global Teacher Prize 2020, believes that his prowess and achievements stem from effectively linking and translating frameworks, policies, and leadership in relevance to culture, context, and society.

MODERATOR PROFILE:

Zubaidah Bibi binti Mobarak Ali is currently an Academic Lecturer at Malaysia's Ministry of Education's English Language Teaching Centre (ELTC). She graduated from Universiti Putra Malaysia (UPM) with a Bachelor's and Master's degree in the English Language, as well as a PhD from Universiti Kebangsaan Malaysia (UKM). She was awarded the title of Master Teacher for English Language/Guru Cemerlang Bahasa Inggeris in 2008. Later, in 2014, she was appointed to the Seremban District Education Office as the EL School Improvement Specialist Coach Plus (SISC+). Instructional coaching and mentoring, as well as 21st-century teaching and learning, are two of her research interests. She has a strong desire to share her wisdom and assist educators in being more than just "effective" in the classroom.

Teaching Literature in English and Common European Framework of Reference for Languages (CEFR)- Challenges and Strategies

Literature in English has been part of English Language curriculum in Malaysia, and it is delivered either as a component of English language subject or an elective subject (Too, 2018). According to Vethamani (2004), the teaching of literature in English in Malaysia oscillated between 'Literature as Resource' (LR) and 'Literature for Study' (LS). LR refers to the incorporation of literary texts as resources for language development while LS includes aspects of LR and the testing of knowledge, literary competence and the appreciation of literary texts. With the adoption of school-based curriculum and the Common European Framework of Reference for Languages (CEFR) in Malaysia in 2013, the literature in English component in the English language curriculum remains, with 'Language Arts' at the primary school level and 'Literature in Action' at the secondary school level. However, public examinations do not have a section on the testing of literature in English. The objective of this forum is to examine the role of literature in the English language curriculum at the primary school level (Kurikulum Standard Sekolah Rendah or KSSR) and secondary school (Kurikulum Standard Sekolah Menengah or KSSM) in the context of the CEFR. The discussion will focus on the teaching of contemporary children's literature during the 'Language Arts' section and teaching of various literary genres for the 'Literature in Action' section. This forum will invite the panelists to share their teaching practices and discuss challenges and strategies in teaching literature in English in the context of the English language curriculum.

24 July 2021: 3.15 p.m.

Moderator: Wei Keong Too email: weikeong.too@nottingham.edu.my

Wei Keong Too (PhD) is Associate Professor of TESOL at School of Education, University of Nottingham Malaysia. He is currently the Interim Head of School of Education, and Director of Postgraduate Certificate

in Higher Education (PGCHE). He is a Senior Fellow of Advanced HE, UK and a recipient of Lord Dearing Award for teaching and learning. His research interests are language teachers' professional development, language policy, language use in the classroom, young adult literature, and teaching literature.

Panelist 1: Lim Lai Poh email: trlimlp@gmail.com

Lim Lai Poh teaches at SK St. Francis Convent (M), Kota Kinabalu. She considers herself a dedicated teacher who strives to bring fun into the classroom as well as students' proficiency especially through reading. She has taught English Language in the secondary school for 7 years before moving to the primary school for the past 27 years. She also loves attending CPD courses and online courses on English language teaching and learning methods.

Panelist 2: Ikhwan Hazzad Bin Idris email: ikhwanhazzad@gmail.com

Ikhwan Hazzad Bin idris currently teaches at SMK Kubang Telaga, Bachok, Kelantan. He is a National Master Trainer and State Master Trainer for CEFR-aligned Curriculum Induction and formative assessment for secondary school. He presented at JPN Kelantan E-Class program and KPM Virtual PdPC program in 2021. He also published several English workbooks for secondary school students.

FEATURED WORKSHOPS

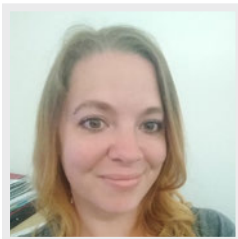
The Use of Pedagogy Within Online Education

Laura Brown
Nisai Academy

This workshop will show the use of technology within education and how online systems can be used to allow for a variety of pedagogical approaches to be used effectively. This will incorporate teaching practice, student support and language development. No matter how a learner is able to access their education, or where in the world they are, pedagogy will play a role in their success, confidence and willingness to engage. Online learning can present its own difficulties for engagement, and so we will share with you activities and examples for online learning to tackle this, in a way that allows for this system to be embraced by the education community, even after the effects of Covid-19 have passed. As the world expands we need to look at ways in which education can be delivered at the highest quality in all locations, and the role that technology has within an education for the future.

23 July 2021: 3.15 p.m.

PRESENTER:



Laura's undergraduate degree was a joint honours in History and Education Studies, leading to her joining Nisai as a history tutor in 2010. She has undertaken many roles during the last 11 years, focusing on the teaching and learning department, where she developed from a tutor to be in a leadership position over all of the online teachers. This has developed further to include the development of educational projects across the Nisai Group, considering new products and innovations which can be implemented within the teaching and learning department. Laura is currently completing a postgraduate qualification in Education and Leadership, building further knowledge of educational developments and how this can be implemented.

Working alongside both UK and international partners Laura has been able launch a number of new projects, looking at academic subjects and skill development. This has incorporated consideration of local need, employment routes and assessment. Most recently she has written an article for an ADB publication which concentrates on the innovations that can be applied to technical and vocational study.

How AI Scoring Works for Speaking and Writing

Derya Uysal

PTE Academic

Computer-based testing is here to stay. With Covid-19 still affecting the world, traditional testing is giving way to digital assessments. More and more digital assessments are using AI scoring to mark written and spoken responses traditionally marked by human markers. What does AI scoring mean? Can computers really mark like human expert markers? How does it work?

At this workshop, our presenter will break down what AI scoring is, based on a Pearson high-stakes test and how automated scoring is used for Speaking and Writing. Teachers will also get practical application on scoring sample speaking and writing items from selected item types from PTE Academic sections based on sample rubrics.

24 July 2021: 10.00 a.m.

PRESENTER:



Derya Uysal has worked for Pearson since 2015 and is currently the Client Services and Training Specialist with PTE Academic and Pearson's ELT products. With a focus on training, Derya has worked with universities, migration and education agents, teachers and aspiring international students and migrants in understanding all aspects of PTE Academic and Pearson English products.

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How to Help Learners Chart Their own Course Towards English Proficiency

William Bonk

Pearson Assessment Technology Engineering

Many learners seek opportunities outside the classroom to practice and improve their skills. The methods they choose vary from more traditional (studying vocabulary, reading) to more innovative (videos, interacting through video calls or chat, etc). However, these activities can occur without structure and without learners' awareness of what they might get out of them. Students can always use guidance for how to coordinate these activities and how to use them best, given their proficiency level. In this workshop, Bill Bonk will take a look at how teachers can leverage these student-driven activities as well as use tools like the GSE Teacher Toolkit to help students chart their own course towards English proficiency, based on their own needs and current level.

25 July 2021: 10.45 a.m.

PRESENTER:



Bill grew up in Chicago, and is a graduate of Northwestern University (B.A., French & Linguistics), the University of Hawaii (M.A., Second Language Studies), and of the University of Colorado (PhD, Cognitive Science).

His work includes the study of mastery of verbal and nonverbal sequences, the psycholinguistics of word combinations and second language phonological processing, the design and psychometric analysis of second language tests, and growth modeling of various kinds of assessment data.

He taught EFL for more than ten years in Italy, Ecuador, Japan, and Brazil, and loves learning second languages himself as well. He has worked on various second language learning (L2) tests within Pearson for the past six years, including new tests for young learners (TELL, English Benchmark) and adults (Progress).
email: william.bonk@pearson.com

FEATURED SESSION**D1_T1_01****A new ZPD: Zoom for Professional Development****Dawn Lucovich***JALT, Japan*

Professional and language teaching associations have had to re-envision their programming, events, and structures to respond to the ongoing COVID-19 pandemic. In response to emergency remote teaching (ERT), the Japan Association for Language Teaching (JALT) launched a new initiative to facilitate professional development and build a new community of practice for existing and prospective members. This new initiative is called JALT Zoom for Professional Development (JALT ZPD), and is inspired by Vygotsky's "Zone of Proximal Development". The pandemic has demonstrated that although there are tasks we can accomplish alone, we can accomplish far more complex and ambitious tasks when we are able to work with other people. The JALT ZPD is a way to bridge gaps between people, to welcome new members, to allow networking and socialization, to make leaders closer and more accessible to members, and to discuss and learn in a format that is less formal than conferences but more interactive than traditional presenter-audience sessions. This presentation will share some insights from our monthly ZPDs. Although 2020 was challenging for our associations and our members, we have been able to learn and innovate in response. We must bring this learning and these innovations with us into 2021 and beyond.

23 July 2021: 11.20 a.m. (Room 1)

Dawn Lucovich is President of The Japan Association for Language Teaching (JALT) and an Assistant Professor at The University of Nagano. Her research interests include assessment, discourse communities, linguistic landscapes, and leadership skill formation.

FEATURED SESSION**D1_T1_02****Spectra of EFL Teacher Professionalism:
Delving into a Specific Context****Nabaraj Neupane**
NELTA, Nepal

Teaching English as a foreign language (EFL) in the twenty-first century has witnessed numerous paradigm shifts, which have sparked tremendous changes in the teachers' standpoints and the conceptualizations of professionalism. COVID 19 has enforced blending face-to-face with online teaching mode currently. In this sense, the unprecedented blow has been a blessing in disguise. This scenario opens up the avenues for delving into the notion of EFL teacher professionalism in terms of their roles and tasks in and out of the classroom context. Based on the context delineated, this study explored the stakeholders' perceptions of the notion in question. To achieve this objective, the phenomenological research design was adopted. The sample population of the study comprised three teachers teaching English, nine students, two administrators, and one member of the campus management committee. All these informants were involved in the Bachelor of Mountain Tourism Management (BMTM) programme of a community campus affiliated with Tribhuvan University, Nepal. To collect the informants' lived experiences, the researcher used an unstructured interview in a naturalistic setting. The ethical considerations were taken by their informed consent, alpha-numeric codes (for example, T1, T2, T3, S1, S2,..A1, A2, and CMC1) for informants, and member checking. The results of the study reveal that professionalism in EFL teachers can be measured by (a) their roles, skills, and knowledge; (b) teacher-student relationship; (c) teachers as administrators and the change agents; and (d) teacher professionalism. This implies that EFL teachers should be loyal, committed, accountable, and responsible as the success or failure of the autonomous programmes mainly depend on the teachers.

23 July 2021: 11.20 a.m. (Room 2)

A teacher trainer, a translator, the President of NELTA Gandaki Province, Dr. Nabaraj Neupane, is an Associate Professor of Tribhuvan University. Recipient of Nepal Vidhyabhusan Ka [a coveted award of Nepal] by Nepal Government, Dr. Neupane has presented papers (both on online and face-to-face platforms) in national and international conferences, translated literary works, and published books on language and literature. His literary works such as Aksharanjali (a collection of Nepali poems), Selected Essays (translated book) are in the publication process. Currently, his translated book, Discourse on Nepalese Translation is being published by Nepal Academy. To his credit, he has more than five dozen articles published from home and abroad. His professional interests include Translation Studies, Literature, Language Teaching, SLA, and Pragmatics.

FEATURED SESSION**D1_T2_01****A Study on English Teachers' Adaptation of Online Teaching in Bangladeshi Private Universities****Adiba Murtaza***BELTA, Bangladesh*

Covid-19 has forced the world to adopt remote teaching and learning. In Bangladesh, private universities were the pioneers in this shift. The teachers had to quickly adapt to this new normal. This study explores how English teachers responded to this new on-line mode of teaching. Through on-line questionnaires conducted on 57 English teachers from 24 different private universities of the country, the research focused on variables that affect online teaching/learning such as availability of power (electricity), internet connectivity, access to smart devices, maintaining EMI, financial conditions of learners, online safety, digital divide of students, assessment techniques and collaborative teaching. The data analysis attempts to draw some insights relevant to effective online teaching methodologies in language classrooms in our context which is applicable to most settings in South Asia.

23 July 2021: 4.35 p.m. (Room 1)

Adiba Murtaza is English Language teacher and researcher. She has published five articles in peer-reviewed journals. Her research interests include ELT methodology and use of technology in language teaching. Recently she has developed English language materials for displaced children. Adiba is joint secretary of BELTA, and a member of IATEFL and TESOL. She is currently undertaking her doctoral study on technology in language teaching.

FEATURED SESSION**D1_T2_02****To Be a Fluent Speaker of English****Kaoru Tomita**
JACET, Japan

To be fluent speakers of foreign languages, students are recommended to listen, speak, read and write in these languages as much as possible. They also need to find some cultural interests of nations where they want to go to meet people. They know that without motivation to continue practicing, or strong will to overcome their quiet personality, they cannot be fluent speakers.

23 July 2021: 4.35 p.m. (Room 2)

Kaoru TOMITA is currently a professor at Faculty of Literature and Social Sciences, Yamagata University in Japan. She is interested in second language acquisition and cares about effects of learners' L1 phonological systems to their L2 speech sounds. Her research focus is especially on acoustical analyses of English sounds produced by Japanese learners of English. Words and phrases recorded by university students are collected, analyzed and compared with those of native English speakers. This process is used for training learners' pronunciation and their positive and negative feedback is introduced in her featured paper, 'To be a fluent speaker of English.'

FEATURED SESSION**D1_T2_03****Pedagogy of Business English to Meet New Trends of Professional Communication****Mabel Chan***HAAL, Hong Kong*

The pressing need to bridge the gap between workplace communicative needs and curriculum development of business English (BE) courses has been documented in the literature. This study reports findings concerning the spoken and written communicative needs of Chinese professionals in Hong Kong, and what are considered most significant/challenging in workplace communication. Regarding the challenges/difficulties involved, seven factors were included for the participants to rank in the questionnaire: (a) language use; (b) target audience; (c) content; (d) structure; (e) cultural differences; (f) persuasiveness; and (g) non-verbal means of communication. The participants were 163 Chinese professionals from the 4 key industries in Hong Kong. They were invited to fill in a questionnaire and 66 of them joined a subsequent interview. Based on the findings, insights are developed as to what should be emphasized when teaching workplace English to meet the current trends of professional communication.

23 July 2021: 4.35 p.m. (Room 3)

Chan is currently Senior Lecturer in the Language Centre, Hong Kong Baptist University. Before joining Hong Kong Baptist University, Dr Chan taught in the Department of English of The Hong Kong Polytechnic University for close to 20 years. Her main research interests include second language acquisition (SLA) at the interface with language education, and professional/workplace communication. Dr Chan received the Faculty Award for Outstanding Teaching twice (2004/2005; 2010/2011). She also secured key external grants from: University Grants Committee (GRF: \$677,300), and Standing Committee of Language Education and Research (\$882,286.9).

FEATURED SESSION**D1_T2_04****EFL Teachers' Strategies in Coping with Remote Teaching Intricacies: A Case of Indonesian Schools****Nenden Sri Lengkanawati***TEFLIN, Indonesia*

Since February 2020, Indonesian schools have carried out teaching activities online, and this online teaching will probably continue for an uncertain period of time. The necessity of online teaching came so abruptly that most teachers had to handle unprecedented intricacies. Probing how teachers tackled the difficulties in their teaching would be fruitful as lessons learned for improvement in their professional involvement. Therefore, my presentation will include strategies that teachers have made, especially in their preparation, implementation, and assessment during their online EFL teaching. There will be an exploration regarding arising challenges and beneficial opportunities, if any, resulting from the online practices, and then I will put forward relevant recommendations for teachers, school administrators, and teacher educator.

23 July 2021: 4.35 p.m. (Room 4)

Nenden Sri Lengkanawati is Professor of English Education at Indonesia University of Education, Bandung and obtained her doctoral degree in language education at the university. She teaches ELT methodology. She has presented papers on ELT issues in national as well as international conferences and published articles in journals and as book chapters in the area of ELT teaching and learning.'

FEATURED SESSION**D2_T4_02****Literature as Mirror of Culture: Nipa Huts in Chosen Cordilleran Literary Pieces****Stephenie Lee Ong-Busbus***PALT, Philippines*

Literature is home to experiences in a given community; it is a reflection of truth and events that could be revisited. This abode is constructed out of organic materials, a perfect example of a totally green structure, and a showcase of extreme simplicity and sustainability that has been around for a very long time. It embodies the character of the provincial landscape in the Philippines and reflects the Filipino identity as well as the heart and soul of Filipino country life. This paper aimed to unlock cultural underpinnings in a nipa hut (bahay kubo) as seen in chosen literary pieces from the Cordilleras, north of the Philippines.

24 July 2021: 4.35 p.m. (Room 1)

STEPHENIE LEE ONG – BUSBUS, PhD completed her Doctor of Philosophy in Language Education at Saint Louis University where she is connected as a Professor and she is the current Department Head for Professional Education. She is a member of the Board of Trustees of the Philippine Association for Language Teaching, Inc. (PALT). She obtained a Certificate IV in Teaching English to Speakers of Other Languages (TESOL) and in Training and Assessment (TAA).

FEATURED SESSION**D3_T5_01****Facilitating Self-Directed English Speaking Practice
through an AI Chatbot and Coaching via Zoom Video
Conferencing: A Case Study****Young Woo Cho***KATE, South Korea*

This talk reports on an ongoing initiative to utilize some technological tools to support a Korean university student's self-directed English-speaking practice during the COVID-19 pandemic crisis. This project utilizes an AI chatbot and coaching via Zoom video conferencing. Coaching refers to a set of conversational skills including empathetic listening, questioning, and feedback to help learners improve their language skills (Cho, 2018). The learner practised English speaking daily using an AI chatbot dubbed Ellie (Yang, Kim, Shin, & Lee, 2019) for seven weeks. Also, she received coaching one-on-one via Zoom on a weekly basis. After building enough rapport, the coach had the learner interact with the chatbot. After observing the learner-chatbot interaction, the coach asked the learner some questions to help her reflect on her speaking performance and come up with a specific action plan to improve her speaking skills. The coach carefully listened to the learner and expressed empathy, providing compliments and feedback whenever necessary. Based on the video recorded interactions, oral interview results, and personal reflective journals, this talk presents some key benefits of using this coaching model combining an AI chatbot and Zoom for self-directed English-speaking practice in an online environment.

25 July 2021: 12.10 p.m. (Room 1)

Young Woo Cho received his Ph.D. degree from the University of Illinois at Urbana-Champaign in 2008, and is a professor in the Department of TESOL & Business English at Pai Chai University in Daejeon, South Korea. Professor Cho specializes in instructed second language acquisition, English coaching, and multimedia-assisted language learning. His current research revolves around developing effective approaches to facilitate EFL learning using mobile and video conferencing technological tools.

FEATURED SESSION**D3_T5_02****Second Life 3D Virtual Learning Environment For Language Education In Vietnam: Opportunities & Challenges****Nguyen Ngoc Vu***VietTESOL, Vietnam*

Virtual Learning Environment (VLE) systems have been widely used in higher education as an effective e-learning platform. With its huge user community and virtual facilities in a range of disciplines including education, recreation, tourism, business etc. , Second Life (SL) has become one of the most dominant 3D VLE systems for training in language education. With better student devices and faster internet connection, language education in Vietnam recently saw soaring interest in using SL for training, especially in an ESP area like English for hospitality and tourism. However, there are still very few researches on the effectiveness of SL VLE for language training in hospitality and tourism. This fifteen week quasi-experimental study was conducted on two classes (n = 81) in order to investigate the effectiveness of SL VLE for language training in hospitality and tourism with focus on speaking skill. The instruments included English speaking tests, attitudinal questionnaire and semi-structured interview. The findings of the study indicated that language training activities in SL positively contributed to students' language proficiency progress. Despite technical and logistics challenges, students have positive perceptions about the use of SL VLE in their training. It is recommended that language training programs in hospitality and tourism make more substantial use of virtual restaurants, hotels, resorts and entertainment places in SL to enrich students' learning experience. Hospitality and tourism training institutions should spend resources on formal SL VLE training to teachers, students and build their own facilities in SL.

25 July 2021: 12.10 p.m. (Room 2)

Nguyen Ngoc Vu is vice president of Hoa Sen University and BOD member of VietTESOL Association. Dr. Vu has 12 years of experience building and consulting ICT integration into project-based teaching and English language teaching in Vietnam. He won Vietnam Technology Innovation Award in 2012 and got recognized as Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and ELT Methodology.

[TRACK 1]



23 JULY 2021



11.20 a.m. – 12.30 p.m.

**THEME: TEACHER
PROFESSIONAL DEVELOPMENT**

D1_T1_03**Brooks Slaybaugh***Bridging the Gap in Online Learning*

2020 was a tough year to be a teacher. Teachers had to learn to teach online and not everything has gone smoothly because teachers and students have had to teach and learn in a different way. One important challenge some teachers have faced was in trying to narrow the gap between students who were able to learn independently and can succeed academically in online classes and those who become unmotivated, disengaged or struggle with online learning. This presentation will share some ideas about narrowing the gap, which includes but are not limited to feedback, the accessibility of the LMS, teacher enthusiasm, teaching in a variety of ways, providing a sense of achievement, structure and flexibility. Examples given will be with giving feedback in Google Classroom, using Moodle and Google Classroom, encouraging group collaboration, and in providing clear goals and expectations. What was learned by the presenter over the years is that by giving good communication, guidance, structure with flexibility, and with good use of a university LMS students can improve at writing and communicating in English. Online classes are different from those in person, so teachers need to be proactive in communication with students since we cannot directly speak to students.

D1_T1_04**Ling Sue Zhen, Fatin Najiha Zainuddin,
Masturah Aimuni Mohd Zin & Melor Md Yunus***The Teachers' Readiness In Conducting ESL Remote Teaching in Malaysia during the COVID-19 Pandemic*

The COVID-19 pandemic has imposed a lot of conflicts in establishing a sustainable education system and one of them being connected to the teachers' readiness in embracing a modern approach particularly on teaching English as a Second Language (ESL) in Malaysia. In this study, the researchers intend to investigate the teachers' readiness in conducting ESL remote teaching in Malaysia during the COVID-19 pandemic. This study employed quantitative methodologies in categorisation and analysis of teachers' perceptions on their readiness that was gathered via a questionnaire comprising 24 questions based on three assessment criteria. The respondents consisted of 33 school teachers in three various suburban primary schools in Perak, Pahang and Sabah who have been conducting remote teaching consistently since the Covid-19 outbreak. The findings disclosed that the majority of teachers are ready to embrace remote teaching albeit there are still a number of teachers who are still uncertain about their capabilities in conducting remote teaching. Further research could be done to improve the outcome of this study by involving more teachers from both urban and suburban schools. The policymakers could treat the outcomes of this research as a benchmark in synthesising an improvised version of the current remote teaching guidelines to better facilitate the teachers.

D1_T1_05**Thurairaja Sunmokusudram****The Impact of Non-governmental Organisation in Teacher Professional Development in the 21st Century**

Professional development is significant and vital for the education sector as it is the organized method to catalyst change in teacher practices, attitudes, beliefs and student outcomes. There have been various means of teacher professional development throughout the years with one upcoming trend in the 21st century is the emergence of educational non-governmental organizations (NGO) which provide avenues outside their working environment for teachers to professionally develop their skills. Besides, the platform contributes to teaching style development beyond the initial teacher training. This presentation explores the differences in teachers' 21st century teaching styles and perceptions between the teacher-members of non-governmental organizations and the non-members of the non-governmental organization. By analyzing this, the research presents the impact of the non-governmental organization on teachers' styles in classroom teaching in the 21st century teaching classroom. The research takes into account the insight of the Malaysian Education Blueprint where it promotes the development of teachers professionally via various means to keep abreast of the trending teacher skills and knowledge. The study conclude that teachers who are NGO members have more inclination towards the 21st century teaching styles and they show positive teacher professional development towards the inclusion of 21st century teaching criteria in comparison to the non-members.

D1_T1_06**Stephen James Hall****Informing My Teaching through Reflections on Successful Mobile Application Language Learning**

The adage that educators often facilitate learning in the ways we have learnt, or been taught, is supported by research. However, the pandemic has pushed many of us into new online areas and possibly new pedagogy, leading to learning opportunities which we have often been compelled to acquire. Questions remain as to which tools and technology are engaging and what criteria we should use when adopting, adapting, or abandoning.

This presentation shares this “pushed change,” as educators grapple with rapidly developing, interactive tools and Teams or Zoom fatigue. The presenter will analyse and reflect on the successful design principles of Mobile Applications for Language Learning (MALL). The usefulness and widespread success of phone- based MALL learning and their learning design principles will be linked to approaches which can be applied online and / or offline, with an emphasis on vocabulary learning. Practical pedagogy and materials design are explored through the eyes of this language learner.

D1_T1_07**Nur Syafiqah Yacob & Melor Md. Yunus***Global Competence Among ESL Teachers: A Conceptual Paper*

Education systems in countries around the world are looking at developing teachers and students' global competency. In the present review study, global competence is defined as the proficiency in knowledge of global issues, interconnectedness and intercultural awareness and the high ability to fit in and compete in a diverse community. Global competence is considered as a fundamental aspect for teachers and students to develop and gain in order to interact and work in today's globalisation era. This paper presents a literature review of the importance of ESL teachers' global awareness in enhancing students' global awareness through English language learning. It aims to find the gaps in teachers' understanding and implementation of global awareness and knowledge in teaching. The literature search is conducted within scientific literature databases to select articles related to teachers' global competence in education for this review. The review from past studies finds that, most teachers are aware of the importance of global competence, although they are uncertain and have difficulties integrating the subject matters in their ESL lessons. The findings of this literature review can be used to provide understanding and awareness of global competence, its importance, adaptation and impacts on teachers' teaching of English, ESL students' learning as well as for their future global interactions.

D1_T1_08**Nur Aimi Farhani binti Mohamad Ramzan***Measuring Digital Competence: Pre-Service Teachers (PST) Readiness for Online Teaching*

Research claims that online teaching challenges faced by teachers arise due to them lacking digital competence (DC) when they graduate from their teacher training. The European framework for Digital Competence of Educators (DigCompEdu) by Redecker and Punie (2017) listed 6 areas of digital competence (DC). From the framework, a 22-item self-assessment tool was created to determine teachers' DC proficiency level (EU Science Hub Self-assessment, 2020) by calculating their scores. The DC proficiency level ranges from A1-C2 with A1 being the lowest and C2 being the highest level of DC. Evidence from previous studies suggest teachers' DC are at intermediate level however, no research has been conducted on measuring pre-service teachers' (PST) digital competence. Hence, using the DigCompEdu framework as its guide, this study aimed to explore to what extent are PST ready to teach online based on their DC scores, and their suggestions on how their teacher training program could assist the DigCompEdu area they need help most. This study adopted a quantitative research method to answer its research questions. The results suggest that 45 pre-service teachers in this study placed between A2 - B2 level of DigCompEdu proficiency bands. Also, some competences that PST would like their teacher training to include in their program were listed such as how to identify and select suitable digital resources to enhance teaching and learning, and many others. The findings of this study provide insights for teacher trainers on which DC area they should focus on when training future teachers.

D1_T1_09**David Scott Bowyer**

Developing a Communication-strategy Focused Curriculum

Communication Strategies (CSs) have been around since at least the 1980s . However, as the idea of the importance of learners achieving communicative competence has gained traction in the language education world, CSs have come to the fore of recent language pedagogy. Along with this, the influence of conversation analytic approaches has resulted in definitions of CSs expanding to include not just simple repair and avoidance strategies, but the many varied ways in which language can be used to achieve communicative purposes. This presentation will share insights on integrating CSs into our curriculum as well as connecting its benefits to teacher professional development. This presentation details the experiences of the presenter from course inception through to the present day, creating a new speaking curriculum for first-year students, CS-focused textbooks, a one-year English communication course, materials based on data from surveys, classroom observations and Conversation Analysis-informed approaches. Apart from enriching the existing curriculum and classroom teaching approaches, the findings put into practice benefits teachers' professional development initiatives.

D1_T1_10**Zayda S. Asuncion, Marites B. Querol, Rosalie L. Navoa, Maria Ines R. Minia**

Beliefs and Practices of Senior High School Teachers and College Instructors on Intercultural Communicative Competence

This study tries to address quality assurance among mentors on the topic Intercultural Communicative Competence (ICC). The study tried to investigate on: (1) the beliefs and practices of teachers in: (a) the objectives of Second Language Teaching (SLT), (b) the components of ICC for language learners in the Philippines and (c) their beliefs regarding ICC in classroom teaching; (2) the frequency of the teachers' (a) inclusion of the topics in ICC in their English classes,(b) utilization of ICC activities in their classes; (3) the relationship of teachers/instructors/professors' beliefs in ICC and their (a) teaching practices and (b) profile?; and (4) the difference between the ICC of the teachers when they are grouped according to their classifications. The study included 17 teachers who were purposively chosen. An ICC questionnaire was used to gather the teachers' responses regarding ICC after getting their consent. The results indicate that the teachers are generally the same in their beliefs and practices on ICC and both consider the objectives and components of ICC important. The belief on the importance of language proficiency correlated with four ICC topics and the belief on the relevance of students' attitudes correlated with three activities in ICC. As regards profile, some ICC activities correlated.

[TRACK 2]



23 JULY 2021



4.35 p.m. – 5.45 p.m.

THEME: PEDAGOGY



MELTA is pleased to announce an exciting partnership with Nisai Group (UK) in an agreement that will give traditional and non-traditional learners the skills to flourish through innovative education and by influencing positive institutional change.



"The Malaysian English Language Teaching Association is pleased to partner the Nisai Group, and provide options for quality online learning to English language learners in Malaysia."

Message from President of MELTA



"We very much welcome MELTA as our partner in Malaysia and very much look forward to working with them to provide an innovative way of English language learning."

Message from Dhruv Patel, CEO and Founder, Nisai Group

D1_T2_05**Naoya Shibata***The Effectiveness of Theme-based Instruction on Japanese University Students' Global Awareness*

As various controversial issues occur worldwide where English is utilised as a global language, people need to enhance their English abilities and global awareness (GW). Among various language teaching approaches, theme-based instruction (TBI) is implemented into many educational settings of English as a second/foreign language. Although the effects of TBI on learners' language abilities have been investigated in Japan, those of the instruction on their global awareness have not fully been explored. Accordingly, this presentation aims to delve into the effectiveness of TBI on Japanese university students' GW. A mixed methods research study was conducted with 90 intermediate-level Japanese university students for three months based on the data collected from 6-Likert scale survey questionnaires, their learning reflection notes, and the presenter's classroom observation notes. The participants were divided into two groups (one TBI group, and one non-TBI group) and learnt about two topics: global population growth and technology development. The quantitative data were analysed through two-way ANOVA tests, while the qualitative data were coded thematically and categorised into groups. All the data were integrated to illustrate the relationships between factors. The findings indicated that TBI had a more positive influence on students' GW than non-TBI because they sought to scaffold their classmates more actively and understand the assigned topics more deeply.

D1_T2_06**Samantha Elesha Anak Salambau, Belinda Lai, Melor Md Yunus***Journaling to Improve Motivation in Writing Skills Among Primary ESL Learners*

Journaling is thinking out loud. The technique of journaling has been practiced in education and has produced significant results especially in the field of writing in English. English is a language uttered and written widely by people across the globe. The mastery of the English language is required at all levels of education starting from the primary to the tertiary level, Malaysia included. Multi-national organisations in Malaysia need Malaysians who are proficient not only in spoken English but writing skills need to be mastered as well, which is the reason why this study is conducted. This study applied qualitative method design, document analysis and interviews. This research described a program for primary ESL learners who struggled in writing. The current study aimed to determine whether journaling helped in enhancing the writing skills among ESL learners. This research involved 20 Year Six students in two Primary Schools in Malaysia. 10 students were from an urban school in Johor Bahru and 10 students were from a rural school in Baram, Sarawak. The findings revealed that journaling has positive impacts in improving writing skills among ESL learners in Malaysia. This program involved consistent entry writing in the journal, scaffolding in collaborative writing and giving feedback. Thus, the study concludes that the viability of journaling should be practiced in the classroom by educators to assist in the improvement of ESL learners' writing skills.

D1_T2_07**Jessica McLaughlin***Measuring the Effectiveness of Academic Videos for Incidental Vocabulary Learning in ESL Foundation Students*

Research in the Malaysian context has shown that ESL students have insufficient vocabulary for higher education, thus, must be provided with opportunities to acquire new words through innovative strategies. Recently, evidence emerged that viewing audio-visual input is effective for incidental vocabulary learning (IVL). Yet, there is limited understanding of the effectiveness of academic videos for IVL, an accessible, cost and time-efficient tool that is encouraged in teaching for personalised and interactive learning. Furthermore, little is known about how learner-related factors such as comprehension, prior vocabulary knowledge, and working memory can affect the extent to which IVL occurs. Therefore, this research investigated the potential vocabulary gains through a 10-minute academic video for 56 ESL foundation students in an English-medium university in Malaysia. IVL and prior vocabulary knowledge were measured using a modified Vocabulary Size Test before, and a post-target words test after watching the video. The other learner-related factors were measured using a reading-span task and a comprehension test. Results indicated a significant gain of 0.78 words after watching the video, with a total gain of 44 words. However, the factors explored were not significant predictors of IVL and did not explain the variance in vocabulary gained. This indicates that IVL occurs through watching academic videos but further research is necessary to investigate the role of various learner-related factors on IVL. These findings provide an insight for TESOL educators on how teaching practices using academic videos may address problems of low vocabulary knowledge in ESL learners.

D1_T2_08**Lim Ai Teng, Ling Sue Zhen, Tong Shih Wee***Reimagining Learning Experience Through Project Based Learning to Enhance Pupils' English Language Learning*

This action research studies the implementation of Project Based Learning as an alternative mode of online teaching and assessment that enables pupils to engage with their learning to be more independent and in a holistic manner. The hands-on tasks provide pupils with opportunities to gain knowledge and skills through investigation, planning and problem solving. Hence, pupils work on a project for a period of time to engage themselves in an authentic real-world problem. The aim of the research is to investigate whether the implementation of PBL has positive effects on Year 6 pupils in language learning throughout a structured plan of two weeks PBL. 30 pupils from Year 6 undergo a variety of well-developed lessons integrated with technology, assessment instruments, rubrics and score sheets are utilized throughout the PBL in one action research cycle. Triangulation of data is carried out from different sources including teachers and pupils' reflections, observations and documents analysis. Their products based on the two main language skills are evaluated

and recorded. The findings show that pupils enjoy the process of learning in PBL, and consequently, they master their content knowledge, are more engaged in learning, and increase their level of English proficiency. In sum, PBL is an effective holistic teaching and learning strategy which can enhance pupils' English proficiency and encourage them to be more self-directed in learning through a well-planned authentic project.

D1_T2_09**Teo Woon Chun**

Using "OnCE" Table to Enhance Malaysian Primary ESL Learners' Communicative Message Writing Competence

Communicative message writing has been given due attention in the CEFR-aligned English assessments in Malaysia. This action research is aimed to investigate the effectiveness of using "OnCE" table to enhance Malaysian primary ESL learners' communicative message writing competence. Two Malaysian primary ESL learners respectively in a Chinese National-Type Primary School at Teluk Ramunia, Pengerang were chosen in this research due to the limited number of students in the school. This intervention focused on the students using "OnCE" table to organise their communicative message writing before and after the intervention. The study aimed to study the participants' difference in performance level after learning the "OnCE" table to organise their communicative writing outline. The data will be collected via pre-test and post-test which will be conducted before and after the intervention. It is expected that the Malaysian primary ESL learners will attain a higher score after using "OnCE" table to construct their communicative writing as it provides a clear outline for pupils to construct their writing in an effective manner. This study has provided the findings and relevant information for the policymakers, teachers, parents and pupils on the communicative message writing in a Malaysian primary ESL classroom. Nevertheless, the results are pertaining to the given context and cannot be generalized as yet.

D1_T2_10**P.M. Nagarajan Pillai A/L S. P. Murugapan**

PEN PAL Project In Improving Primary School Pupils' Motivation and Engagement In The English Language Writing Skill

Writing as a skill in the English language has been a problem faced by many Malaysian primary school pupils. Many teaching methods to address this deficiency had been introduced yet with unsatisfactory results. This Project Based Learning was carried out to discover whether utilizing the pen pal project would improve pupils' motivation and engagement in writing. It was carried out from January to August 2019 using various strategies including brainstorming, collaborative and cooperative learning through the jigsaw method introduced by Elliot Aronson in 1971. Pre-test and Post-test marks had been collected from 33 respondents who were chosen for this project. Respondents involved in a project with 10 schools worldwide.(rephrase) Data analysis data has shown an increase of marks in English Paper 2 (code 014) among the 33 respondents. As a whole,

Pen pal Project gives room for students to write freely without teacher's interference. They were allowed to write and make mistakes. The project has a positive impact on students' marks and also in increasing their motivation and confidence. They could identify words and structural errors by themselves after several attempts of writing. As a result, pupils' motivation and engagement in writing heightened which was evidenced through their marks in the writing test.

[TRACK 3]

 24 JULY 2021

 11.20 a.m. – 12.30 p.m.

**THEME: ASSESSMENT AND
EVALUATION**

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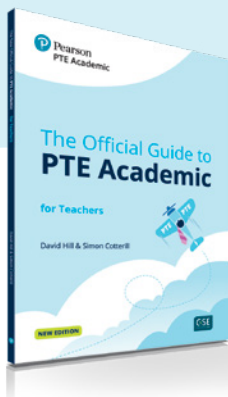
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D2_T3_01**David James Townsend**

Perceptions of Peer Assessment of Oral Presentations

A 10-item survey was administered to Japanese second-year university EFL students to determine how they feel about assessing their classmates' oral presentations, and whether these perceptions would change as a result of prolonged exposure to and experience with peer assessment. Respondents were asked to grade their interpretations of the ten statements using a 5-point Likert scale ranging from 'strongly agree' to 'strongly disagree.' The survey was administered two times to the same set of students; after one semester of instruction (n=19) and at the conclusion of the second semester (n=17). In addition to the quantitative data from the survey, qualitative data was also obtained through written comments provided by the students. An analysis of the survey results and written feedback showed that the students had an overwhelmingly favorable perception of peer assessment in the oral presentation classroom (86.3% favorable versus 0.53% unfavorable), and were able to understand how it benefited their development. Not surprisingly, when the students took the survey for a second time at the end of the course of instruction (87.7% favorable versus 3.54% unfavorable), the respondents' opinions of peer assessment after a year of exposure became stronger, with those choosing 'undecided' being reduced by almost 50%.

D2_T3_02**Donna Fujimoto, Alan Simpson, Amanda Gillis-Furutaka,
Daniel Lilley & Margaret Kim**

Teaching to the Test: An Intercultural View

Standardized tests to measure English ability are used very frequently in education. These tests are critical in deciding a student's coursework and even a future career path. Thus the quality of test preparation classes is important. This study utilizes an intercultural training method called the Contrast Culture Method (CCM), an approach developed by Dr Edward Stewart, a pioneer in intercultural communication. While a regular CCM workshop can be an hour or even a half-day, this study will offer an abbreviated version that aims to capture the main components of the method due to the time limitations. The CCM consists of an unscripted role play with two people who have contrasting viewpoints. In-depth interviews of the role players follow this to uncover the greater differences in attitudes, beliefs, and unexamined culture. Further questioning and contributions by audience members offer reflection and deeper understanding, and participants often make connections with their own lived experiences. In this particular study, the role play will feature one teacher who firmly believes in focusing on the structured textbook. In contrast, the other teacher is enthusiastic about using more creative teaching approaches. Issues of pedagogical beliefs, personal views, and cultural notions are all involved. Since it takes time for audience members to experience the entire CCM process, a longer zoom session (of the type is usually offered) will be given at no cost after the conference for any interested participants.

D2_T3_03**Zarin Tasnim**

Peer Assessment in Oral Presentation: Perceptions from the ELT Classroom

The paper aims to explore the effectiveness of peer assessment in-class presentation. It reveals different viewpoints on the issue of peer feedback. It also seeks to execute ideas and strategies to involve students to evaluate their peers' overall performance in English speaking. Peer feedback creates an opportunity to assess the performance of fellow learners, which eventually improves their own and others' academic accomplishments. A number of relevant studies on the impact of peer assessment have been mentioned. This research was conducted through a structured interview questionnaire with 50 university students who attended the English speaking course. Their opinions regarding peer assessment procedures during the oral presentation were recorded and analyzed based on different criteria or themes. After data analysis, it has been found that almost all the students consider peer assessment as one of the most effective strategies for the evaluation of learners' performance in the oral presentation. Various positive aspects of this approach have been brought in and emphasized. Yet, there is a fear of misjudgment due to ignorance about the topic or the criteria of good presentation, bias or negative attitude toward peers, etc. By analyzing opinions and perceptions from the learners, several guidelines have been provided so that peer assessment can bring the best out of the learning environment.

D2_T3_04**Nur Madihah Aqish bt Muhammad Fadzli**

Teacher Readiness in Conducting English Language Classroom Based Assessment among Level 1 Primary School Students

Classroom-Based Assessment (CBA) is a newly introduced alternative form of assessment by the Ministry of Education to be implemented among level 1 primary school students. This research attempts to study teacher readiness in conducting English Language CBA through the aspect of knowledge, implementation and integrity. This research is qualitative case study and was conducted in a selected school of Kuala Nerus District. An English Language teacher participated in this study through a random sampling method. Data were obtained through document analysis, observation and interview. The triangulated data was then analysed to generate themes and reported in descriptive and interpretive data. The finding shows that the participant had insufficient knowledge in conducting CBA for English Language. The study also displayed that the participant was unable to fully implement all the supposed elements in CBA and it also gave a slightly negative impact on the aspect of integrity practised by the participant. The aspect of knowledge, implementation and integrity by the teacher need to be improved in order for the CBA to be conducted effectively among the level 1 students. As a whole, the findings significantly displayed how teacher readiness can impact the practice of English Language Classroom-Based Assessment among level 1 students.

D2_T3_05**Lulu-Al-Marzan & Forhad Hossain****Assessing Writing Online: Guidelines for Assessment of Writing in Emergency Situations Like Covid-19**

Each context of ESL/EFL teaching and learning has been facing challenges due to the Covid-19 pandemic: Bangladesh is not an exception. English Language teachers have switched to online teaching and assessment mode to cope up with the situation. As the online assessment and feedback is new for both teachers and students, it has become a necessity to find out issues teachers might face in assessing students' ESL skills as well as the response of students to the online feedback provided by the teachers. This qualitative study aims at identifying the challenges the teachers encounter in selecting appropriate writing assessment strategies for online ESL class and the perceptions of the learners about the online feedback on their writing tasks. Using purposive sampling, individual interviews were conducted to collect data from the English language teachers from five private universities of Bangladesh, and a semi-structured survey questionnaire was used to collect data from the students of the same private universities. The findings show that in online writing skills assessment, the teachers faced challenges which include: students' tendency of cheating, feedback giving to the students, selecting appropriate assessment strategies and test items, unavailability of students in online face to face interaction. The finding indicated that the students were happy with the flexibility in online writing assessments in different forms. However, most of them agreed that they had not developed much in their writing skills. The findings provide guiding principles that might be helpful for the English language teachers in contexts where online education is the only medium of language teaching.

D2_T3_06**Norhafizah Hanoom bt Ahmad Azman Khan****The Concerns of Primary School English Teachers on Classroom-Based Assessment**

Classroom-based Assessment (CBA) or also known as Pentaksiran Bilik Darjah (PBD) has been the main highlight for the past years especially during the covid19 pandemic season as it becomes a way to replace school and public examinations. The study was conducted to investigate the concerns of English primary school teachers regarding CBA. Specifically, this study aims to help identify the needs of primary school English teachers involved in CBA and also to address the needs based on the data collected. The questionnaires were adapted based on the Concerns-Based Adoption Model developed by Hall, Wallace & Dossets (1973). The findings indicated that primary school English teachers are aware of the importance of CBA and were concerned about it. The respondent claimed that they need more collaborations among teachers, effective practices and also ways to conduct a more meaningful CBA.

D2_T3_07**Roghibatul Luthfiyyah, Bambang Yudi Cahyono, Francisca Maria Ivone****Classroom-Based Assessment Practices during Emergency Remote Teaching: Challenges and Opportunities**

The outbreak of Covid-19 that occurred in March 2020 has forced school activities to shift abruptly from face-to-face to online mode, including classroom-based assessment practices. New protocols for conducting online assessments require teachers to design alternative and varied assessment activities that fit students' needs in emergency remote teaching (ERT) situations. The present study depicts the online classroom-based assessment practices in multiple cases and examines some factors that hinder and support teachers in practicing online assessment during ERT. Situated in West Java Province in Indonesia, this study voluntarily recruited five EFL secondary school teachers who have fulfilled a set of criteria to be involved in in-depth interview sessions and a discussion forum. The findings show that participants faced several constraints in online assessment practice, such as limited literacy of online assessment, trustworthiness, and workload issues. Interestingly, the study also reveals a silver lining amidst pandemic times. With the assistance of tech tools, there is an increasing interest in conducting an online formative and authentic assessment among EFL secondary teachers. Some suggested activities for online classroom-based assessment are discussed further in this paper.

D2_T3_08**Savina a/p A. Saiman****Recording Tool for Assessment and Feedback Using by MOTE Method In Google Classroom**

The use of ICT (Information and Communication Technology) in teaching and learning is organized and appropriate to improve the efficiency of the teaching and learning process for MUET especially in a rural area during the pandemic. The MOTE application method is one of the tools used to teach reading in the virtual classroom. MOTE application helps the students with the accessibility features like transcription and translation in Google Classroom that scaffold feedback with voice comments to enable students to access all content and activities. This study used the mixed method, which consisted of observation, quiz 1, brainstorming session, treatment & quiz 2. Initially, only 30% of students sent the quiz 1 in Google Classroom. After using the MOTE application, all the students sent the quiz 2 (100% are correct answers). This study was conducted on 10 pre-university students. Regardless of the discipline taught, active learning strategies, like game-based instructional sessions can be integrated with the MOTE application to engage my students. As such, the implementation of MOTE application via voice note has resulted in positive outcomes in relation to improving reading skill among the students where they can illuminate students' thinking with voice recording and increase students' engagement with a verbal response.

D2_T3_09**Chok Sze Jin****Textbook Analysis: Adaptability of English Download B1+ for Home Based Learning Due to Covid-19 Pandemic**

The outbreak of Covid-19 leaving 1.6 billions of children out of classroom. Likewise, my suburban students are out of school and not learning full basics due to internet inaccessibility. On the other hand, they are dependent on the teacher for instructions to activate content knowledge as detailed in the Form Five Common European Framework of Reference (CEFR) aligned syllabus. Consequently, Home Based Learning (HBL) becomes a one-sided show. Therefore, this research aims to analyse the adaptability and role of the textbook in complementing HBL. Current Form Five English textbook, Download B1+ is evaluated and then methodology of the textbook is analysed using a proven checklist. Thirty Form Five students and six English Language teachers are interviewed for their perception of this book. Data is collected via a textbook checklist, google survey and homework observation. 75% teacher respondents indicated it is suitable for ESL learners especially when authentic audio and video are available to top the existing e-book version. Writing task showed a good progression from modelling to step-by step writing. 85% of Band B1+ student respondents agreed to the suitability and sufficiency of the textbook. Among those, four students suggested incorporating games, idioms, speaking tasks, thesaurus, crosswords and commonly made mistakes sections to make the learning fun. Though the majority agreed this book has benefited them during HBL, they are indolent to open the book for self-learning. This study recommends boosting discipline among learners by regularly checking on homework which will also help ensure well progression of learning. Also, a progression of formative assessment should be devised accordingly. In conclusion, teaching them resilience in utilizing ELT textbook while engaging in fun learning is a self-sufficient way during this pandemic despite poor internet connection.

D2_T3_10**Muhammad Nadzrin bin Khairuddin & Muhamad Shahrizat Hisyam****Investigating Anxiety Level among Malaysian L2 Learners and its Effects on their Oral Presentation**

Anxiety is one of the most significant factors affecting ESL learners' performance in a language classroom. It is widely postulated that speaking activities increase learners' anxiety compared to other activities. The purpose of this study is to evaluate ESL undergraduates' level of anxiety and its effect on their oral presentation, as well as the methods to overcome their anxiety. This study employed a mixed-methods design involving two instruments, namely the Foreign Language Classroom Anxiety Scale (FLCAS) as well as a classroom oral presentation evaluation scheme. The required data were obtained from 35 final year ESL undergraduates studying in a Malaysian university, while ten of the respondents' oral presentations were observed through an online platform to avoid physical contact due

to the pandemic. The findings indicate that “Unpreparedness” contributes to 34% of the respondents’ anxiety, 29% of respondents stated that “Intrusive Thoughts” is the cause of their anxiety, while another 20% of them agreed that “Low Level of Confidence” is the reason for their anxiety. For the methods to reduce anxiety, the result shows that “Keep Calm” and “Take Deep Breaths” are the most often used by the respondents to overcome anxiety during an oral presentation. Based on the observation’s findings, it is proven that low anxiety students tend to perform better in oral presentation as compared to highly anxious students.

[TRACK 4]



24 JULY 2021



4.35 p.m. – 5.45 p.m.

THEME: LITERATURE

D2_T4_02**Goro Yamamoto***Investigation Of Semantic Extension of an English Vocabulary Item in Terms of Dictionary Development*

This presentation discusses the semantic extension of an English word from the viewpoint of dictionary development. The semantic extension or polysemy has been studied in various theoretical frameworks, such as Prototype Theory (Rosch, 1975) and Radial Category Model (Lakoff, 1987). A number of studies focusing on English language have dealt with high frequency vocabulary items, such as take, work, and word, a group of words for body or facial parts, and comparison between English and other languages. However, not so many studies have shedded light on the ongoing semantic extension of English vocabulary items often used in multimedia in recent years. In such context, this investigation takes up a semantic extension of a particular English vocabulary item, snowflake. Using English corpora, WordBanksOnline and Corpus of Contemporary American English (COCA), and excerpts from English news media, such as news programs, newspapers, and websites, this presentation provides the corpus based analysis of the semantic extension of snowflake. It also shows how the extended meanings of snowflake can be presented in a dictionary and what sort of signpost should be implemented to feature important low frequency vocabulary items for future dictionary development. Although the discussion will be based on the development of an English-Japanese dictionary, Wisdom 4th Edition, which the presenter took part in as a co writer and editor, the same methodology is applicable to the development of an English dictionary translated into any other language. The presentation will also indicate how teachers can use corpus in analyzing literary texts for literacy development.

D2_T4_03**Suresh Lim Keng Leong***The ReDraw Method: Enhancing the Understanding of Poems Among Year 4 Pupils in a Malaysian National-Type School*

This action research is aimed to determine the effectiveness of using the ReDRaw (Read and Draw) method in enhancing the understanding of poems among Year 4 pupils in a selected National-Type School (Sekolah Jenis Kebangsaan). The target group comprised 40 pupils from the same class, in which they were grouped into 2 separate groups of 20 pupils each. The research was conducted in a school in Taiping, a town in the state of Perak in Malaysia. Research instruments consisted of tests, interviews, researchers' personal observations and students' journal write-ups. The basic premise of this research consisted of a poem being taught using two different approaches. One group was taught using the conventional method whilst the other employed the intervention strategy or the "ReDraw Method". The same poem was taught to two separate groups of randomly selected pupils of equal proficiency level. Through employing two separate teaching methods, the research attempted to determine the effectiveness of the teaching method

applied towards enhancing pupils' understanding of the same poem. Findings of this study indicate that pupils showed a discernible improvement in understanding the poem especially in responses to questions of Higher Order Thinking skills (HOTS) when using the intervention strategy.

D2_T4_04**Teh Pei Ling & Cynthia Yolanda Doss***Presenting Literature Appreciation in the Age of Technology*

The world of teachers and pupils is expected to continue to change dramatically throughout the 21st century and beyond. Education in the 21st century makes full use of available technology to improve and enhance teaching and learning activities. How do we get pupils to be interested and see the relevance of literature to pupils who are so habituated to colourful and interactive screens that capture their attention. This paper will discuss the pedagogical power of literature and also explores the possibilities of engaging pupils in using technology to creatively showcase their understanding, opinion and reflection of literary works. In other words, the pupils get to present their insight, thoughts, ideas, perception and appraisal, through the lens of technology.

D2_T4_05**Mah Zhi Jian & Winnie Ong Yuen Nee***Connecting Learning Dots Through Literature during the Covid-19 Pandemic*

The genres for Contemporary Children's Literature in Malaysian primary schools, which encompass poems, short stories and graphic novels, are taught during language arts lessons. With the implementation of the CEFR-aligned curriculum, which stresses authentic language usage within the context which is familiar to young learners, poems can be a good stimulus to develop pupils' language skills. Schools are closed during the pandemic and the current main curriculum has been adjusted and aligned accordingly. With the language arts component being categorised under the complementary content, teachers can choose to explore the different literature texts provided with fun-filled and meaningful activities that can enhance pupils' language skills and expose them to the aesthetic use of the language from home. This showcase is a pilot project of the collaboration between two schools in Kedah and Sarawak. Pupils from both schools collaborated with their peers and provided responses via tasks related to the poems in the Year 5 syllabus. Then, they shared their work with the other groups via an online platform. Such project-based learning offered opportunities for pupils to collaborate and learn English in a meaningful manner as there was a real need for communication. While pupils reported that it was not easy to complete the tasks, they enjoyed the process and were glad to have a session with their new friends. They also found the follow-up tasks on the poems interesting. At the same time, the teachers gained some insights during this process and looked forward to further collaboration in future.

D2_T4_06**Shubashini Suppiah***Shakespeare's Othello Via Google Classroom: Perils and Promises*

Distance education became more ubiquitous as a result of the COVID-19 pandemic in 2020. Under these circumstances, online teaching and learning had an indispensable role in many education systems around the world. The 'virtualization' of teaching and learning in schools and institutes of higher education has since raised significant issues in terms of effective pedagogy in these trying times. The present study explored the outcomes of a drama course in an institute of teacher education which was forced to go fully online as education institutes in the country heeded the call for a complete shutdown in March last year. The study captured the "voices" of the student teachers and the teacher educator as they embarked on uncharted waters as drama is very much a hands-on and performance-based course. Adopting an exploratory qualitative case study design, data was gathered through an open-ended online questionnaire, a series of online interviews and the student teachers' online reflections to uncover the constraints faced, the insights gained and the perceived usefulness of Google Classroom as a platform for the teaching and learning of drama. The findings indicated that while the study participants found the use of Google Classroom useful in terms of accessing materials and resources and learner collaboration and engagement, the constraints such as technical inconsistencies when rehearsing and performing online. The implications that have stemmed from this study can shed valuable insights into online approaches in performance-based courses such as drama.

D2_T4_07**Norhayati binti Mohd Yusof***Exploring Issues and Challenges of Using ICT in Teaching the English Language Literature Component in Secondary School*

In 2000, the English language literature component was incorporated in the English language syllabus in the Malaysian education system to equip teachers to teach the English language as a Second Language (ESL). In 2013, CEFR- aligned or Common European Framework of Reference was introduced in Malaysia. Under the current curriculum, literature is taught for pleasure and will no longer be assessed in any national exam starting 2021. Employing Information and Communication Technology or ICT is one of the ways to enhance student's interest in learning literature. This study explores issues and challenges in teaching literature using ICT. It is qualitative research that employed a semi-structured interview protocol. This case study approach involved one male English language teacher with 20 years of teaching experience, who teaches in a secondary school in Setiu district in Terengganu. The teacher was selected using purposive sampling and the study reveals that the teacher has interesting perceptions on the issues and challenges in teaching literature using ICT. The teacher believes that proper training in ICT will help teachers to teach literature using ICT better. Nevertheless, the teacher is positive that he

can explore further the use of ICT in teaching literature. This study hopes to have some impacts on English language teachers' teaching practices, especially in the teaching of English language literature components.

D2_T4_08

Jen Renita binti Mappah

ELV-R CAMP: English Language Virtual-Real Classroom of Arts & Music Pedagogy as the New Norm

ELV-R CAMP or known as English Language Virtual Classroom of Arts & Music Pedagogy was an innovative idea on how to conduct online learning during the Movement Control Order of Covid-19 Pandemic. The purpose of this study was to solve the problem in managing tasks for the pupils and to create a motivated, meaningful and memorable virtual learning environment. To make learning accessible and to facilitate communication between teachers, parents, and learners, simple technologies such as WhatsApp & Telegram Groups as Virtual Classrooms, Padlet as Virtual Classroom Boards, QR Reader and QR Codes for different activities in a form of Project-Based-Learning approach for the Level 2 primary school pupils were utilized. Data was collected via document analysis, unstructured interview and observations. The theory and data triangulation were made to maintain the reliability and validity of the results. The research method was in a form of classroom action research via narrative inquiry. The study showed that it has helped the teacher to improve the engaging learning environment virtually which has shown the systematic online teaching approach among young learners in rural areas, especially in improving activities and task-management for the pupils virtually. The cyclical process in this study has improved teacher's teaching practices for different language content and skills by maintaining the best option of technology-use based on the pupils' needs and abilities.

D2_T4_09

Mohana Ram Murugiah

Exploring Learner Engagement in Literature Lesson with EdPuzzle and Wakelet Applications

The COVID19 pandemic has pushed the teachers to embrace various online teaching and learning tools to cater to their students' learning needs in the remote learning environment. As such, Edpuzzle and Wakelet are two applications that have been widely used in the teaching and learning of English language. This study aimed to develop learners' understanding of the literature lessons in the CEFR – aligned curriculum through the use of Edpuzzle and Wakelet applications during the school closure where learning takes place completely in the virtual space. The design of the study was a quasi – experimental approach where students were assessed in control and experimental groups with pre and post-tests. The project involved 50 form 4 students who were divided into two groups namely the control and experimental group. The Research instruments to collect data

for this research were in the forms of written and objective test conducted at the pre and post- test level. The result of this study revealed the effectiveness of Edpuzzle and Wakelet applications in making learners understand literature components in remote learning environments.

D2_T4_10**Anisha a/p Thiruchelvam****Implementation of Teaching Literature Using Gamification Approach for Secondary School Students by a Teacher Trainee**

Gamification is widely acknowledged to be providing an exhilarating teaching and learning environment in the classroom. With most of the students opting to learn online, gamification is one of the tools that can be used to design lessons that would not only motivate but also engage students in learning. Despite the benefits it brings to students, a large majority of teachers, particularly English Literature teachers, avoid employing them in their day-to-day lessons as it is believed that gamifying lessons is time-consuming and inapplicable for literature lessons. In order to get a clearer picture of the situation, as a teacher trainee, gamification was used when designing lessons for 2 months with 15, Year 8 students complementing the English Literature syllabus. A quantitative approach was incorporated through the teacher trainee's fortnightly reflections. Students were also asked to provide feedback on the type of activities they would love to participate in during the lesson. The results show that not only the students are excited to learn but the teacher trainee also found themselves enjoying the process of designing and conducting the lesson. This study concludes that it is possible to create Literature lessons that incorporate gamification through student's feedback that isn't as time consuming and irrelevant to lessons in English Literature.

[TRACK 5]



25 JULY 2021



12.10 p.m. – 1.15 p.m.

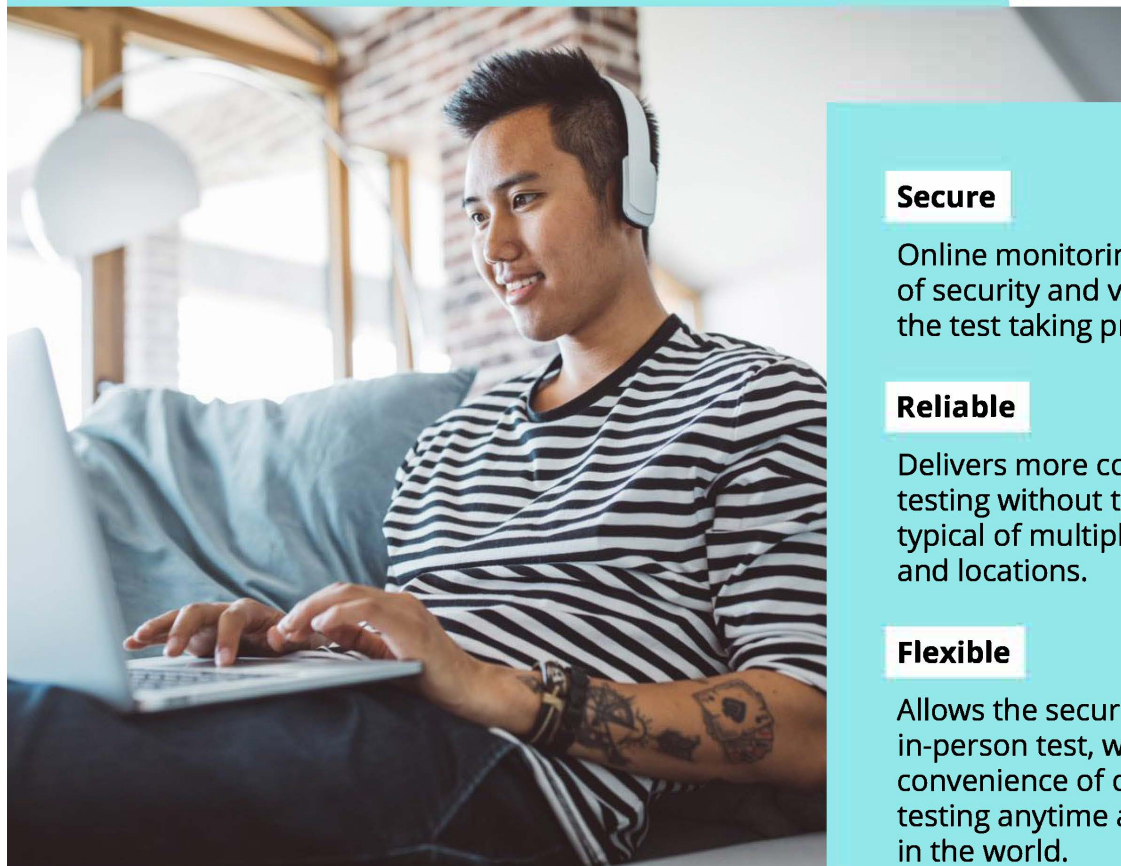
THEME: TECHNOLOGY



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D3_T5_03**Mark R. Freiermuth & Hsin-chou Huang**

Cultural Development in the Language Learning Classroom Via
Telecollaboration: Zooming Ahead!

Lo Bianco (2003) points out that EFL/ELF students who have never been abroad tend to have a skewed view of the culture associated with “English-speaking” countries. Often the scope of their cultural English language vision is constructed by iconic images and discourses that are used in their classrooms. In addition, cultural learning as promoted by EFL/ELF textbooks and by their language teachers—both local and English native speaking teachers—tends to be bestowed upon students in a unidirectional manner. Hence, an actual exchange of cultural information is never realized (Freiermuth & Huang, 2021). One way to address this issue is to have a meaningful way for students to develop cultural competences through face-to-face language exchanges between different groups of language learners. In this project, we looked at a cultural information exchange between university students who were studying English in Japan and Taiwan. Using the video teleconferencing software application Zoom, students chatted with one another about a number of culturally specific elements important to them personally (e.g., food, iconic imagery, hobbies and language) via their phones or using their personal computers. Posttest questionnaires revealed that students became more attuned to the “other” culture through the video chatting activities. The presenters, then, will discuss some of their findings and offer recommendations for language teachers who wish to use teleconferencing software like Zoom.

D3_T5_04**Ngo Thi Nhu Thuy**

Virtual Reality for Vocabulary Learning: A Meta-Analysis and Implications
towards L2 Classroom Practices

Virtual reality (VR) is a technology that provides an immersive and interactive environment. Past research has shown a large effect size of VR on the general scope of language learning achievement. However, there has been no specialized meta-analytic investigation on the effect of VR on vocabulary learning. The present meta-analytic study attempts to investigate deeper into the implementation of VR on vocabulary learning for more rigorous evidence of the effect sizes and a further exploration of the moderating factors. From 2007 to 2020, 13 pooled effect sizes with seven groups of moderators were identified for the meta-analysis. Overall, VR has a large facilitative effect on immediate vocabulary achievement ($d = 1.078$) and vocabulary retention ($d = 1.953$) compared to the traditional methods. The effect is varied in different language distance groups, target languages, education levels, intervention length, and target learning outcomes. VR types (e.g., game, social) and VR platforms (e.g., desktop-based, mobile-based) provide no significant heterogeneous difference on the effect. The present study also offers implications for teachers of how VR can be applied in teaching vocabulary. VR designers can identify the features that require further development in order to better facilitate vocabulary learning. Researchers can also review the gaps for future investigations.

D3_T5_05**Ranson Paul Lege**

Comparing Graduate Student Perceptions of Online and Remote Learning at Nagoya University, Japan

As a result of Covid-19, many universities in Japan have been compelled to switch to online and remote learning to stay open and meet the educational needs of students. Such a dramatic shift to online delivery of the learning experience has caused some difficulties to students and faculty alike, unprepared for such a major transformation in their college life. While anxieties over technology continue, the major issue for students appears to be the loss of social interaction found within the traditional classroom setting. This qualitative study compares the perceptions of two different groups of graduate students at Nagoya University (Japan) participating in English academic writing courses via online and remote learning. Using open-ended interview questions, the purpose was to uncover student attitudes about the various relationships present or lacking in a remote learning environment (student-student, student-teacher, student-technology). The first group consists of six ESL doctoral candidates who are not Japanese and are pursuing a degree primarily via long-distance and asynchronous learning. The second group comprises eleven ESL graduate students from various countries who, due to the crisis, were dropped into a synchronous remote learning experience. The results from such a study suggest that such an understanding assists faculty in improving the design of the remote learning environment to better meet the expectations of the learners.

D3_T5_06**Brian J. Birdsell**

Advancements of Neural Machine Translations and the Transformation of Foreign Language Teaching

Neural Machine Translations (NMT) have become more sophisticated and accurate resulting in many challenges and opportunities for language teachers. Therefore, considering how to integrate NMT into the language classroom has become an important issue, especially for writing classes. In this presentation, I first introduce DeepL and show its strengths and shortcomings. Then, I present results from a survey on student use of technologies to complete English assignments. Finally, I describe a triadic approach to using NMT in the classroom that focuses on developing learners' creativity, critical thinking skills, and intercultural competencies. Developing learners' creativity reduces the focus on direct translations and instead on developing learners' ability to play with the language by conceptually combining and expanding concepts, thus minimizing reliance on NMT. Secondly, in academic writing, it's important to show learners' the benefits of NMT, but also to approach it critically, especially at the post-translation stage in order to look for errors, mistranslations, and perform back-translations. Thirdly, intercultural competencies refer to developing learners' deeper knowledge of the nuances between the languages such as the pragmatic, metaphorical, and culturally embedded language

that make translating difficult and NMT can highlight these. In sum, in this presentation I discuss NMT and opportunities to use it in the classrooms and how it will transform language teaching.

D3_T5_07**Ilidina binti Mahadi**

The use of Digital Storytelling in Enhancing Lower Secondary School Students' Writing Skill and Motivation in Writing

Teachers often have difficulty in motivating secondary school students to write, while still being held accountable for producing high academic achievement based on the rigorous standards of the society today. Teachers are also striving to prepare students for the ever changing and advancing 21st century world. Although teachers recognise that writing at the secondary school level has become more rigorous and students' motivation towards writing has decreased, they still have limited understanding of the role digital storytelling has on both students' motivation and writing performance. An experimental design which employed a pretest and a posttest was used to examine the use of digital storytelling in enhancing the students' writing skill and motivation in writing. 60 Form 1 students were divided into two groups: treatment and control group. A digital storytelling website, Storybird was incorporated in the lessons for the treatment group. The findings indicated an increase in the marks of the posttest after using Storybird. Apart from that, there was also an increase of motivation in writing after Storybird was incorporated in the writing lessons. Hence, it is shown that the use of digital storytelling helps the students improve their writing and at the same time their motivation in writing.

D3_T5_08**Osaze Cuomo**

Emotion in the Classroom

This presentation outlines the role curiosity plays in language learning, and how an atmosphere of curiosity can be brought to digital and traditional classrooms. Constructivist learning theory requires students to play an active role in their studies, which can at times leave the teacher struggling to engage their students. Curiosity plays an important role by providing an initial spark of motivation at the foundational level, which leads to active participation, and ultimately to better learning outcomes. Students have differing levels of interest in their world and their studies, thus one key role of the teacher is promoting curiosity in the classroom. This requires close attention at both the macro and micro levels, in both the design of the overall course as well as specific tasks or assignments. This presentation links research in the field of cognitive psychology with practical application towards promoting curious inquiry in English classes and materials at the university level.

D3_T5_09**Shee Yuen Ling****Bridging the Language Barriers: Media and Information Literacy (MIL) In the English Classroom**

In this digital era, media savvy but not media literate can be disastrous. Data shows that 70% of young people around the world are online. This means that the Internet, and social media in particular, should be seen as an opportunity for learning and can be used as a tool for the new forms of literacy. Media and information literacy (MIL) encompasses the practices that allow people to access, critically evaluate, and create or manipulate media. Media literacy education is intended to promote awareness of new media influence and create an active stance towards both consuming and creating media. Imparting media and information literacy into the English language classroom to bridge the language barriers was first pilot tested. Incorporating media literacy in teaching listening, speaking, reading, writing and language art skills is aligned with the current CEFR curriculum managed to bridge the language barriers. MIL recognizes that students are learning in the classroom as well as outside of the classroom through information, media and technological platforms. It enables students to question critically what they have read, heard and learned. It is necessary that all peoples acquire MIL competencies (knowledge, skills and attitude), children and youth are at the heart of this need.

D3_T5_10**Farid Noor Romadlon & Aisyah Ririn Perwikasih Utari****Virtual Class Drilling to Improve Public Speaking Skill of EFL Students in University**

The poor ability of public speaking of EFL students in university becomes a barrier for them in communication especially when they talk in front of many people. This issue needs to be overcome so they will have better proficiency as public speakers. To overcome this challenge, Virtual Class Drilling was carried out in the Academic Speaking class. The research question, “How Virtual Class Drilling helps Improve Public Speaking Skills among EFL Students in the University?” The study aimed to describe the application of Virtual Class Drilling to improve public speaking skill of EFL students in the university through an action research design. Two cycles were applied in this research involving 36 students of Academic Speaking class in English Education Department, Universitas Muria Kudus. The results showed that Virtual Class Drilling significantly improved their public speaking skill with an average score of 72.57. This is categorized as sufficient (63.2%) in the first cycle and it was strengthened in the second cycle with a better result of an average score of 79.35. This is categorized as good (82.7%). Some of the treatment given during the class drilling virtually include brainstorming activities in raising issues chosen, mirror rehearsal to improve verbal and non-verbal communication, and virtual peer-rehearsal were found to be positively improving students’ public speaking skills.

[TRACK 6]



25 JULY 2021



8.15 a.m. – 10.30 a.m.

Creative Student Teacher Showcase (CSTS)

Malachi Edwin Vethamani Creative Teacher Showcase (CTS)

Higher Education Teaching Innovation (HETI)

**D3_T6
CSTS_01****Nurul Shamira binti Rahimi**

Using Finger Point Strategy to Improve Year 5 Pupils' Subject-Verb Agreement in Simple Sentence Construction

This study was carried out to examine the use of Finger Point as a teaching and learning strategy to improve subject-verb agreement (SVA) in writing simple sentences. Five Year 5 pupils from one primary school in Kuala Lumpur were selected as the participants of the study. This study utilized action research design to identify if the use of Finger Point Strategy could improve pupils' SVA in simple sentence construction. A total of 2 cycles was carried out to seek and improvise on the use of the intervention. In this research, pre and post-intervention tests, interview and teacher's reflective journals were used as the research instruments. There was a notable improvement based on the data obtained where participants were able to improve their scores in the post-writing test after the intervention was implemented. The interview findings also showed that the Finger Point strategy was able to help pupils to memorize SVA rules quickly, which indicates that they had improved their use of SVA using the strategy. Moreover, the teacher's reflective journal showed that the strategy had increased the participants' attention and participation in the online classroom. The results indicated that Finger Point strategy impacted positively on writing simple sentences with correct SVA. Therefore, this strategy will also be able to help other teachers to teach SVA effectively.

**D3_T6
CSTS_02****Nurul Naheeda binti Mohamed Elias Zulkifli**

Using Picture Word Inductive Method (PWIM) in Teaching Descriptive Writing Among Year 3 Pupils.

This research used the Picture Word Inductive Method (PWIM) to enhance descriptive writing among year 3 pupils. The researcher would like to improve the teaching of descriptive writing that would lead to the pupils' understanding of the mechanics of writing and enhancing their vocabularies. Therefore, an adaptation of the PWIM strategy and Wh-question named CaterPWIMlar, is implemented by the researcher to investigate its utilisation to help pupils write descriptive text more effectively. The participants for this research are 5 Year 3 pupils from a Trust School in Kuala Lumpur. The research was carried out based on the Kemmis and McTaggart (1988) Action Research model in which the intervention is done in two cycles of planning, acting, observing and reflect. The data collection method used is students' performance data through pre and post-tests, interview and journal entries. Document analysis on the pre and post-tests and content analysis on the interview transcript were carried out to analyse the effectiveness of the intervention. Based on the findings, it can be concluded that the CaterPWIMlar can be utilised in a hands-on learning concept in the classroom in helping pupils to write descriptive writing correctly. It is also proven that most of the participants enjoyed their lessons more and were motivated and confident during teaching and learning sessions.

**D3_T6
CSTS_03****Ghirthini a/p Munusamy**

Difficulty Among The SJK(T) Indian Pupils in Pronouncing Phoneme Sounds and Teachers' Perception on the Effectiveness of Using Tongue Twisters to Teach Pronunciation.

The objective of this study is to identify the difficulty among the SJK(T) Indian pupils in the Malaysian primary ESL classroom in pronouncing the phoneme sounds and the effectiveness of using tongue twisters as a method of teaching pronunciation. Four SJK(T) Indian pupils and two SJK(T) teachers from Sungai Petani, Kedah area participated in the study. The SJK(T) pupils' phoneme pronunciation were observed during a reading task and the teachers' perception on the effectiveness of using tongue twisters as a method of teaching pronunciation were sought through interviews using Google Form. The outcome of the findings was recorded using field notes and was analysed using a coding method. The findings of the study indicated that the pupils have difficulty in pronouncing six phoneme sounds based on the text which are h/ sound, /u/ sound, /d/ sound, /v/ sound, /w/ sound and /dz/ sound for the first research question. Meanwhile, for the second research question, the findings show that the method of using tongue twisters to teach phoneme pronunciation seems to be effective.

**D3_T6
CSTS_04****Melissa Wong Ka Suit**

Perceptions and Attitudes Towards the Use of Reward System to Reinforce Learning Behaviour Among Year 4 Pupils in One of the Primary National Schools in Kuala Lumpur

The thoughtless implementation of reward as a norm by teachers in SK X has always been a problem in the reinforcement of learning behaviour. Thus, this survey research attempts to bring understanding to the ESL teachers of primary schools through exploring the pupils' perception and attitude on the effects of reward system implemented as a strategy to reinforce the pupils' learning behaviours so as to enhance effective implementation of reward system which can appropriately motivate and enhance pupils' behaviour. This study adopted survey research design. The sample size of 30 respondents were selected among the year 4 pupil using simple random sampling technique. A survey questionnaire instrument is the main data source to gain insight into the effects of rewards on behaviour reinforcement based on the perception and attitude of pupils. Finding revealed that most primary school teachers occasionally adopt reward as a strategy to reinforce learning behaviours. The pupils mostly perceived and react to reward positively. Therefore, the researcher recommended that teachers in SK X should remain the adoption of reward in their schools to reinforce pupils' learning behaviour as the pupils' perception and attitude towards the reward system reflect significant positive effects on behaviour reinforcement through the use of reward.

**D3_T6
CSTS_05****Siti Norsajidah binti Sultan Syed Ibrahim***The Use of E-charade in Improving Year 5 Pupils' Vocabulary Acquisition*

Vocabulary learning is certainly an essential part in language learning as the meanings of new words are very often emphasized during reading and writing. E-charade is one of the alternative ways to teach vocabulary. The initial data collection showed that some pupils had difficulties in reading due to lack of vocabulary. Thus, this action research aims to determine if e-charade helps in improving Year 5 pupils' vocabulary acquisition in one of the primary schools in Kuala Lumpur. This study was carried out on four mixed ability pupils and it adopted the Kemmis and McTaggart Model (1990). The intervention was carried out in two cycles. For Cycle One, e-charade was conducted with the integration of pictures, while for Cycle Two, e-charade was conducted with the integration of GIFs. The data were collected from pre-post-test, observations, and journal entries. Results have shown that e-charade does help in improving the pupils' vocabulary acquisition. The process and progress I made throughout my research has made me realise that I need to be more conversant and conscious of my teaching practices, as this will enable me to cater to the needs of pupils.

**D3_T6
CSTS_06****Nur Diyanah binti Ramli***Using Family Tree Chart Strategy to Improve the Use of Personal Pronouns Among Year 2 Pupils*

This paper examines the experiences of 10 pupils as they engaged in an action research study. These pupils had the difficulty to use the correct personal pronouns due to their tendency to speak in Malay which resulted in the constraints to understand the concept of personal pronouns. Pupils are influenced by the internalized grammar of their mother tongue hence resulting in difficulties to grasp the grammar rules of the second language. In this research, the pupils are conditioned with the absence of personal pronouns in Malay language (L1) as they struggled to use the correct personal pronouns in English (L2). Family tree chart intervention was used as a visual aid to distinguish between the personal pronouns. Data were collected through pre and post-test, observation checklist and journal entries. Findings showed that the family tree chart strategy has helped the pupils to use the correct personal pronouns by indicating the suitable personal pronouns to refer to family members. The implication of this study has led to pupils being more confident to speak in English in a small-sized classroom. The visual representation of the family members in the tree chart has helped the pupils to distinguish between personal pronouns. Pupils were highly engaged in the lesson such as decorating their own family tree as a part of fun learning.

**D3_T6
CSTS_07****Celine Laeu Jie Qin***Using Songs to Improve Grammar Skills among Primary ESL Learners in Malaysia*

Most Malaysian primary ESL pupils are weak in executing accurate grammar due to non-authentic learning materials. This case study was conducted to explore the effectiveness of using songs to improve grammar skills among primary ESL learners in Malaysia. Specifically, it focused on improving pupils' mastery of definite and indefinite articles by using an intervention called 'Articles Song'. Data were obtained from three primary Year 5 pupils studying in urban Kuala Lumpur. Research instruments used were general grammar test, pre-test, post-test, semi-structured interview as well as field notes. This case study adapted descriptive analysis and triangulation which includes pre- and post-test, semi-structured interview and field notes. The findings of this research showed that the most common grammar mistake made by pupils is regarding definite and indefinite articles. This research also proved that songs improve grammar skills as music and language acquisition are interrelated based on Gardner's Multiple Intelligences theory and previous researches. It agreed that the qualities of songs may lower pupils' anxiety level, increase their language input and motivation to learn due to low "affective filter" based on Krashen's Affective Filter Hypothesis. Lastly, this research proposed to encourage the integration of music in lessons among primary ESL teachers and suggest primary school administrators to provide school facilities that support the use of music in teaching and learning.

**D3_T6
CSTS_08****Farhan Hasanah binti Muhmad Asri***A Case Study of Trainee Teachers' Ways of Motivating Primary School Pupils to Attend Online Classes*

This case study explores how three trainee teachers find ways to motivate pupils to attend the online classes. During the pandemic and with the circumstances faced by the pupils, the attendance of the pupils were low starting from when the second wave hit the country which eventually led to the closure of schools in affected states such as Kuala Lumpur and Selangor. PdPR was then made into practice because of the closures. Therefore, the ways the teachers used which include the online platforms and the teaching approach were studied and analyzed by interviewing the trainee teachers. Apart from that, their documents were also analyzed and their recorded GM sessions were also observed to collect data for the purpose of this study. The attendance across the platforms were also collected to see how far the platforms and the teaching approach were effective in motivating the pupils to attend the online classes during the pandemic. The findings of this study indicated that the pupils were more engaged in asynchronous platforms instead of synchronous platforms such as GM because of the circumstances faced by the pupils.

**D3_T6
CSTS_09****Elle Sharmaine Hani binti Zainan**

The Effectiveness Of Incorporating Classical Background Music to Improve Intermediate Year 6 Pupil's Concentration during Writing Task Production in One Of the Primary National Schools in Kuala Lumpur.

The purpose of this case study was to examine the effectiveness of incorporating classical background music to improve intermediate Year 6 pupil's concentration during writing task production. One intermediate pupil was chosen as a sample among one Year 6 class, who had stable Internet connection and adequate learning devices at home, such as laptop, computer or mobile phone and earphone. The participant carried out four times of independent working time on the writing task. The first interaction was carried out without the intervention and the next three interactions were carried out with classical background music played at the 20th minute of the independent working time. Observation checklist and pre- and post-intervention surveys were administered for each interaction. The worksheets were analysed and follow-up interviews were held to collect data. The findings revealed that participant's off-task behaviour was decreasing and shorter duration were spent to complete the writing task when the classical music was played in the background. However, there was no significant improvements in scores for the writing task. Thus, incorporating classical background music during writing task production is effective to improve intermediate pupil's concentration on the task. However, it is not effective enough to improve the pupil's writing task performance.

**D3_T6
CSTS_10****Siti Nur Shahira binti Othman**

Using storytelling in Improving Vocabulary Learning of Year 3 Pupils

Vocabulary learning is a very important aspect in the learning of the English language as it is closely associated with the development of the four language skills namely listening, speaking, reading and writing. To overcome the difficulty of learning vocabulary, a method that is appropriate for improving pupils' vocabulary learning is needed. This action research is an attempt to study the impact of using storytelling in improving vocabulary learning of Malaysian Year 3 pupils. This research involved 15 pupils of a Year 3 class in a sub-urban school in Kuala Lumpur, Malaysia. Pupils' work, interview and reflective journal entry were the main data sources employed to gain insight into the impact of using storytelling in improving pupils' vocabulary learning. The findings of this research indicate that the use of storytelling has positive impacts in improving pupils' vocabulary learning and managed to serve its purpose in terms of the linguistic and affective factor. The findings of this research would also help teachers in employing an effective teaching strategy by using storytelling to facilitate vocabulary learning of the pupils.

**D3_T6
CSTS_11****Nurul Fatin Afifah binti Muhamad**

The Effectiveness of Multimodal Approach in Helping Pupils Use Possessive Pronouns Correctly.

This study aims to determine the effectiveness of the multimodal approach in helping year three pupils of Malaysian primary ESL classroom use possessive pronouns correctly. The study involves six research participants of Year 3 pupils from a school located in Kuala Lumpur. The instruments used in the research are tests (Pre-Intervention Test and Post-Intervention Test), journals (weekly reflective journals) and interviews (semi-structured interview). This research also integrates the use of the action research model by Carr & Kemmis. Thus, at least two teaching sessions occur, one which is the conventional lesson and the other one is the intervention lesson. The data analysis results from both tests show the mean score of 4.83 for the Pre-Intervention Test and 9 for the Post-Intervention Test. The difference in the mean score between both tests shows an increase of 4.17. The data indicates that the research finding results in a positive outcome in which multimodal approach helps Year 3 pupils use possessive pronouns correctly.

**D3_T6
CSTS_12****Reyysmaan Avuddaiyar a/I K Kavi Chelven**

The Use of Shape Poems in Improving Year 5 Pupils' Writing Skills

English language writing has always been a problem for second language learners to master (Pek & Mee, 2015). However, it can still be acquired through suitable teaching and learning approaches. The 21st century learning requires the inclusion of fun and meaningful learning. This study is aimed at investigating the effectiveness of shape poems in improving Year 5 pupils' writing skills. The application of shape poems is studied to find out its efficacy in solving the major writing issues among Year 5 pupils which are sentence construction and punctuation. The data was collected using six pupils from Year 5 Hebat as the participants for this research, which consists of four males and two females. Spiral model proposed by Kemmis and McTaggart was used to conduct this research. Cycle 1 was conducted using traditional poems, whereas Cycle 2 was conducted with the application of shape poems. Pre-intervention test and post intervention test, observation and interview were used as instruments to carry out this research. The study was conducted through blended learning which involves both online and face-to-face education, due to the Covid-19 pandemic. The findings revealed that shape poems can be used to improve Year 5 pupils' writing skills. The study suggests some recommendations for the future researcher, in order to improve the quality of this research in future.

**D3_T6
CSTS_13****Nurzaimah Zafirah binti Abdul Razak****Using 'Learning by Doing' Approach to Help Year 4 Pupils Use Prepositions of Place in Writing Correctly**

This study was carried out to explore the use of 'learning by doing' approach to improve Year 4 pupils' ability in using prepositions of place in writing correctly. This study employed both quantitative and qualitative research methodology, and its research design is an action research. Six participants from a primary school in Petaling Jaya were selected for this action research. This study was completed in two cycles based on the Kemmis and McTaggart's Action Research Model. The data was collected through tests, informal conversations with the pupils and samples of pupils' work. Results have shown that all of the participants had positive experiences with the activities integrated in 'learning by doing' approach which are hands-on and digital game-based learning. It can also be observed that, by providing sufficient activities to practice the language and encouraging active learning, the pupils' ability in using prepositions of place in writing have improved tremendously. This approach has successfully encouraged the teaching and learning process towards pupil-centered learning and achieved the idea where they learn more when they actually "do" the tasks given. Overall, the findings of this research have shown that 'learning by doing' approach offers a meaningful and engaging experience in language learning for the pupils. Therefore, teachers should consider incorporating 'learning by doing' approach in teaching English language skills. Indirectly, it will help to change the pupils' view in learning English language and overcome the language difficulties faced by the pupils.

**D3_T6
CSTS_14****Siti Syahidah binti Mohd Nor****The Implementation of Movie Songs to Improve Pronunciation Skills among Year 3 Pupils**

This case study aims to identify the effectiveness in using movie songs to teach pronunciation skills among young ESL learners. Pronunciation skill is the scope of the study because the learners had difficulty understanding the message delivered by peers during speaking activities conducted in class. This is due to the mispronunciation uttered. Hence, it may have an impact on the learners' communication skill in the future. The targeted participants were three year 3 pupils. Due to the pandemic, the research process was conducted online. The instruments used to conduct the study were surveyed through an informal interview, observation checklist, and document analysis. The researcher gathered the participants to conduct a lesson to collect data using the mentioned instruments. The finding showed that the most preferred movie song was "Let It Go" from the movie "Frozen". Next, behaviours, expressions, and the way the participants responded during the lesson that integrated movie songs were recorded and observed by following the checklist prepared. Based on the checklist, most participants enjoyed and responded actively during the lesson, and also improved in pronunciation skills after being exposed to the movie song. As for the last instrument,

the reinforcement task was prepared for document analysis to see the improvement in pronunciation skills.

**D3_T6
CSTS_15**

Sarumathi a/p Karunanithi

The use of Dynamic Word Attack to Improve Spelling

This action research attempts to seek if Year 4 pupils could improve their spelling using the Dynamic Word Attack. This qualitative study was prompted by the issue of spelling mistakes among ESL learners in writing, especially among the selected participants who are weak in the English language. Thus, the Dynamic Word Attack is introduced to remedy this effect. My research involved the participation of four Year 4 pupils from a primary school located in Petaling Jaya, Selangor. The data for this research is collected through observations, interviews and journal entries. In analyzing the data, the researcher uses observation checklists, interview transcripts and journal entry and then also compares the result of the students' short spelling test to answer the research questions. In this research, two teaching sessions namely cycle one and cycle two were carried out which were before and after improvising the intervention used. Findings showed an improvement among the pupils. Two pupils improved from 20% to 80% and the other two participants from 20% to 100% in the spelling test given. The implementation of Dynamic Word Attack was impactful in helping the Year 4 students to spell correctly, but only to a certain extent. However, based on the evidences collected, it is clear that the Dynamic Word Attack was somehow effective in improving the students spelling in writing.

**D3_T6
CSTS_16**

Diviyasiri Thiru Kumaran

Using Happy Family Card Game to Improve Vocabulary Acquisition among the Year 3 Low Proficiency Pupils

In the lower primary Malaysian school context, vocabulary acquisition is a fundamental part of learning the second language, and it is emphasized throughout the syllabus. However, it was an inevitable truth that low proficiency pupils had difficulty in learning and acquiring vocabulary as they lack interest in reading and if neglected, they would lose interest in learning. Past studies proposed the use of interesting games in learning vocabulary to help the low-proficiency pupils in meaning making and eventually ease them to participate actively throughout the whole lesson. Therefore, this action research aims to ascertain the extent in which Happy Family Card game is able to improve the vocabulary acquisition among the Year 3 low proficiency pupils. Three data collection methods were performed to analyse the extent of the Happy Family Card game in improving vocabulary acquisition among year 3 low proficiency primary pupils and to examine the strengths of the Happy Family Card game in improving vocabulary acquisition from the Year 3 low proficiency pupils' perspective. The data collection from the observation, interview and

reflective journal results indicated that the proposed intervention has improved the Year 3 low proficiency pupils vocabulary acquisition. The implication of the study is, teachers would be able to use this Happy Family Card game in their classroom to improve their year 3 low proficiency pupils vocabulary acquisition.

D3_T6 CSTS_17

Lai Siew Yuen

Survey on TESL Teacher Trainees' Readiness for Online Teaching During the Movement of Control Order (MCO) In IPGKBA

Due to the outbreak of COVID-19, face-to-face teaching was forced a shift to online teaching and learning (OTL) starting from 4th of February 2020 in Malaysia. Primary TESL teachers had to face the challenges of changing roles, platforms and environment which required them to form connections among online knowledge and resources in order to enhance their online teaching. A study has been carried out among TESL teacher trainees (N=108) in IPGKBA to find out their readiness for online teaching during the Movement of Control Order (MCO). An online questionnaire was sent through social media to collect responses from the teacher trainees. Then, the collected data were analyzed using a quantitative approach. Based on the findings, it is shown that the TESL teacher trainees in IPGKBA have demonstrated a high level of readiness in online teaching. Furthermore, the online tools, online methods that were utilized among the respondents and factors that became teacher trainees' challenges in online teaching are also analyzed and discussed. This research can raise awareness among teachers towards the importance of preparation for the coming unexpected events and also the need to provide cooperation among the authorities through support in terms of training, finance and facilities.

D3_T6 CSTS_18

Jess Neoh Jie Xie

Using Word Mapping Strategy to Enhance Year 4 Pupils' Vocabulary Learning

This action research attempts to improve pupils' vocabulary learning. Most of the ESL learners were having difficulties in learning vocabulary due to a lack of understanding of the words and did not know how to apply the particular word in the context. As a result, it affected their language skills, namely listening, speaking, reading and writing skills. Thus, this research was conducted on ten Year 4 pupils in Malaysian ESL primary school using word mapping strategy. This research aims to explore if the use of word mapping strategy can enhance their vocabulary learning and intends to discover how the strategy improves pupils' vocabulary learning and interprets pupils' perceptions towards the use of word mapping strategy in vocabulary learning. With this, tests, journal entries, and questionnaires were used to collect the data to answer the research questions and achieve the research objective. The findings show that most of the participants responded better in the post-intervention test than in the pre-intervention test and indicate that the word map

elements are useful to help Year 4 pupils understand the meaning of the unfamiliar word. Furthermore, pupils found this strategy easy, interesting and useful to learn new words. They grasped the concept of using the word map by filling in the columns appropriately. I would recommend teachers to use word mapping strategy in teaching other language skills such as writing skills to maximise its use in second language learning.

**D3_T6
CSTS_19**

Devasena a/p Sarayanan

Using Emoji-Coded Bubbles Method to Enhance Year 4 ESL Pupils' Ability in Placing the Subject, Verb and Object in a Sentence Correctly

In English as a second language (ESL) teaching, grammar is a crucial aspect in ensuring the other skills can be taught effectively. The skill concerned in this research is writing. This study is an intervention that could address the core problem of (grammar) and secondary problem (writing) faced by pupils learning ESL. This action research uses the Kemmis and Mc Taggart model. This research aims to improve Year 4 pupils' ability in placing the subject, verb and object in a sentence correctly by using the Emoji-Coded Bubbles method. This research involved a deductive approach in teaching the functions of a subject, verb and object in a sentence. The instruments for the research consist of a pre and post intervention test, pre and post-intervention interview sessions and reflective journal entries. The data collected from the post-test, post-intervention interview session and reflective journal entries suggests the effectiveness of the Emoji-Coded Bubbles method in enhancing Year 4 pupils' ability in placing the subject, verb and object in a sentence correctly according to the (S-V-O) sentence structure. All participants were able to successfully show improvement in constructing sentences of the (S-V-O) structure as the progress can be seen through the instruments used. The implication of this research is teachers would be able to use the Emoji-Coded Bubbles method to enhance year 4 pupils' ability in placing the subject, verb and object in a sentence correctly.

**D3_T6
CSTS_20**

Sharifah Izzati binti Syed Zainol

The Impact of Using Total Physical Response (TPR) in Set Induction to Decrease Pupils' Affective Filter in Order to Increase Participation in an ESL Classroom among Upper Primary Pupils: A Survey

This survey research was conducted to shed light on the importance of addressing pupil's affective filter in language teaching for better class participation, specifically using the TPR method during the set induction stage. This study was carried out on 35 year 5 pupils in a school in the Petaling Jaya district in Selangor. The data was collected using three research instruments in order to ensure its validity, which were questionnaires, interview and observation. The analysis of this study has shown that using TPR in set induction does have a positive effect in lowering pupils' affective filter and helps increase in-class participation.

**D3_T6
CSTS_21****Izatul Sherin binti Iswandi***The Use of Colour-coded Legos to Teach SVO to Year 2 Pupils*

Sentence construction in writing is one fundamental component where many pupils in primary school struggle with. Hence, this action research aims to integrate the use of colour-coded legos to teach SVO to Year 2 pupils. It also investigates how the colour-coded legos help in learning sentence patterns (SVO) to produce correct sentences. The pupils were exposed to three different elements of SVO, depicted by three different colours of colour-coded legos. The participants for the research consisted of Year 2 pupils in a primary school in Kuala Lumpur. The research was conducted for one month, which involved using the colour-coded legos in two cycles, cycle one and cycle two. This research used three data collection methods: pre-intervention and post- intervention tests, interviews, and journal writing. The test scores and the interview were analysed in this research. The findings showed that all four pupils had shown improvements in their test scores after learning using colour-coded legos. The interview describes three significant themes that show how the intervention helps pupils. The three themes are fun learning, colourful features and positive impact. This research has positively affected the pupils in English writing.

**D3_T6
CSTS_22****Wong Sing Fong***Using DRIVE-THRU Blending Game to Improve CCVC Monosyllabic Words' Pronunciation Among YEAR 3 Pupils*

This action research aimed to help Year 3 pupils improve their consonant-consonant-vowel-consonant (CCVC) monosyllabic words pronunciation through the Drive-Thru Blending game. The research conducted on four Year 3 suburban area primary school pupils of Kuala Lumpur. In this research, three teaching sessions were carried out, conventional lesson, intervening action, the Drive-Thru Blending game and revised intervening action, revised Drive-Thru Blending game. Instruments used for the research were observation checklists, tests and interviews. Observation checklists conducted throughout the conventional lesson and four teaching interventions. Test 1, Test 2 and Test 3 consists of 10 CCVC words which had to be pronounced by research participants. Tests rubrics and evaluation forms used to record the performance of the research participants on the tests. These two instruments aimed to know the mastering level of the participants. Interviews conducted before and after interventions to get feedback from research participants on their interests and mastering level and determine how the Drive-Thru Blending game is effective in improving the pronunciation of CCVC words. The findings of this research show positive results when participants were able to pronounce CCVC words. This action research also brings impact in improving teaching skills and to help the pupils to improve their pronunciation of CCVC monosyllabic words. Overall, the Drive-Thru Blending game had successfully helped research participants to improve their pronunciation of CCVC monosyllabic words.

**D3_T6
CSTS_23****Daniel Phan Rong Sheng**

A Survey on the Preferences of Malaysian Primary School English Teachers on the Use of Inductive and Deductive Grammar Teaching Method

Currently, the curriculum advocates the inductive grammar teaching method by eliminating the grammar module and infusing grammar into the four language skills, namely Reading, Writing, Listening and Speaking. This paper reports a survey on Malaysian English primary school teachers' beliefs and attitudes towards this curriculum change (deductive to inductive grammar teaching) and the preference of these teachers towards the use of grammar teaching methods (deductive or inductive). The survey studied teachers' perceptions on the effectiveness of each grammar teaching method to determine their preferences with regards to five aspects; Time efficiency, Pupil interest, Ease of content delivery, Assessment, and Personal opinions. The results show a mixed preference where both grammar teaching methods are accepted and used by teachers. This shows that Malaysian English primary teachers do not necessarily agree with the curriculum change and prefer to use both grammar teaching methods. The results indicate that the English curriculum should not focus on only one grammar teaching method, and impacts curriculum development and teacher-training programs.

**D3_T6
CSTS_24****Gillian Bong Song Yiing**

Using 'Snake Flip Card' to Teach S-V-O Sentence Patterns in Sentence Construction Among Year 3 Pupils

This study was designed to improve Year 3 pupils' writing skill especially in sentence construction by using the Snake Flip Card method. The participants of the study were two Year 3 pupils from my neighboring area in Kuching due to the Covid-19 pandemic situation which had caused the closure of school. In this research, the cycle of the intervention had been carried out twice which involved the intervening action and revised intervening action. Instruments used for this research were document analysis, reflective journal and interview. The data collected from the document analysis will be supported by the teacher's reflective journal and interview. The findings of this research showed positive results when participants were able to construct simple sentences using the Snake Flip Card method. Moreover, this intervention was able to enhance pupils' motivation in learning and promote fun learning in the classroom. The results of the study indicated pupils' positive behaviors and responses towards the use of 'Snake Flip Card'.

**D3_T6
CSTS_25****Norhanis Syuhada binti Masrani**

Vocabulary Understanding Through the Pictures Among YEAR 5 Pupils in the ESL Classroom

Numerous studies have identified the roles of pictures in the comprehension of vocabulary among students. Since vocabulary is the key to language learning, understanding vocabulary is crucial to the success of language learning. However, some pupils are seen struggling in grasping the meaning of the words when the teachers solely explained the vocabulary intended without the help of teaching aids, especially for pupils with low proficiency. Therefore, this qualitative case study focused on the effectiveness of using pictures as a vocabulary understanding tool for year 5 pupils in the ESL class. This study adopts Krashen's Input Hypothesis, Swain's Output Hypothesis and Estes' Vocabulary Acquisition Model as the theoretical framework that links the pupils' understanding in vocabulary learning through the pictures. The interviews with the participants, observation of the teaching and learning session and the document analysis of the pupils' works are collected to analyze the output of the use of pictures in comprehending the vocabulary introduced by the pupils. The final data were analyzed where the overall findings reveal that; 1) the pictures are effective to be used as the tools in understanding vocabulary and 2) the pictures enhance the pupils' active engagement throughout the lessons in understanding vocabulary. However, the study also reveals the potential that hinders the effectiveness of using pictures in vocabulary understanding among the year 5 pupils. The implication of this study is to further integrate picture use in vocabulary understanding for both teachers and pupils.

**D3_T6
CSTS_26****Divenes a/l Egambaram**

Visualising Literature with Minecraft for Education

The teaching of literature, specifically short stories, in secondary ESL classrooms is often done with a teacher-centred approach and students often face problems in understanding the story because they are not able to visualise what they have read. Using Minecraft for Education, the teacher can aid the students to visualise the story they read, in which the students can build different scenes from the story and present them to their classmates. It would help the teachers to navigate students to understand the synopsis, plot, characters and settings of the story. In this showcase, we share a lesson kit on how Minecraft for Education was used to visualise the short story, "Cheat!" by Allan Baillie in a Form 2 classroom. From the teacher's observation and reflection, students were found to better comprehend the short story, enjoy the lesson and actively participate in the online lesson. Besides, students who were not familiar with Minecraft for Education learned new skills in coding and understanding in-game instructions. It also allowed the students to transform their understanding and act as collaborators in designing the learning materials to be used in the lesson. Such co-construction of knowledge can lead to meaningful learning which provides more opportunities for students to use the target language.

**D3_T6
CSTS_27****Dorreen Chan**

Using “Fireman and Ladder Game” to Improve Directional Prepositions Among Year 5 Pupils

This action research aimed to improve teacher’s classroom teaching and Year 5 pupils’ learning of directional prepositions. It involved eleven Year 5 pupils from a primary school located in Setiawangsa, Selangor to ascertain the extent Fireman and Ladder game is able to reduce prepositional errors of direction in writing. Three interventions were conducted, two interventions were conducted physically while one intervention was conducted virtually. The instruments were tests, observations and reflective journals. Findings showed the mean of the pre-test administered before the interventions was 31.82%, whereas the mean of the post-test 2 after the interventions was 83.52%. The difference of 51.70% showed Fireman and Ladder game assisted pupils to use directional prepositions correctly in writing. However, it was improved to a certain extent as the pupils were able to remember and to understand directional prepositions, but unable to apply it at a sentence level. Additionally, one pupil showed negative improvement. Data analysis of observations and reflective journals showed that pupils including the one pupil were not able to retain their understanding as a result of lack of reinforcement. Hence, future researchers can focus on the application of directional prepositions at a sentence level and English teachers can teach grammar using games with reinforcement.

**D3_T6
CSTS_28****Janani a/p Ayao**

Effectiveness Of Picture Word Inductive Model (PWIM) in Developing Vocabulary Knowledge Among Low Achievers of ESL Learners

Teaching of vocabulary is a challenging task for teachers who are teaching English as Second Language (ESL) nowadays especially for pupils with lower proficiency level. Their inability to master vocabulary in English affects their learning in a broad spectrum. Therefore, one of the strategies to teach vocabulary is through pictures, which is known as Picture Word Inductive Model (PWIM) that has been used by educators worldwide. This study examined the effectiveness of PWIM in vocabulary development among Year 5 low achievers of English as a Second Language (ESL) learners. Qualitative case study was employed as the research design of this study and the methods were pre-intervention test, post-intervention test and questionnaires. Findings revealed that there were several impacts of PWIM on vocabulary learning and all of those effects are positive. After teaching lessons with the PWIM for five pupils, the results showed that the pupils have gained relatively higher test scores in post-intervention tests, performed more actively and found the vocabulary lesson more enjoyable in the classroom. Meanwhile, the analysis of the questionnaire showed that the pupils gave positive responses towards the use of PWIM strategy in teaching and learning of English generally and in vocabulary learning specifically. This implies that PWIM is effective in learning the new English vocabulary of SLA (Second Language Acquisition). Some suggestions and implications of PWIM on education are also discussed in this paper.

**D3_T6
CSTS_29****Istiqomatul Faizah, Eric Dheva Tachta Armada & Lutfika Prasetyaning Adiningrum***Engaging Learners in Learning Vocabulary Based on Gamification and Informal Digital Learning Environment*

This study examined the experiences and challenges of making informal digital learning of English (IDLE) sources based on gamification that was focused on vocabulary. The result of this study was intended to be a self-reflection in acknowledging the merits and challenges of creating English vocabulary quizzes on Instagram as IDLE sources for higher education students. The study aimed at utilizing social media, especially Instagram as a learning tool in ELE. Five aspects were being examined in this study, such as engagement, self-confidence, interest, grit, and motivation. These aspects were used to investigate the experiences and challenges in creating IDLE sources. The task of constructing English vocabulary quizzes using the Instagram quiz features were provided to the followers. The results revealed that, during the process of constructing quizzes, the quiz maker was more confident in using English, there was an enhancement associated with consistency in making quizzes and it also enhanced the quiz maker's enthusiasm in producing more quizzes. Besides the merits, there were some challenges during constructing English quizzes on Instagram, such as the researcher's consistency in creating the quizzes, the participants' hesitation in answering the quizzes, and the boredom felt by the participants because of the limitation of the Instagram feature. This study offered new insight for teachers on utilising English quizzes on Instagram as an alternative to know how far students understand the lessons. However, teachers could not take these English quizzes as a learning assessment, considering that the effectiveness of the quiz feature needs improvement.

**D3_T6
CTS_01****Tan Shi Min***Using "Wheel of Learning" to Overcome Writing Apprehension Among Malaysian ESL Learners*

'Wheel of Learning' is a teaching aid that involves innovative uses of a multi-layered and colour-coded wheel-shaped graphic organiser in the teaching of English Creative Writing. Most learners are anxious to do creative writing because of two major problems: lack of ideas and lack of vocabulary. How can we overcome these two problems? 'Wheel of Learning' is the answer. It can be used to guide learners through the process of brainstorming ideas and learning the vocabularies needed for creative writing. The use of 'Wheel of Learning' was carried out with 15 students of 4 Science in Syed Ibrahim Secondary School. Firstly, they learnt the synonyms and idiomatic expressions of 6 feelings using 'Wheel of Learning'. Secondly, they brainstormed ideas in the form of the incidents or activities related to each feeling. Recent lessons with the students showed that the use of 'Wheel of Learning' has great impacts on enhancing students' ability to organise their ideas

and learn vocabularies for creative writing. They also enjoyed the 4Cs (Communication, Collaboration, Creativity and Critical Thinking) incorporated in the lessons using 'Wheel of Learning'. This tool is especially effective for English language teachers to teach learners to answer narrative and expository essays which require them to describe their feelings and incidents involved. In addition, 'Wheel of Learning' can potentially be used to teach other ways of brainstorming ideas and vocabularies for creative writing.

D3_T6
CTS_02

Jen Renita bt Mappah, Jainah bt Sulaiman & Nur Aqilah bt Aripin
21stCL Kit: 21st Century Learning Kit for Effective Teaching

21st CL Kit is a set of teaching and learning tools which can be used by teachers and pupils in a 21st century learning classroom approach. The kit consists of teaching tools such as traffic lights, small white-boards, mind-mapping rulers, art stuff, basic flashcards and other useful materials in a small-roller-bag. This kit can be easily used by all teachers in an effort to create fun and meaningful activities while teaching English Language in and out of the classroom. The 21st CL checklist is one of the items in the kit where teachers can always ensure that they are ready and complete with knowledge and materials to apply the ideas of being a 21st CL thinker-teacher. This collaboration project with other teachers from different education backgrounds and years of teaching experience was to ensure that the kit are effective and useful enough for all types of teachers which are from novice to experienced teachers. It is just like a beneficial long-term investment while having this kit, in order to maintain the creativity while teaching in the classroom especially in inculcating the 21st century learning idea, attitude or habit to all the pupils via persistent instruction. The 21st CL Kit is one of the effective kits that should be on the bucket list for an excellent and innovative teacher because it is a complete teaching and learning tool that can improve the quality of education and helps to promote the progressive pedagogy among the learners.

D3_T6
CTS_03

Chu Ket Mee
Palm-Fist Rules: Recipe for Fun and Meaningful Basic Sentence Construction

Employing an action research approach, the paper reports the use of 7-level Palm-Fist Rules as an instructional intervention to tackle the problem of Subject-Verb Agreement (SVA) errors made by Malaysian primary school pupils. The objectives of the research were twofold. Firstly, to empower teachers to teach SVA in a fun and meaningful manner. Secondly, to empower pupils to write correct basic sentences. The participants were 30 Year Five pupils. The 7-level Palm-Fist Rules intervention was implemented in a 30-minute writing for three consecutive months. The unconventional approach, namely Chu's 7-level palm-fist rules effectively embedded language, hand gestures plus songs and drawings to master SVA mainly in simple present tense. Learning outcomes were measured by

teacher's pedagogical reflection and pupils' post-test. The post-test demonstrated that Howard Gardner's Multiple Intelligences (MI) combinations in the innovation had enabled struggling ESL learners to remember, understand, identify and apply effortlessly how a subject agrees with a verb and consequently, construct correct basic sentences. The results indicate that the use of 7-level Palm-Fist Rules promotes improvement in basic sentence construction and has a direct positive impact on language learning and teaching.

**D3_T6
CTS_04**

Nur Arifah Draji, Surya Agung Wijaya, Adi Irma Suryadi & M. Yoga Oktama

Creating a Digital Storytelling to Promote Intercultural Competence for Preservice Teachers

Rooted from Byram's (1997) intercultural framework, this study makes a case to promote intercultural communication competence (ICC) mediating by using digital storytelling entitled Roro Jonggrang, Tumpeng, and Batik. This study reported a classroom project through creating digital storytelling book projects that attempt to promote knowledge, attitude, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Twenty-five university students from the English education department participated in this study. The researchers, a lecturer and group leaders, were positioned as insiders where researchers and the researchers played co-investigators giving opportunities to decide on creating, designing, and evaluating digital stories. In this study, data were obtained from students' work artifacts, online in-class discussion notes, and photo-elicitation. The findings show that digital storytelling book projects could mediate preservice teachers' needs to develop their intercultural critical awareness from creating digital storytelling. The implication of this study indicates pedagogical insights into how language preservice teachers could potentially obtain ICC experiences in the classroom.

**D3_T6
CTS_05**

Suzzanna bt Amir Mohammad

Memory Word Game

The Memory Word Game is a game to promote word recognition and to improve as well as enrich children's vocabularies. Aligned to the Ministry's 21's century learning policy; Zapalska and Dabb (2002) as cited in Wilson (2012) said that games are able to cater children of different abilities to enjoy group learning and activities. Other than that, it allows children to practice collaborative and cooperative tasks without feeling threatened. Games can also develop children mostly in these areas such as spatial, bodily kinaesthetic and interpersonal intelligence (Gardner, 1999). Game provides children of different learning styles opportunities to practice and encourages them to communicate in the target language. Games cater the needs of the 21st century learning styles where children and learners of the 21st century will have personalized learning where they learn at their own pace, they are going to practice

and master the skills they want and choose. It allows children brainstorming their own ideas to solve problems and develop their critical thinking skills (Peter Fisk, 2017). Therefore, the Memory Word Game is used in the classroom to improve vocabulary specially Verbs as this is considered hard and difficult for my pupils at school. The flexibility of the game is shown by the word groups that can be used to replace the Verbs at another stage. This innovation can also be used with other subjects. In short, the function of the game is recycle-able, reuse-able and money and environmentally friendly.

D3_T6
CTS_06

Siti Fatimah binti Daud

Developing Independent ESL Learners Through Video Projects

Independent learning is something that is lacking among pupils in Malaysia generally. It can be daunting to some pupils if no proper guidance and encouragement are given to them. Apart from being able to think, act and pursue their own studies autonomously, they can also improve their higher order thinking skills through independent learning. This showcase is a small project where the pupils do research about a topic of their interest by finding information online and from other sources. From the list of topics given they need to form their stand and provide reasons and justification for their choices. Through one-on-one mentoring sessions, pupils need to undergo a detailed process of organising their points, drafting their arguments, and practising their speech to produce a 1 to 2-minute video presentation about their topics. Having the pupils create video projects themselves is a great way to actively engage with the subject matter. The learning process was done in small groups so that the next group of pupils could emulate and learn from their friends hence encouraging cooperation among the pupils. They could also choose to form an opposite stand of the issue presented by their friends, or choose a new topic they are interested in. It is found that with proper guidance, the pupils are able to work on their own in gathering information, exploring every side of the topic or issue and forming opinions and justification.

D3_T6
CTS_07

Umairah Najihah bt Ismail & Ho Theen Theen

Using Interactive Slides+ Module for Word Recognition in the Primary ESL Classroom (Teaching and Learning at Home)

With the implementation of home-based teaching and learning in Malaysia due to the COVID-19 pandemic, English teachers have had to modify their teaching styles to be more practical and pupil-friendly. Teaching English to Year 1 pupils via Google Meet (GM) requires the teacher's creativity to grab and hold their attention throughout the lesson. Various measures can be taken to support the basic interaction through GM. The most basic one is to distribute a set of modules to the pupils via "drive-through" arrangements. However, teachers can also use digital tools in tandem with these modules to provide additional scaffolding for the pupils, for instance using Interactive Slides. Pop-up words and pictures

in Interactive Slides are used to introduce English words to the lower primary learners. Significantly, these words and pictures are thoughtfully selected in order to guide learners to “think in English” instead of providing the direct translation in their first language during GM interactions. Each page of the Interactive Slides are designed to repeat and reuse the words in the module provided, so that the learners do not feel left out during the lesson. Learners will experience quite a similar environment to the physical classroom since the teacher will allow them to grasp the input before proceeding and also will ask related questions in between the display of Interactive Slides. Moreover, the movable GIFs, familiar cartoon characters and colourful images are placed to create an encouraging and motivating learning environment for learners since they tend to have a short attention span.

D3_T6
CTS_08

Savina a/p A. Saiman

“Funny Videos E-card (FVE-Card)” In Speaking

Creating “Funny Videos E-Card (FVE-Card)” in speaking is one of the ICT techniques used to teach speaking in the virtual classroom. It is also built to help students to create their own funny videos E-cards on several cohesive devices list where this item is one of the speaking criterions. As we know, elements of the 21st century skills can be applied by students in creating interactive multimedia presentations for speaking. The specialty in this E-card is inserting a video in an E-card. Students explore the differences between sending an e-card versus a paper card. The students can integrate content from both external and internal sources as well as create content directly. As such, the implementation of “Funny Videos E-card (FVE-Card)” in speaking has resulted in positive outcomes in relation to improving speaking skills among the students where they can speak coherently using fully appropriate cohesive features. The Covid-19 pandemic has changed education dramatically. But then, still managed to face the challenges and continued to impart knowledge via online platforms especially for speaking where it is really hard to conduct without meeting students in a real-life situation. The key to score in MUET speaking is by practicing speaking and creating videos through ICT tools or the latest Apps as students’ progress towards 21st Century Learning.

D3_T6
CTS_09

Wong Kian Yong

Gamification in Education: ‘The Adventure of Dinosaur’ Board Game

Gamification takes place when game elements are added into non-game contexts. This study was designed to explore the use of ‘The Adventure of Dinosaur’ board game as a type of educational activity in creating positive learning and engaging behaviour in a primary ESL classroom. The research was based on Kemmis and McTaggart’s 4-step action research model which involved: plan, implement, observe and reflect. The research was conducted in 3 cycles. The data were derived from 28 Year Five pupils from a Chinese

primary school in Malacca. Findings showed that the use of ‘The Adventure of Dinosaur’ board game was able to create positive behaviour, motivation, teamwork and improve the English language performance among the pupils. Pupils were excited to engage in the lessons and tried their best to participate in order to collect points for their groups. The points were added to their group’s leader board and then it was later transferred into the numbers of chances to throw a dice to play the board game at the end of the week. The number of pupils submitting the homework and classroom assessment had shown improvements as they progressed in the learning. The process of conducting the study had given me the opportunity to engage the learning activities for the millennium children and explore the digital natives’ learning style like gamification. Life-long learning and upgrading teaching approaches in line with IR 4.0 is essential to remain as an effective teacher.

**D3_T6
CTS_10**

Vinothan a/I S. Ramayah

The Use of FOE4.0 Apps to Improve Form 4 Pupils ‘Vocabulary and Speaking Skills in SMK Damansara Damai 1, Selangor

This research reports on the results of a small scale survey on the use of English for daily communication and also as medium of instruction in one of the schools in Petaling Utama district. Thirty two pupils and an English Language teacher have been involved in this study. The objective of this research is to find out the effectiveness of using “FOE4.0” apps as a tool to encourage communication in English Language among pupils in Form 4 academic session 2021. Data is collected using a pre-test and a post-test. The researcher uses the Speaking Skill assessment descriptor for CEFR (Common European Framework of Reference) to evaluate the pupils’ speaking skill before and after “FOE4.0” apps is used. The research findings show that pupils’ speaking proficiency has improved from merely able to utter basic phrases about themselves and respond to basic familiar questions in simple statement, to having confidence in talking and giving explanation about a topic discussed. Besides, the classroom situation is also livelier due to the pupils’ eagerness in joining the activities. “FOE4.0” apps also promote 21st century learning elements as a basic platform towards achieving IR4.0 vision, especially promotes collaborative and creative learning process. This study is an invaluable and an inspiring experience where it has motivated the researcher to explore more on blended learning tools.

**D3_T6
CTS_11**

Shee Yuen Ling

Best Practices in Teaching and Learning and Ir 4.0

As the closure of schools due to the Covid-19 pandemic disrupts education, educators have turned to online teaching to keep lessons going. I started using Google Classroom (GC) actively right after the MCO was announced. I gained a lot of knowledge and learned to embed a variety of digital learning tools into Google Classroom to enrich my lesson

planning. From nothing to something, with great knowledge comes great responsibility, I have integrated more digital education tools to enhance my lesson planning with technology as technological change is accelerating today at an unprecedented speed and it is changing the world. On top of that, I received an award of innovative and creative teaching during the MCO as I have brought a lot of fun online learning tools into the classroom, such as Wordwall, Quizizz, Wakelet, Padlet, Edpuzzle, Liveworksheets, Assemlr Augmented Reality (AR). I actively embrace digital knowledge. My students feel re-energized because of the 21st century teaching pedagogy. I brought 3D Augmented Reality (3D AR) into the classroom using Assemlr apps. As I have been using Google apps like Google Drive, Google Slides, Google Docs, Google Forms, Google Hangouts Meet, Google Sheet, Youtube so frequently until I passed Google Certified Educator Level 1 (GCE L1) without any tension.

D3_T6
CTS_12

Nirmaladevi a/p Kandasamy

Miracles of Technology Tools in Engaging Learners

Technology has impacted the learning approaches with an aim to improve the standards of language teaching/learning process. The present study focuses on a 'Brainstorm to Write an Essay' (BWE) Method for Year 6 students learning through Microsoft Teams Learning Platform. The respondents in this study are 32 students from a school in Tawau district. The diagnostic examination results showed that 32 students in the class did not score high marks in Section C Writing a narrative essay. The observation shows that the students find it difficult to write a narrative essay, they are not interested and motivated to write an essay in about 80 to 100 words. The BWE method as the technique in learning writing skill addressed issues of students' low achievement in writing skill. A pretest and posttest were answered by 32 students to determine the achievements of the students in writing a narrative essay. The findings showed that the students' achievement was improved with the use of the BWE method. The students were able to utilize Microsoft Teams platform to sustain learning efficiency. This indicated that the BWE Method was effective to improve students' writing performance. The students need training in integrating technology for learning writing skills to improve their achievement.

D3_T6
CTS_13

**Sharmini a/p Thanga Rajan, Navitha Sanmugam,
Agila Rajendran & Melor Md Yunus**

The Use of COGGLE To Enhance Writing Skill in ESL Classroom

Writing is a great way to express one's ideas and educate oneself. As for ESL learners, writing is a significant element in determining their learning achievement. Recently, teachers are seeing a lot of poorly written essays due to poor idea organization and content. Taking this problem seriously, teachers are coming up with attractive learning methods

using online applications and interesting materials. In addition, due to the Coronavirus (COVID-19) pandemic, teachers are forced to use online applications to not only attract students but to help them grasp the lesson better. The few online applications that are used widely are Quizizz, Kahoot!, Google Classroom, Zoom Education, Quizlet, etc. For the purpose of this study, researchers used COGGLE as the instructional tool to investigate its effectiveness in enhancing writing skill, particularly the idea organization and content. The mind map constructed in COGGLE is used as a guide by the students to write an organized essay. This study is quantitatively done on 20 secondary school students in a local secondary school in Johor. Students are at B1 CEFR level and to carry out the study, pre test and post test were used in a control and experimental group. At the end of the study, a questionnaire was distributed to survey students' outlook on COGGLE. After descriptively analyzing, the result shows that the use of COGGLE has a positive impact on students' idea organization and content and students agree that COGGLE helped them to write better.

D3_T6
CTS_14

Nur Amalina bt Shamshulbahri & Ho Theen Theen
Usage of digital applications for Classroom-Based Assessment

In early 2020, all Malaysian teachers were forced to suddenly apply web-based teaching and learning due to the COVID-19 pandemic. A year later, it seems that many teachers are still yet to fully utilise the digital tools provided by the Ministry of Education. Hence, the purpose of this paper is to present how these applications could be and have been—used for language teaching, focusing particularly on the speaking skill. It is generally acknowledged among English Language teachers that speaking is more challenging than other skills to practice and assess, especially individually. However, online interaction may actually offer an advantage over face-to-face interactions for this skill because of its possibility for asynchronous individualised interaction. The main applications are Google Classroom (GC) as the main tool, wherein modelling and controlled practice are done through Google Meet, followed by individual practice based on specified topics in short videos submitted through GC assignments. These videos can be viewed asynchronously by the teacher, which addresses the problem of monitoring individual speaking performance in large classes. Subsequently, grading and individualised feedback can be given to each learner, which can also be shared with parents as partners in Home-Based Teaching and Learning. Furthermore, in terms of documentation for Classroom-Based Assessment (CBA), teachers can check the 'Grades' section of GC and the data can be easily integrated with the existing CBA systems for recording students' progress. It is hoped that the sharing of best practices in this paper would help other teachers to better utilise DELIMA in these challenging times.

**D3_T6
CTS_15**

Mohamad Faiz bin Mohamad Shakri

Project Kindness: Building a Learning Hut and Engaging Indigenous Learners with Simulations and Hands-on Learning

We tend to assume a negative perspective where the lack of educational attainment in English among indigenous Orang Asli learners in remote areas with limited access is often attributed to their society, environment, and culture. The stereotypical views have become challenges for us in providing the minority students meaningful schooling experiences. After a nature scavenger hunt with his children, an English teacher from a remote school was inspired to fund a project to build a learning hut, an Orang Asli-themed alternative classroom from scratch, changing the language learning ecosystem for indigenous learners. This showcase explores how the Hut is used as a learning resource. With the implementation of role-playing simulations and instructional scenarios, the children could be introduced to the world of work and taught how to use English in real life. They were the architects who designed the Hut in a lesson. Once, they set up stores in the Hut and learned how to sell and shop during a pandemic. As a makerspace, the Hut is also used for hands-on learning, creating a constructivist learning environment. They cooked and made drinks while learning how to read and write a recipe. Their current project is Project R.A.F.T (Reusing Waste for the Future) which involves collecting plastic bottles around the village and making a raft. They were also involved in a vegetable garden project. Instead of being confined in a classroom, learning a language that makes no sense to them, the Hut motivates them to learn and use English in meaningful ways.

**D3_T6
HETI_01**

Gurmit Kaur a/p Labh Singh & M. Kamala a/p Palaniappa

Integration of 21st Century Skills Through Employer Projects in Language Classrooms

The purpose of this paper is to focus on how real-world situations can be used in language classrooms to drive engagement of students to acquire 21st century skills. Most often, students learn the language in isolation within classroom settings or by using simulated situations. However, the 21st century workplace requires not only language ability but also digital competence and soft skills with emphasis on 4C's – collaboration, creativity, communication and critical thinking. As language teachers, it becomes our responsibility to incorporate the 4C's in our classrooms in order to drive student engagement. This is necessary for students to become involved in learning experiences that are meaningful and relevant. However, the challenge is in creating these meaningful experiences and providing opportunities for students to contextualize language use in real-world scenarios. With this in mind, the researchers attempted to integrate Employer Projects into second-year courses. An action research was carried out and the data was primarily collected through students' work and reflections as well as from employer feedback. The results showed that students, in general, developed and solidified their team-work, communication, critical

thinking and creative thinking skills. Nevertheless, some students found it challenging to work with peers whom they had never met in person while working online, and finally presenting their findings to an external entity - the employer.

D3_T6
HETI_02

Amreet Kaur a/p Jageer Singh & Raja Nor Syafinas Raja Harun

The Use of Peer Instruction in a Flipped Learning Environment in Teaching ESL Students Argumentative Essay Writing

ESL tertiary students often face difficulties in argumentative writing because they perceive it as a difficult, complex and boring task. This is also due to the ineffective writing activities and the method of instructions used in the writing course. Therefore, to transform the teaching and classroom environment, the use of peer instruction in a flipped learning environment is seen as an alternative which combines two pedagogical approaches in the teaching and learning of argumentative essay writing. Peer instruction relies on collaborative work, pairs or groups, while flipped learning provides a dynamic, interactive, and engaging student-centred learning environment. Activities are carried out before class and brought forward during instruction time for in-depth discussion and feedback. At the tertiary level, the use of peer instruction in a flipped learning environment allows more time for students to participate in active learning activities, apply the content and concepts, interact with their teachers and peers, and engage in the subject matter. This study involves undergraduate students taking an English language proficiency course, and how peer instruction in a flipped learning environment was conducted for teaching argumentative writing. The findings of the study have yielded positive results and provided a positive impact on students' writing performance, critical thinking and student participation in argumentative essay writing. The study implies that a change in instructional pedagogy such as in the use of peer instruction and flipped learning can assist ESL students in improving their argumentative writing.

D3_T6
HETI_03

Nursyuhada' bt Ab. Wahab, Melor Md Yunus, Harwati Hashim

The Brewed Learning Approach in the 21st Century ESL Classroom

Today's learners are digitally savvy as they were born in the era when everything is on their fingertips. Even though they had advanced technological tools and were surrounded by a plethora of open resources, they lacked guidance, particularly on how to fully utilize the devices and resources for the sake of language learning. Despite their mastery of IT, they still require assistance in their learning, which is why a blended learning approach is appropriate for them. However, the establishment of a new approach; brewed learning that extends the concept from one-size-fits-all teaching to personalized learning via the analogy of brewing a cup of coffee, better suits the learners who rely on teachers in their learning. Brewed learning is a teaching approach tailored to the 21st century learning style, in which

the importance of the human touch in humanising millennial learners is acknowledged. Instead of playing the main role as facilitator, the teacher has the power to design the lesson by acting as a barista who brews learning activities inside and outside the classroom to meet the various needs of students who learn in different ways. The brewed learning approach is a medium to cater the uniqueness of each learner. This approach can be used as a fundamental approach and be applied to any types of language learners in designing meaningful lessons and enriching the learning environment to achieve the desired learning outcome. The combination of face-to-face guided activities in the classroom with various platforms of online activities outside the classroom through this approach is very pertinent to today's learners and has beautifully shaped their learning experience.

**D3_T6
HETI_04**

Nursyuhada' bt Ab. Wahab, Wan Faizatul Azirah Ismayatim & Hazlina Abdullah

Self-directed Listening Beyond the Classroom via Electronic Visual & Audio (EVA)

Electronic Visual and Audio (EVA) is a modernised self-directed listening practice with the goal of assisting learners in learning the English language (specifically, listening skill) using current and cutting-edge technology such as the Quick Response (QR) code and mobile applications. The existence of EVA has eliminated the need for students to solely rely on teachers to play listening audio in class using old-fashioned and traditional radio or computers. The invention of this tool comes at a crucial time in the era of pandemic outbreaks, when teaching and learning sessions are increasingly being conducted remotely and online. Students can now practice listening skills at their own pace by scanning the code that triggers the video and audio, and then answering the questions that follow using their smartphones, earphones, and internet mobile data/home wireless. Another important feature of this self-directed listening practice is the 'EVA community' platform, which allows users to engage with the global context in line with 21st century learning. EVA users can share their thoughts and opinions on the Higher Order Thinking Skills (HOTS) questions related to the topics given in the practices. This is done not only to encourage learners to participate actively in their learning, but also to help them understand other people's perspectives on the issues that are being discussed in the practice.

**D3_T6
HETI_05**

Khong See Moi & Noraini Said

Using PVC Strategy to Enhance ESL Learners' Subject-Verb Agreement in Writing

Using an action research approach, the PVC Strategy (also known as Padlet Visual Cues Strategy) was used as an intervention to address the problem of frequent grammatical errors on subject-verb agreement made by Malaysian college students. The objective of the research was twofold: first, to investigate whether PVC Strategy would enhance

students' grammar performance in subject-verb agreement and second, to identify students' perceptions on the use of PVC Strategy in relation to grammar learning. The innovation of PVC Strategy was developed from our previous idea of WitS Strategy, an effective spelling instruction for ESL learners that enables them to make word-meaning connections. In contrast to WitS Strategy, PVC Strategy aids learners to improve their grammar performance in subject-verb agreement by getting them to produce visual cues to consolidate word-form connections. The participants were 22 college students from a mixed-proficiency MUET class. The PVC Strategy intervention was implemented in a 30-minute online writing lesson using Padlet, a digital tool, for four consecutive weeks. Learning outcomes were measured by means of pretest and posttest, while students' perceptions of PVC Strategy were gathered by questionnaire and Mentimeter Word Cloud. The findings suggest that the use of PVC Strategy promotes improvement in learners' grammar performance in subject-verb agreement and has a direct positive impact in enhancing language learning.

D3_T6
HETI_06

Hazlina Abdullah, Nursyudaha' Ab Wahab, Haliza Harun & Myra Aidrin Mohd Ali
EAP3 (EAP cubed)

EAP3 (reads: EAP cubed) stands for English for Academic Purposes via Projects and Process Writing. It is a method utilised for the teaching and learning of English for Academic Purposes (EAP) for college or university students. At USIM, English for Academic Purposes BIA3012 course is a compulsory course introduced with the aim to develop students' English proficiency and provide students with appropriate skills demanded in completing academic tasks at the tertiary level. Rooted in the theories of constructivism and cooperative learning, EAP3 comprises the application of the project-based learning (PBL) method, coupled with the process writing approach. This innovation showcases the integration of both approaches in the implementation of EAP. The main assessment made is on students' writing projects whereby students will undergo the process writing approach to complete the task. The PBL element is elucidated through the anatomy or structure of the Research Writing Project based on Grant (2002). Additionally, EAP3 presents the experience of a writing journey—generating ideas, focusing, reviewing, evaluating, structuring, drafting—a multi-faceted and non-linear nature of writing. Every stage may proceed back and forth depending on the needs of the students. Along the way, the instructor will provide guidance and support in multiple ways. In unison, EAP3 offers an engaging, and meaningful way of learning a 'dry' and difficult course, together with a step-by-step, gradual and progressive process of producing academic writing suited for 21st century learning at the tertiary level.

**D3_T6
HETI_07****Michelle Chan Mei Gwen***The Use of Google docs as a Tool for Collaborative Learning in English Language Education*

Industrial Revolution 4.0 has changed the education arena to be more student-centered and incorporate technology to improve learning efficiency and better communication. Cloud computing tools have appeared as a promising tool in higher education to overcome the challenge of time and space with the internet. The concern with change that comes with teachers' role and incorporating technology is the effectiveness of cloud computing tools in enhancing student participation in knowledge sharing, communication and feedback, and group ownership in an English Language classroom. This research specifically analyzes the effectiveness of Google Docs as a cloud computing tool for a group oral presentation. Many studies have been done on Google apps for writing purposes (Suwantarathip & Wichadee, 2014; Zhou, Simpson & Domizi, 2012). Also, the assignment settings were either done as an out-of-class assignment as by Zhou, Simpson and Domizi (2012) or the traditional face-to-face class. Most have an interest in students' attitude and competence when using cloud computing tools (i.e.: Google Docs) and students' perception on collaborative assignments using the tools (Brodahl et al., 2011). The present study is novel in its setting where it is hybrid (in and out of class) and students' perception on the effectiveness and purpose of the tool being measured in a quantitative and qualitative manner. The results are helpful to find what features students find useful when using Google Docs and how it helps the group to manage and contribute. It is significant to help teachers know their role as facilitators and how to measure students' learning outcome and participation.

**D3_T6
HETI_08****Tan Wee Chun***Using Pear Deck to Engage University Students in the Virtual Writing Classroom*

The use of techno-pedagogy is becoming increasingly prevalent in language education, even more so in the time of COVID-19. With fully remote teaching and learning, many teachers might encounter the challenge of reaching quiet or disengaged students via a screen. To address this challenge, teachers may use the readily available educational technology tools to support students, and the effectiveness of applying these technology tools in synchronous virtual classrooms merits further investigation. This paper reports on the experiences of undergraduate students who engaged in Pear Deck sessions to learn academic writing at a Malaysian university. Pear Deck is an interactive technology tool that can be integrated into Google slides for online teaching. Relying on data from a qualitative survey of 54 students and Pear Deck sessions, it was found that the students had positive experiences with Pear Deck, and Pear Deck increased student engagement and facilitated learning of the subject more effectively. This insight offers pedagogical implications for language teachers to harness technology to create a positive and engaging virtual language teaching and learning environment.

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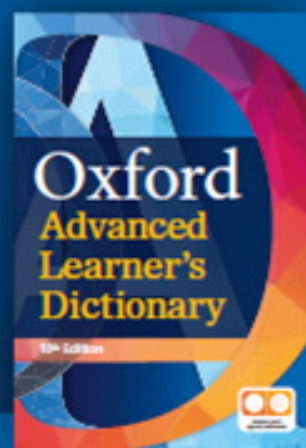
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GS PBL COMPETITION

	SCHOOL	TITLE
D2_T7_P01	Gateway College, Negombo, Sri Lanka	Enhancing Language Competency Through Building Relationships in a Socially Distanced World
D2_T7_P02	SJKT Ladang Highlands, Klang, Selangor	Green Storage Box to Resolve Heavy Schoolbag Issue Among School Children
D2_T7_P03	SK Seri Selamat, Sitiawan, Perak.	Extinction Of Wild Flowers in the World
D2_T7_P04	SK (2) Jalan Bukit, Kajang, Selangor	Amusement Lane – Learning with Fun
D2_T7_P05	SK Datuk Bandar, Betong, Sarawak.	Remember Me: A Special Appreciation Project
D2_T7_P06	SK Seksyen 13, Shah Alam, Selangor	The International Friendship and Cultural Camp
D2_T7_P07	SK Jenderam Hilir, 43800 Dengkil, Selangor	Recycling Used Cooking Oil
D2_T7_P08	SK Kampung Baru Bintulu, Bintulu, Sarawak	English Master Chef
D2_T7_P09	SK Nanga Bawai, Kapit, Sarawak	A Book to Remember
D2_T7_P10	Sri Kuala Lumpur School	Crazy Covid
D2_T7_P11	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Water Usage Affects Carbon Footprint Emission
D2_T7_P12	SK Abdul Samat, Kapar, Selangor	All About Prepositions
D2_T7_P13	SJKT Arumugam Pillai, Sungai Petani, Kedah	Democratic Teaching for Effective and Successful Learning
D2_T7_P14	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Struggles of Living Through Historical Moments
D2_T7_P15	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Overcoming Our Fear of the Unknown
D2_T7_P16	SJKC Lih Jen Jalan Pokok Mangga, Melaka	Vegetarian Meal a Day, Keeps the Earth Healthy Every Day
D2_T7_P17	SJKC Perempuan Cina, 2-D, Georgetown, Pulau Pinang	Earth Pollution: Why Should We Care?
D2_T7_P18	Sri Kuala Lumpur International School, Subang Jaya, Selangor	My Mind, My Home, My Sanity
D2_T7_P19	SJKC Pekan Lama, Sungai Petani, Kedah	COVID 19 Helping Hand Online
D2_T7_P20	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Beware! The Epidemic!
D2_T7_P21	Sri Kuala Lumpur International School, Subang Jaya, Selangor.	The Nurturing Frontliners

	SCHOOL	TITLE
D2_T7_P22	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Spreading Reliable Information, Not Virus
D2_T7_P23	Sri Kuala Lumpur International School, Subang Jaya, Selangor	One Planet One Chance
D2_T7_P24	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Malaysian Cultural Movies for the Average 10-year Old
D2_T7_P25	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Keeping Up with the Virus
D2_T7_P26	Sri Kuala Lumpur International School, Subang Jaya, Selangor	Atlantis: Can We Find It on Google Maps?
D2_T7_P27	SJKT Kampong Pandan, Cheras, Kuala Lumpur	Immunity System Booster
D2_T7_P28	SJKT Somasundram, Sungai Petani, Kedah.	Joint Our Hands to Save Our River
D2_T7_P29	Sri Kuala Lumpur International School, Subang Jaya, Selangor	COVID-19, MCOs and Us
D2_T7_P30	SJK (C) Yuk Choi, Lahad Datu, Sabah	Sustainable Rural Planning Through Designing an Eco-Friendly Building

	SCHOOL	TITLE
D2_T7_S01	SMK Jerai, Kupang, Kedah	Social Media and Media Literacy Skills Among Teenagers
D2_T7_S02	Yu Yuan Secondary School, Sandakan, Sabah	The Benefits of Recycling
D2_T7_S03	SMK Methodist Telok Datok, Banting, Selangor	Helping Local Businesses to Increase Environmental Sustainability
D2_T7_S05	SMK St. Augustine, Betong, Sarawak	House of Cards
D2_T7_S06	SMK St. Augustine, Betong, Sarawak	Sagacity of GRAVO!
D2_T7_S07	Ma Nu Raudlatus Shibyan, Peganjaran, Bae, Kudus, Central Java, Indonesia	“OMG” (Online Menu Go Get It) Project
D2_T7_S08	Gateway College Negombo, Sri Lanka	An eSports Tournament—Virtualized
D2_T7_S09	SMK Ibrahim, Sungai Petani, Kedah	Water Pollution Sensing and Purifying System
D2_T7_S10	SMK Ibrahim, Sungai Petani, Kedah	Helpful Innovative Tray (HIT)
D2_T7_S11	SMK Ibrahim, Sungai Petani, Kedah	Environment Buddy

	SCHOOL	TITLE
D2_T7_S12	Pin Hwa High School, Klang, Selangor.	Boring Online Classes? Together We Make a Switch!
D2_T7_S13	SMK Ibrahim, Sungai Petani, Kedah	Indoor Farming
D2_T7_S14	Pin Hwa High School, Klang, Selangor	Eco-Bricks: 'A Zero Waste Project"
D2_T7_S15	Pin Hwa High School, Klang, Selangor	Zero Hunger App: Tackling Food Insecurities
D2_T7_S16	Pin Hwa High School, Klang, Selangor	The Multi Mask-Harnessing the Spread of COVID-19 Pandemic
D2_T7_S17	Pin Hwa High School, Klang, Selangor	Managing Time Using Timetech (Tt) Application
D2_T7_S18	Pin Hwa High School, Klang, Selangor	Mother Earth's New Green Dress
D2_T7_S19	Pin Hwa High School, Klang, Selangor	Going Green: Eco Soap to a Sustainable Lifestyle
D2_T7_S20	Pin Hwa High School, Klang, Selangor	What You Throw Away Doesn't Go Away
D2_T7_S21	SMK Tunku Besar, Tampin, Negeri Sembilan	A Teenager's Fight Against Sexual Harrassment and Sexual Abuse
D2_T7_S22	SMK Kampung Nangka, Sibu, Sarawak.	EZ Sarawak
D2_T7_S23	Pin Hwa High School, Klang, Selangor	Radioactive Waste Management
D2_T7_S24	SMK Kuhara, Tawau, Sabah	Plant Your Food
D2_T7_S25	Pin Hwa High School, Klang, Selangor	School Bullying
D2_T7_S26	Pin Hwa High School, Klang, Selangor	The Effects of Parents' Expectations on Teenagers' Mental Health.
D2_T7_S27	SMK Perempuan Methodist Ipoh, Ipoh, Perak	Presence Of Internal Misogyny in Girls' School Creates Oppression
D2_T7_S28	SMK Perempuan Methodist Ipoh, Ipoh, Perak	The Reality of Social Media Addiction and Its solution
D2_T7_S29	SMK Perempuan Methodist Ipoh, Ipoh, Perak	Child Abuse is it really? What is the Solution?
D2_T7_S30	SMK Perempuan Methodist Ipoh, Ipoh, Perak	TikTok Fever! Does It Harm or Benefits the Society?
D2_T7_S31	SMK Perempuan Methodist Ipoh, Ipoh, Perak	How to Overcome Cyberbullying?
D2_T7_S32	SMK Perempuan Methodist Ipoh, Perak	Animal Abuse

	SCHOOL	TITLE
D2_T7_S33	SMK Perempuan Methodist Ipoh, Ipoh, Perak	The Presence of Quiet Racism in the Community Creates Conflict
D2_T7_S34	SMK Perempuan Methodist Ipoh, Ipoh, Perak	Anti-Rape Joke: Overcoming Harassments
D2_T7_S35	SMK Perempuan Methodist Ipoh, Ipoh, Perak	Creating Environmental Awareness Among Our Community
D2_T7_S36	SMK Ibrahim, Sungai Petani, Kedah	Respect: The Changes in Self
D2_T7_S37	SMK Mutiara Rini, Skudai, Johor	A Book A Week Review Challenge Through Blog
D2_T7_S38	Pin Hwa High School, Klang, Selangor	Stopping Food Insecurity by Donating Food
D2_T7_S39	Pin Hwa High School, Klang, Selangor	Smartwatch/ Memory Lost Wearables
D2_T7_S40	Pin Hwa High School, Klang, Selangor	Friendship With Nature Through Recycling
D2_T7_S41	SMK Raja Permaisuri Bainun, Ipoh, Perak	From Waste to Wonder, A PBL on Waste Management
D2_T7_S42	SMK Chio Min, Kulim, Kedah	Learn about Depression
D2_T7_S43	SMP Islam Sabilillah Malang, Indonesia	Youth Campaign and Consultation for Succeed In New Normal Learning
D2_T7_S44	SMK Ibrahim, Sungai Petani, Kedah	Energy Saving
D2_T7_S45	SMJK Ave Maria Convent, Ipoh, Perak	The Doings of a Killer
D2_T7_S46	SMK Seri Hartamas, Desa Seri Hartamas, Kuala Lumpur	Know Your Facts: Time to Act!
D2_T7_S47	SMK Damansara Damai 1, Petaling Jaya, Selangor	FOE4.0 Mobile Learning Apps
D2_T7_S48	SMK Damansara Damai 1, Petaling Jaya, Selangor	E-Sway Board for Environment and Community
D2_T7_S49	MRSMB Batu Pahat, Batu Pahat Johor	Rehabilitation of Kim Kim River
D2_T7_S50	Rafflesia International and Private Schools, Selangor	Curbing Energy Waste Starts from Home
D2_T7_S51	Rafflesia International and Private Schools, Selangor	Reducing Pollution Caused by Face Masks
D2_T7_S52	SMK Bandar Rincing, Semenyih, Selangor	yourbezzie.com listens to you
D2_T7_S53	SMK Bandar Rincing, Semenyih, Selangor	The Axis Vortex - The Solution in our Energy Production

	SCHOOL	TITLE
D2_T7_S54	Diponegoro Islamic Senior High School, Kota Surakarta, Jawa Tengah, Indonesia	Integrating Four Language Skills Into 4C Skills Through Stream Approach
D2_T7_S55	SMK Bandar Putra, Kulai, Johor	Discrimination: Disabilities That Go Unnoticed
D2_T7_S56	Sri UCSI Secondary School, Subang Jaya, Selangor	Overcoming Challenges Faced by Secondary School Teachers During Online Classes
D2_T7_S57	SMK St. George, Taiping, Perak	A Dual-Purpose Environment Friendly Hand Sanitiser
D2_T7_S58	SMK Bandar Tun Hussein Onn 2, Cheras, Selangor	Cyberbullying
D2_T7_S59	SMK Puchong Permai, Puchong, Selangor	Cyberbullying Awareness Project in Modern Society
D2_T7_S60	Al-Aqsho Modern Tahfidz and Islamic Boarding School, Indonesia	Short Story Author: Extra-curricular Clubs Expo

BIODATA OF PRESENTERS



Adi Irma Suryadi

Adi Irma Suryadi is a master degree student in English Education Department at Universitas Sebelas Maret, Indonesia. He obtained his bachelor's degree in English Education major at Islamic University of Indonesia



Adiba Murtaza

Adiba Murtaza is English Language teacher and researcher. She has published five articles in peer-reviewed journals. Her research interests include ELT methodology and use of technology in language teaching. Recently she has developed English language materials for displaced children. Adiba is joint secretary of BELTA, and a member of IATEFL and TESOL. She is currently undertaking her doctoral study on technology in language teaching.



Agila Rajendran

Agila Rajendran is teaching at SK Permas Jaya 1, Johor, with three years of teaching experience. She graduated from LPG Tuanku Bainun and is studying at UKM to do her Masters in Education.



Aisyah Ririn Perwikasih Utari

Aisyah Ririn Perwikasih Utari is an English lecturer at Muria Kudus University, Kudus, Central Java, Indonesia. She obtained his Master degree from Surabaya State University, Indonesia. Her interests are research, syllabus design, and language assessment. She has been a frequent speaker at national as well as international seminars on language teaching and education. She also writes articles in some journals related to English Language Teaching.



Alan Simpson

Alan Simpson is an English for Medical and Nursing Purposes lecturer at the University of Miyazaki, Japan. He has research interests in English for Specific Purposes, and has taught English for Banking, Business, Engineering purposes, as well as English for Academic Purposes in Liberal Arts education. He has a special interest in revealing the values behind intercultural interactions.



Amanada Gillis-Furutak

Amanda Gillis-Furutaka is a professor in the Faculty of Foreign Studies at Kyoto Sangyo University. She has taught in Europe, South America and the Far East and her research interests include bilingualism, international education, and the application of findings in brain science to language education. Contrast Culture Method activities have enabled her to broaden her perspectives on intercultural life.

**Amreet Kaur Jageer Singh**

Amreet Kaur Jageer Singh is an English language teacher at the Centre for Languages and General Studies, Sultan Idris Education University (UPSI), Malaysia. Her research interests are technology-enhanced language learning, educational technology and flipped classroom. She was the recipient of Pearson ELT Teacher Award 2017 for Asia and Oceania Region and EduTECH Asia Awards 2017 (Best Use of In-Class Technology).

**Anisha a/p Thiruchelvam**

Anisha A/P Thiruchelvam is a graduate from University of Nottingham, School of Education. Having completed her teaching practicum with Tenby International School as a Trainee Teacher, Anisha will be joining as an English Teacher at Tenby International School from August 2021. As a trainee teacher, she has been teaching English Language and Literature to secondary school students. In addition to teaching at Tenby International School, Anisha is an experienced mentor and trainer at AFS Malaysia. She actively creates game-based learning content and training materials for Intercultural Awareness trainings among high school students as well as adults.

**Bambang Yudi Cahyono**

Bambang Yudi Cahyono is a professor at the doctorate program in English Language Teaching (ELT) of State University of Malang, Indonesia. His research interests mainly focus on English language teaching components, English teachers' professional development, English writing teaching and plagiarism in writing.

**Belinda Lai**

Belinda Lai is a teacher currently teaching at SJK (C) Foon Yew 1, Johor Bahru, Johor. Her research interests is in writing skills. Her current research is to explore the technique of journaling to help ESL learners in their writing.

**Brian J. Birdsell**

Brian J. Birdsell received a Ph.D. in Applied Linguistics from the University of Birmingham, UK and currently is an Associate Professor in the Center for Liberal Arts Development and Practices at Hirosaki University. His research interests include metaphor, embodied cognition, creativity, and CLIL.

**Brooks Slaybaugh**

Brooks Slaybaugh teaches at four universities in the Tokyo area. He teaches at Hosei University, Tokyo University of Science., Toyo University, and Tokyo University of Agriculture and Technology. He is a speaking examiner. He has previously taught in Morocco, Poland and Russia. His research interests include assessment and intercultural communication.

**Celine Laeu Jie Qin**

Celine Laeu Jie Qin is a teacher trainee studying TESL at Institut Pendidikan Guru Kampus Bahasa Antarabangsa. Her research interests are music and English language acquisition.

**Chok Size Jin**

Size Jin is an English language teacher with more than 15 years teaching in primary and secondary school. Passionate of enabling students in language production skill, such as speaking and writing

**Chu Ket Mee**

Chu Ket Mee had been an experienced primary and secondary school teacher for more than two decades. She received her M.Ed (TESL) from Universiti Malaysia Sabah. Currently, she is in service as a School Improvement Specialist Coach Plus at Tawau District Education Office. Her research interests are classroom dynamics and pedagogy

**Cynthia Yolanda Doss SFHEA**

Assoc. Prof. Datin Dr. Cynthia Yolanda Doss SFHEA is currently the Director for the Centre for Education and Language at MAHSA University. She has been actively involved in teacher training, train-the-trainer, curriculum design, and materials production as well as an academic advisor and external examiner. She has co-authored several ELT books and her areas of research interest are Brain and Education Science approach, Literacy, and Critical Thinking.

**Daniel Lilley**

Daniel Lilley is a lecturer at Momoyama Gakuin University in Osaka, Japan where he teaches English, Japanese Society and Comparative Cultures. His involvement with intercultural training began in 2010, and he has since conducted workshops with language educators, Japanese students, international students, and host families. His other areas of interest are contemporary Japanese politics, and social justice.

**Daniel Phan Rong Sheng**

Daniel Phan Rong Sheng is a student teacher from Institute of Teacher Education International Languages Campus. His research interest are on grammar instruction within the English Language and Teaching English as a Second Language in Malaysia.

**David Scott Bowyer**

D.S. Bowyer (MA) is a lecturer at Nagoya Gakuin University in Japan. His research interests center around the applications of neuroscience and Complexity Theory to language learning and teaching.

**David James Townsend**

David Townsend is an associate professor at Shujitsu University in Okayama, Japan. His research interests include peer assessment of oral presentations, communicative language learning as well as examining how to reduce the anxiety that language learners experience when presenting.

**Devasena a/p Sarayanan**

Devasena a/p Sarayanan is a student-teacher at International Languages Teacher Training Institute (IPGKBA), Kuala Lumpur. Her research interest is education.

**Divenes Egambaram**

Divenes Egambaram is a student-teacher at the Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris. He is currently undergoing his Teaching Practice program at SMK Cochrane, Kuala Lumpur.

**Diviyasiri Thiru Kumaran**

Diviyasiri Thiru Kumaran is a student-teacher at the International Languages Teacher Training Institute (IPGKBA), Kuala Lumpur. Her research interest is education.

**David Scott Bowyer**

D.S. Bowyer (MA) is a lecturer at Nagoya Gakuin University in Japan. His research interests center around the applications of neuroscience and Complexity Theory to language learning and teaching.

**Donna Fujimoto**

Donna Fujimoto is the Coordinator of the Contrast Culture Method, an intercultural training group which conducts workshops in Japan and internationally. She teaches English and social justice issues at Osaka Jogakuin University in Osaka, Japan. She is also active in JALT (Japan Association of Language Teaching). Her research interests include Conversation Analysis, intercultural education, and studies in post native speakerism..

**Dorreen Chan**

Dorreen Chan is a trainee teacher at the International Languages Teacher Training Institute (IPBA). My research interests are English grammar, pedagogy and classroom innovations.

**Elle Sharmaine Hani binti Zainan**

Elle Sharmaine Hani Binti Zainan is student teachers of IPG Kampus Bahasa Antarabangsa, Kuala Lumpur. Her research interest is classroom learning environment.

**Eric Dheva Tachta Armada**

Eric Dheva Tachta Armada is a graduate student majoring in English Education, Universitas Sebelas Maret.

**Farhan Hasanah bt Muhmad Asri**

Farhan Hasanah is a trainee teacher in one of the teacher trainee institutes in Kuala Lumpur, IPGK Bahasa Antarabangsa. Her research was gathered based on her friends' practicum experiences who taught primary school pupils during the pandemic.

**Farid Noor Romadlon**

Farid Noor Romadlon is an English lecturer at Muria Kudus University, Kudus, Central Java, Indonesia. He obtained his Master degree from Semarang State University, Indonesia. His interests are teaching methodology, research, syllabus design, language assessment, and ESP. He has been a frequent speaker at national as well as international seminars on language teaching and education. He also writes articles in some journals related to English Language Teaching.

**Fatin Najiha Zainuddin**

Fatin Najiha Zainuddin is a post graduate student pursuing TESL at the National University of Malaysia (UKM). She graduated from Teacher Training Institute of Tuanku Bainun, Penang with a Bachelor of Teaching in Teaching English as a Second Language (TESL). Currently, she is teaching at Sekolah Kebangsaan Kampong Perak in Taiping and has 4 years of experience in teaching.

**Forhad Hossain**

Forhad Hossain is an Assistant Professor at the Department of English and Modern Languages, IUBAT— International University of Business Agriculture and Technology. His research interests are Curriculum Development, Syllabus Design, Materials Development, Teaching EFL, Error Analysis, Learners' Anxiety, and Comparative Literature.

**Francisca Maria Ivone**

Francisca Maria Ivone currently teaches at the Department of English, Universitas Negeri Malang in Indonesia. She holds a Master of Arts and Doctor of Philosophy in Applied Linguistics from The University of Queensland, Brisbane, Australia. Her research and publications are in the area of ELT, TELL, CALL, Extensive Listening and Viewing (EL/V), Extensive Reading (ER), learning autonomy, and collaborative learning.

**Ghirthini Munusamy**

My name is Ghirthini Munusamy, currently a teacher trainee at IPG Kampus Bahasa Antarabangsa under TESL course. Thus, as my profession is related to the education sector, I conducted a case study research related to language learning based on the pupils in Malaysia entitled 'Difficulty Among The SHJ(T) Indian Pupils in Pronouncing Phoneme Sounds and Teachers' Perception on the Effectiveness of Using Tongue Twisters to Teach Pronunciation'.

**Gillian Bong Song Yiing**

Gillian Bong Song Yiing (Ms.) is an undergraduate teacher trainee pursuing a degree in TESL at Institut Pendidikan Guru Kampus Bahasa Antarabangsa (IPGKBA), Kuala Lumpur. Her research focuses on using 'Snake Flip Card' intervention to improve Year 3 pupils' sentence construction.

**Goro Yamamoto**

Goro Yamamoto (Ph.D.)
Degree
2002. MEd in TESOL, Graduate School of Education, University of Pennsylvania.
2017 Ph.D., Graduate School of Integrated Arts and Sciences, Hiroshima University
Books
2014. Global Issues Towards Peace. Nanfun-do. (co-author)
2018 Wisdom English-Japanese Dictionary Fourth Edition. Sanseido (co-author, editor)

**Gurmit Kaur a/p Labh Singh**

Gurmit Kaur is a senior lecturer at INTI International College Subang with more than 20 years of teaching experience. She has vast experience in teaching academic writing and business English to students transferring to the US and Canada. She is always keen to introduce innovative teaching practices to Gen Z learners. Her research interests include workplace communication and active learning strategies.

**Haliza Harun**

Haliza Harun is an Associate Professor at the Faculty of Major Language Studies, Universiti Sains Islam Malaysia (USIM). Her academic interests include computer-assisted language learning / computer-aided language instruction (CALL/CAI), grammar teaching and learning, interactions in classroom and second language acquisition. She has published articles in various refereed journals and has won innovation awards at national level for her teaching-learning products with her research teams.

**Harwati Hashim**

Harwati Hashim is a Senior Lecturer/Assistant Professor at the Centre for Teaching and Learning Innovations, Faculty of Education, Universiti Kebangsaan Malaysia (UKM). Her areas of concentration are ESL, mobile learning, Mobile-assisted Language Learning (MALL), technology acceptance and the use of technology in TESL.

**Hazlina Abdullah**

Hazlina Abdullah obtained her PhD from the International Islamic University Malaysia, M.Ed TESL from Universiti Pendidikan Sultan Idris, and B.Ed TESOL degree from the University of Warwick. She has gained vast teaching experiences through her teaching career at secondary and tertiary levels. She is currently affiliated with Universiti Sains Islam Malaysia.

**Ho Theen Theen**

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

**Hsin-chou Huang**

Hsin-chou Huang is Professor of English as a Foreign Language at the Institute of Applied English at National Taiwan Ocean University. Her research focuses on using computer technology for language teaching and learning, second language reading and writing as well as teacher education.

**Ilidina Mahadi**

Ilidina Mahadi is a PhD student at International Islamic University Malaysia (IIUM). She was a teacher at a school in Terengganu for 7 years. She is currently doing her PhD under the sponsorship of the Ministry of Education (MOE) and her areas of interest are technology in education and online learning.

**Istiqomatul Faizah**

Istiqomatul Faizah is an undergraduate student studying English Education, Universitas Sebelas Maret. Tan Shi Min, or fondly known as Teacher Tan, has been teaching in a rural secondary school for 6 years. Hoping to help her students with very low English language proficiency, she is keen to learn from the experts to discover new teaching techniques, particularly involving arts and music.

**Izatul Sherin binti Iswandi**

Izatul Sherin Binti Iswandi is a teacher trainee at Institute of Teacher Education, International Languages Campus (IPGKBA), Kuala Lumpur.

**Jainah binti Sulaiman**

Jainah binti Sulaiman is a primary school English Language teacher which has been teaching for almost 22 years. Her research interests are about creative and innovative language arts skills by using puppets, pop-up book, story-telling with creative props.

**Janani a/p Ayao**

Janani A/P Ayao is a teacher trainee at Institut Pendidikan Guru Kampus Bahasa Antarabangsa. Her research interest is vocabulary learning through Picture Word Inductive Model (PWIM) among low achievers of ESL learners.

**Jen Renita binti Mappah**

Jen Renita binti Mappah is a primary school teacher from SK Merotai Besar Tawau, Sabah. Her research interests are about creative and innovative teaching ideas and material in English pedagogy, Teacher's Professional Development and Classroom Action Research.

**Jessica McLaughlin**

Jessica McLaughlin is a third-year undergraduate student taking a degree in Bachelor of Education (TESOL) at the University of Nottingham. Her research interests are vocabulary learning and teaching strategies.

**Jess Neoh Jie Xie**

Jess Neoh Jie Xie is a teacher trainee from Institut Pendidikan Guru Kampus Bahasa Antarabangsa in Kuala Lumpur, Malaysia. Her research interest is teaching method used in the classroom for vocabulary.

**Kaoru Tomita**

Kaoru TOMITA is currently a professor at Faculty of Literature and Social Sciences, Yamagata University in Japan. She is interested in second language acquisition and cares about effects of learners' L1 phonological systems to their L2 speech sounds. Her research focus is especially on acoustical analyses of English sounds produced by Japanese learners of English. Words and phrases recorded by university students are collected, analyzed and compared with those of native English speakers. This process is used for training learners' pronunciation and their positive and negative feedback is introduced in her featured paper, 'To be a fluent speaker of English.'

**Khong See Moi**

Khong See Moi is currently a MUET lecturer at Kolej Tingkatan Enam Tawau, Sabah. She received her B. Ed. in TESL in 2003 and M. Ed. in TESL in 2008. Her research interests are English Language teaching (ELT) methodology and technology-enhanced learning (TEL).

**Lai Siew Yuen**

Lai Siew Yuen is a pre-service primary teacher who studied in Institut Pendidikan Guru Kampus Bahasa Antarabangsa, Kuala Lumpur, Malaysia.

**Lim Ai Teng**

LIM Ai Teng, is the Head of English Panel of SJK (C) Yuk Choi, Lahad Datu. She has seven years of teaching experience in English. She is a major in Mathematics Education and graduated from Gaya Teacher Training Institute, Kota Kinabalu, Sabah. She has a Mathematics Education Master from University Kebangsaan Malaya (UKM), Malaysia.

**Lutfika Prasetyaning Adiningrum**

Lutfika Prasetyaning Adiningrum is an undergraduate student studying English Education, Universitas Sebelas Maret.

**Ling Sue Zhen**

Ling Sue Zhen is currently a post graduate student studying TESL at University Kebangsaan Malaysia. She is also a primary school English language teacher at SJK(C) Yuk Choi, Sabah. She graduated with a Bachelor of Teaching in Teaching English as a Second Language (TESL) from Institute of Teacher Education Dato' Razali Ismail Campus, Terengganu. She has four years of experience in teaching the English language.

**Lulu-Al-Marzan**

Lulu-Al-Marzan is an Assistant Professor at the Department of English and Modern Languages, IUBAT— International University of Business Agriculture and Technology. She is passionate about teaching English language skills and English literature courses. She is an active researcher in the field of psycholinguistic, sociolinguistic, ESP, ELT curriculum development, and use of technology in ELT.

**Mabel Chan**

Dr Chan is currently Senior Lecturer in the Language Centre, Hong Kong Baptist University. Before joining Hong Kong Baptist University, Dr Chan taught in the Department of English of The Hong Kong Polytechnic University for close to 20 years. Her main research interests include second language acquisition (SLA) at the interface with language education, and professional/workplace communication. Dr Chan received the Faculty Award for Outstanding Teaching twice (2004/2005; 2010/2011). She also secured key external grants from: University Grants Committee (GRF: \$677,300), and Standing Committee of Language Education and Research (\$882,286.9).

**Mah Zhi Jian**

Mah Zhi Jian is a senior assistant in SJKC Yeang Cheng, Kedah. He obtained his B. Ed TESL (Hons) from the University of Exeter and M. Ed (ELT) from UUM. He has been teaching English for 14 years. He has experience conducting workshops for pupils and teacher development courses for in-service teachers. He is also a Master Trainer for the CEFR-aligned curriculum.

**Margaret Kim**

Margaret Kim is an associate professor at Otemae University, Hyogo, Japan. She earned her MA in TESOL from the School for International Training. She has had the experience of teaching in Cambodia, Malaysia, S. Africa, the United States and Japan. Her current research interests are Project Based Learning, gender issues, intercultural communication and training.

**Maria Ines R. Minia**

Maria Ines R. Minia is from faculty of Saint Mary's University, Bayombong, Nueva Vizcaya (Philippines). Her research interests include language teaching, and communication.

**Marites B. Queroi**

Marites B. Querol is a faculty of Saint Mary's University, Bayombong, Nueva Vizcaya (Philippines). She teaches English subjects in the tertiary level. She is a board member of Philippine Association for Language Teaching, Inc.(PALT). Her interest in research has included varied topics in linguistics and language education.

**Mark R. Frejermuth**

Mark R. Freiermuth is Professor of Applied Linguistics in the Department of International Communication at Gunma Prefectural Women's University. His interests include, using computers in the classroom, how discourse is affected by computer-mediation and reading skills in foreign language settings. His research is a reflection of these interests.

**Masturah Aimuni Mohd**

Masturah Aimuni is an English Language teacher at SJK(T) Kuala Lipis, Pahang. Currently pursuing her post graduate study at University Kebangsaan Malaysia. She graduated with a Bachelor of Teaching in Teaching English as a Second Language (TESL) from Institute of Teacher Education Kota Bharu Campus, Kelantan. Her research interest are technology and literacy.

**Melissa Wong Ka Suit**

Melissa Wong Ka Suit is a trainee teacher at International Languages Teacher Training Institute, Kuala Lumpur. Her research interests are reward and behaviourism.

**Melor Md Yunus**

Melor Md Yunus (Dr.) is an Associate Professor at the Faculty of Education in the National University of Malaysia (UKM). She has researched and published in the areas of technology-enhanced language learning and TESL. She is the first recipient of the National Higher Education e-learning award for her contribution in Creativity (Blended-learning, Flipped learning and Problem-based learning)

**Michelle Chan**

Michelle Chan is a lecturer at the Monash University Foundation Year, Sunway College KL. Her research interests are in Educational Technology and Collaborative Learning.

**M. Kamala a/p Palaniappa Manickam**

Kamala P Manickam is a senior lecturer at INTI International College Subang with more than 20 years of teaching experience in various formal and informal settings in Malaysia and Angola. She is keen on experimenting with active learning strategies in her writing classes. She has co-authored a few conference papers on active learning strategies. Her research interest includes innovative teaching practices in language classrooms.

**Mohamad Faiz bin Mohamad Shakri**

Mohamad Faiz bin Mohamad Shakri is a classroom practitioner with over 8 years of experience specialising in TESL and Science Education for primary children. He is currently teaching the indigenous Orang Asli children at SK Balar. He obtained his Bachelor of Education from University of Malaya and passed with Distinction. His works and interests include instructional technology, increased creativity, digital learning, and other strategies that provide sophisticated ways to improve learning.

**Mohana Ram Murugiah**

Mohana Ram Murugiah is an English Language Master Teacher, teaching at Methodist Girls' Secondary School, Ipoh, Malaysia. He holds a post – graduate degree from the University of Nottingham and currently pursuing doctoral studies at Universiti Utara Malaysia. His journey of a thousand miles into teaching began 18 years ago and he wears multiple hats as a teacher, storyteller, materials writer and researcher. Conferences, workshops and projects have taken him to a number of different countries, including United States of America, Singapore, Indonesia, India and Thailand. He has also received several prestigious awards locally and internationally. Among the awards that he has won are the MELTA's Basil Wijayasuriya Silver Award in 2018 and 2019 as well as the Global Teacher Award in New Delhi, India in 2019. Mohana's most recent activities are mostly related to project – based learning and the use of online platforms to develop writing skills among secondary school students.

**Muhammad Naszrin bin Khairuddin**

Muhammad Nadzrin bin Khairuddin, a practical teacher of Bachelor of Education (HONS) Teaching English as a Second language in Universiti Selangor, Malaysia. His research focuses more towards assessing the English teaching method.

**Muhamad Shahrizat Hisyam**

Muhamad Shahrizat bin Muhamad Badrul Hisyam Colar, a practical teacher of Bachelor of Education (HONS) Teaching English as a Second language in Universiti Selangor, Malaysia. His research focuses more towards assessment for improving teaching techniques.

**M. Yoga Oktama**

M. Yoga Oktama was graduated from Bachelor of Department of English Education at Universitas Muhammadiyah Surakarta, Central Java Indonesia. He then continues his master degree in the same department at Universitas Sebelas Maret.

**Myra Aidrin binti Mohd Ali**

Myra Aidrin binti Mohd Ali obtained her PhD. in English Language Studies from International Islamic University Malaysia (IIUM), Malaysia, M. Ed TESOL from University of Wollongong, Australia, and her B. Ed TESL degree from Universiti Kebangsaan Malaysia. She is currently teaching gifted and talented students in GENIUS@Insan College, Universiti Sains Islam Malaysia. Her current research interests include Pragmatics, ESL, and Gifted and Talented Education.

**Naoya Shibata**

Naoya Shibata is a part-time lecturer at Nagoya University of Foreign Studies and other universities in central Japan while pursuing to an Ed.D in TESOL at Anaheim University. He is also a member of the JALT International Affairs Committee. His main research interests include second language writing, content-based instruction, curriculum design, learner beliefs, and global awareness.

**Navitha Sanmugam**

Navitha Sanmugam is from Sabah. She has been working at SMK Pengalat, Paper, for the past six years. Navitha graduated from Universiti Pendidikan Sultan Idris and is now studying at UKM to do her Masters in Education.

**Nenden Sri Lengkanawati**

Nenden Sri Lengkanawati is Professor of English Education at Indonesia University of Education, Bandung and obtained her doctoral degree in language education at the university. She teaches ELT methodology. She has presented papers on ELT issues in national as well as international conferences and published articles in journals and as book chapters in the area of ELT teaching and learning.

**Nguyen Ngoc Vu**

Nguyen Ngoc Vu is vice president of Hoa Sen University and BOD member of VietTESOL Association. Dr. Vu has 12 years of experience building and consulting ICT integration into project-based teaching and English language teaching in Vietnam. He won Vietnam Technology Innovation Award in 2012 and got recognized as Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and ELT Methodology.

**Nirmaladevi Kandasamy**

Nirmaladevi Kandasamy is an experienced teacher teaching in S.K. St Patrick for 21 years. She holds a Masters Degree in TESL and currently she is engaged in global online platforms to engage learners learning English Language. Her areas of specialization are in Reading skill and the use of ICT in teaching English Language.

**Noraini Said**

Noraini Said (Dr.) is a lecturer at Universiti Malaysia Sabah, where she teaches TESL courses. She received the degrees of B.Ed. in TESL, M. Sc. in Information Management and Ph.D. in TESL in 2003, 2007 and 2015 respectively. Her research interests are the design and use of technology in accommodating ESL students' needs.

**Norhafizah Hanoom**

Norhafizah Hanoom has been an English teacher for 12 years and is currently teaching in SK Kerayong Jaya, Bera, Pahang. Other than working in schools, she used to work as English Literacy Officer, Remedial Education officer and acting District English Officer at Pejabat Pendidikan Daerah Bera, Pahang. She is passionate and interested in literacy, teaching English to young learners and classroom assessment.

**Norhanis Syuhada bt Masrani**

Norhanis Syuhada is a TESL student from International Languages Teacher Training Institute. Her research interest is education. Following her aunts and uncles' path, she shows her love for children through her passion in teaching. She has spent 5 years to achieve her school days' dreams and now is going to start her life as a primary school teacher.

**Norhayati Mohd Yusof**

Norhayati Mohd Yusof is currently a full time post graduate student doing PhD in TESL at the Faculty of Educational Studies in the University of Putra Malaysia, Selangor. Her research interest are in literature in ESL and teaching approaches in literature. She has fourteen years of teaching experience in secondary schools before becoming a full time post graduate student.

**Nursyuhada' Ab. Wahab**

Nursyuhada Ab Wahab is currently attached to the Faculty of Major Language Studies, Universiti Sains Islam Malaysia and pursuing her doctorate study at the Universiti Kebangsaan Malaysia. Her research interests center around three main areas; TESL, blended learning or technology in English Language teaching and instructional technologies.

**Nurzaimah Abd Razak**

Nurzaimah Abd Razak is a trainee teacher at International Languages Teacher Training Institutes (IPGKBA), Kuala Lumpur. Her research interest is using 'learning by doing' approach which are hands-on and digital game-based learning to offer a meaningful and engaging experience in language learning for the pupils and overcome the language difficulties faced by them.

**Nur Amalina Shamshulbahri**

Nur Amalina Shamshulbahri is a teacher from SK (A) Datuk Haji Abdul Kadir Hassan, Kuching, Sarawak. Her experience is teaching English to lower primary learners since 2019. Her area of interest is to emphasise the learning of all language skills in early formal education.

**Nur Aimi Farhani Mohamad Ramzan**

Nur Aimi Farhani Mohamad Ramzan is a final year student studying B.A. in Education (TESOL) at University of Nottingham, Malaysia. Her research interests include Teacher Professional Development and digital competence.

**Nur Arifah Drahati**

Nur Arifah Drahati earned a BA in English education from Universitas Sebelas Maret (UNS) in 1999. In 2008, she completed her MA at Universitas Negeri Jakarta and completed her Ph.D. in English Education at the same university in 2013. She is also a member of the TEFLIN Board (The Association of Teachers of English as a Foreign Language in Education, Teacher Development Division). Her research interests include technology in language learning, literacy, and writing.

**Nur Diyanah binti Ramli**

Nur Diyanah binti Ramli is a teacher trainee at IPG Kampus Bahasa Antarabangsa, Kuala Lumpur. She is majoring in Bachelor of Education (Hons.) in Teaching English as a Second Language (TESL). Her research interest is on grammar and first language interference.

**Nur Madihah Aqish bt Muhammad Fadzli**

Nur Madihah Aqish is an English Primary Teacher at SK Bandar Penawar 2. Her research is a continuation from her final year research project at Institut Pendidikan Guru Kampus Dato' Razali Ismail, Terengganu.

**Nur Syafiqah Yacob**

Nur Syafiqah Yacob (Yacob, N. S.) is a teacher in Malaysia and a doctorate student taking TESL in National University of Malaysia. She has previously published papers and is interested in the use of technology in ESL classrooms, teachers' professional development as well as the teaching and learning approaches..

**Nurul Fatin Afifah binti Muhamad**

Nurul Fatin Afifah Muhamad is teacher trainee at International Language Teacher Training Institute, Kuala Lumpur. Her research interest is on the use of multimodal approach in teaching possessive pronouns to primary ESL pupils.

**Nurul Naheeda binti Mohamed Elias Zulkifli**

Nurul Naheeda is a teacher trainee at International Languages Teacher Training Institute, Kuala Lumpur. Her research interests are based on discovering potential solutions for common writing problems that mainly occur among primary pupils especially Year 3 students. She came up with an innovation that hoped to ease future students in writing descriptive text.

**Nurul Shamira binti Rahimi**

Nurul Shamira Rahimi is a final year student teacher at International Languages Teacher Training Centre, Kuala Lumpur. Her research interests are classroom pedagogy and literacy.

**Osaze Cuomo**

Osaze Cuomo is a lecturer at the School of Business, Hyogo University (Japan). His research interests are cognitive learning and materials development.

**P.M. Nagarajan Pillai a/l S.P. Murugapan**

Nagarajan Pillai is an English teacher at Sekolah Kebangsaan Sungai Tuang, Melaka. He is also an excellent English teacher for primary school. His research interest is to improve pupils' motivation and engagement in writing using pen pal project as a project based learning tool.

**Raja Nor Safinas Raja Harun**

Raja Nor Safinas Raja Harun (Dr.) is an associate professor at the English Language and Literature Department of Sultan Idris Education University, Malaysia. Her research interests are classroom discourse analysis, TESL methodology, ESL teacher education and innovative pedagogy. She was the recipient of the National Academy Award (AAN) for Teaching and Learning Category, 2015 and the Eminent Educator Award, UPSI, 2017.

**Ranson Paul Lege**

Ranson Paul Lege (Dr.) is an associate professor teaching academic writing at Nagoya University, Japan. While his educational background is in the humanities and information science, he has been teaching academic writing for over twenty years. His present research focuses on designing improved writing instruction for both traditional and online learning environments.

**Reyysmaan Ayuddaiyar a/l Kavi Chelvan**

Reyysmaan Ayuddaiyar is an English teacher trainee at International Languages Teacher Training Institute, Kuala Lumpur. He holds a huge devotion to literature, that he decided to contribute his work to the world of poetry. His research merely correlates the use of shape poems to Year 5 pupils' writing skills.

**Roghibatul Luthfiyyah**

Roghibatul Luthfiyyah is a faculty member of Universitas Swadaya Gunung Jati Cirebon, West Java, Indonesia. She is currently pursuing her doctorate degree at Universitas Negeri Malang. Her research interests are in the area of assessment in language teaching, technology-enhanced language learning, and teachers' professional development.

**Rosalie L. Navoa**

Rosalie L. Navoa is a faculty of Saint Mary's University, Bayombong, Nueva Vizcaya (Philippines). Her research interests include language teaching, and professional development.

**Samantha Elesha Salambau**

Samantha Elesha Salambau is a teacher currently teaching at SK Lubok Nibong, Baram Sarawak. Her research passion is on writing skills. She has been exploring the technique of journaling for 3 years and decided to share the technique with the hope to help ESL learner's in their writing skills. She believes that passion comes greatness.

**Sarumathi Karunanithi**

Sarumathi Karunanithi is a teacher trainee at the International Language Teachers' Training Institute, Kuala Lumpur. Currently she is doing her final semester which requires her to do a research paper. Her research interest are on the mechanics of writing especially spelling.

**Savina a/p A. Saiman**

Savina A/P A.Saiman is a MUET teacher in Sultan Idris Shah II secondary school. She has 14 years of experience in teaching profession. She has the ability to use advanced computer aids in language teaching. She believes the key to score in MUET is by creating own videos through ICT tools or the latest Apps as students' progress towards 21st Century Learning.

**Sharifah Izzati bt Syed Zainol**

Sharifah Izzati is a teacher-trainee in the International Languages Teacher Training Institute in Kuala Lumpur. Her research interests are kinesthetic-related teaching methods in relation to pupils' affective filter in English language learning.

**Sharmini a/p Thanga Rajan**

Sharmini Thanga Rajan is an English teacher at SMK Simpang Rengam with six years of teaching experience. She currently resides in Johor. Sharmini graduated from Universiti Pendidikan Sultan Idris and is studying at UKM to do her Masters in Education.

**Shee Yuen Ling**

Shee Yuen Ling embraces lifelong learning as her life principle and she truly believes that to teach is to touch the soul. Based in Perak, she hopes to upskill herself to contribute and improve the quality of education in Malaysia. She is an edufluencer with the Minister of Education, as well as the founder of Media Education for All (ME4A) movement.

**Shubashini Suppiah**

Shubashini Suppiah is a teacher educator at the Institute of Teacher Education Gaya Campus in Kota Kinabalu, Sabah. Her areas of research interests are teacher education and teacher professional development, reflective practice approaches and action research as well as digital literacy in the ESL classroom. She has presented in various conferences that include MELTA, ASIA TEFL, THAITESOL, TEFLIN and CAMTESOL

**Siti Fatimah binti Daud**

Siti Fatimah Daud is a motivated English Language teacher with 7 years of experience from SMK Puchong Permai, Selangor. Her dedication is to provide pupils with appropriate learning activities designed to develop their potential and learning skills.

**Siti Nursajidah binti Sultan Syed Ibrahim**

Siti Nursajidah Sultan Syed Ibrahim is a teacher trainee at International Languages Teacher Training Institute, Kuala Lumpur. Her research interests are online instruction and vocabulary.

**Siti Nur Shahira binti Othman**

Siti Nur Shahira Othman is a student teacher at the International Languages Teacher Training Institute, Kuala Lumpur. Her research interests are vocabulary teaching and learning for young learners.

**Siti Syahidah binti Mohd Nor**

Siti Syahidah binti Mohd Nor is a trainee teacher and a final year student in TESL at Institut Pendidikan Guru Kampus Bahasa Antarabangsa, Kuala Lumpur. Her research interests are pronunciation skill and movie songs.

**Stephen James Hall**

Professor Stephen J Hall is Head, Centre for English Language Studies, Sunway University, Malaysia. He has managed national education projects, developed corporate ESP courses and trained teachers around Asia-Pacific. Research interests and publications include reflective practice, teacher education, English for Tourism, digital literacy and the dynamics of ELT in ASEAN. Dr Hall first attended the MELTA conference in 1994.

**Suresh Lim Keng Leong**

Suresh Lim Keng Leong, an English teacher in SJKC Pokok Assam, Taiping loves literature. He constantly uses literature texts to teach his pupils of various backgrounds and proficiency. He hopes to instill the importance of literature as a powerful teaching tool. He also aspires to one day produce literature textbooks under the MOE for the use of primary school pupils.

**Surya Agung Wijaya**

Surya Agung Wijaya is a graduate student in English Education Department at Universitas Sebelas Maret, Indonesia. He gets grant for his master from Lembaga Pengelola Dana Pendidikan Indonesia. His bachelor was obtained from Institut Agama Islam Negeri Salatiga.

**Suzanna binti Amir Mohammad**

Suzanna Amir Mohammad is an English Language Teacher at Sekolah Kebangsaan Sungai Isap Murni, Kuantan, Pahang. Her innovation interest is vocabulary building through games. Other than a teacher, she is currently a Master Trainer of CEFR since 2016. Formerly she has contributed in the coaching and training as Jurulatih Utama Linus 2.0, Jurulatih Utama KSSR. Other than that, she is also a technical officer Theatre under Co-curriculum, JPN Pahang and panel (selection) for Sekolah Seni Malaysia.

**Sze Jin**

Sze Jin is an English language teacher with more than 15 years teaching in primary and secondary school. Passionate of enabling students in language production skill, such as speaking and writing.

**Tan Shi Min**

Tan Shi Min, or fondly known as Teacher Tan, has been teaching in a rural secondary school for 6 years. Hoping to help her students with very low English language proficiency, she is keen to learn from the experts to discover new teaching techniques, particularly involving arts and music

**Tan Wee Chun**

Tan Wee Chun (Dr.) is an English language educator at Universiti Putra Malaysia. He primarily teaches English for academic purposes, and his research interests include English language education, applied linguistics, higher education, and educational technology.

**Teo Woon Chun**

Teo Woon Chun is a postgraduate student who obtained the first-class Bachelor of Teaching in TESL from Institute of Education Malaysia Temenggong Ibrahim Campus. He is currently pursuing Master's degree at National University of Malaysia. His research interests are TESL and ELT Methodology.

**Teh Pei Ling**

Dr Teh Pei Ling is an English language teacher at SMK Taman Desaminium, Seri Kembangan, Selangor. She has more than 17 years of teaching experience in English Language. She holds a B.Ed. (Hons) TESL from University of Exeter, United Kingdom, a Master in Management (Educational Administration) and PhD in Educational Management, University Putra Malaysia. She believes that a teacher's commitment is key to school capacity building.

**Thurairaja Sunmokusudram**

Thurairaja Sunmokusudram is an EL teacher at SMK Toh Indera Wangsa Ahmad, Perak. He holds a Bachelor's degree in (TESL) from University of Portsmouth, UK and a Master's degree in Educational Leadership & Management (ELM) from the University of Nottingham (Malaysian Campus). His research interest is mainly in educational technology and professional development. He can be contacted via email: thurai_4042@yahoo.com.

**Thuy Thi-Nhu Ngo**

Thuy Thi-Nhu Ngo is a doctoral student in the Department of English of National Taiwan Normal University. Her primary research areas relate to vocabulary learning and computer assisted language learning. She has a special interest in employing statistical approaches in research (e.g., factor analysis, structural equation modeling, meta-analysis).

**Tong Shih Wee**

Tong Shih Wee is a primary school English language teacher at SJK(C) Yuk Choi, Sabah. She graduated with a Bachelor of Teaching in Teaching English as a Second Language (TESL) from Institute of Teacher Education Keningau Campus, Sabah. She has worked as a teacher for three years.

**Umairah Najihah binti Ismail**

Umairah Najihah binti Ismail is a teacher from SK Brickfields 1, Kuala Lumpur. Her teaching experience is in English Language for lower primary learners (especially Year 1 & Year 2) since 2019. Her area of interest is mainly in language development in early childhood.

**Vinothan S Ramayah**

Vinothan S. Ramayah is a secondary school English Language teacher at SMK Damansara Damai 1, Petaling Jaya, Selangor. He started his career as an ESL teacher in 2008 in Johor, Malaysia. Since then, he has taught English to different levels of pupils in these two schools. In 2016, he was awarded Excellent Service Award from Ministry of Education. In 2018, he bagged Gold Award for National TS25 Schools Convention and recently was appointed as Edufluencer Teacher by PADU, Ministry of Education.

**Wan Faizatul Azirah Ismayatim**

Wan Faizatul Azirah Ismayatim is a lecturer at the Department of English Language and Linguistics, Akademi Pengajian Bahasa, UiTM Shah Alam. She obtained her Master Degree in Linguistics from University of Malaya and Bachelor Degree in TESOL from Universiti Sains Malaysia. Her fields of interest include educational technology, language assessment, and discourse analysis.

**Winnie Ong Yuen Nee**

WINNIE ONG YUEN NEE is an English teacher currently teaching in SJKC Chung Hua No.4, Kuching, Sarawak. She graduated from Oxford Brookes University in Business and Management. However, due to the passion for English, she left the corporate working life and joined KPLI/English in 2003. She has been teaching English language in primary school for the past 14 years. She also holds a Master degree in TESL from National University of Malaysia (UKM). She was one of the master trainers for CEFR Familiarisation, Learning Materials Adaptation and Evaluation, Formative Assessment, Curriculum Induction Year 1 to Year 6.

**Wong Kian Yong**

Wong Kian Yong holds a Bachelor of Teaching English as Second Language (TESL) from IPG Kampus Gaya, Sabah. In 2017, he won the Gold Award for the Creative Student Teacher Showcase. He is currently teaching in SJK(C) Lih Jen, Pokok Mangga Melaka. He is passionate in creating positive fun learning environment for his pupils in line with the IR 4.0.

**Wong Sing Fong**

Wong Sing Fong is a trainee teacher at International Languages Teacher Training Institute, Kuala Lumpur. My research focuses on using Drive-Thru Blending Game to improve pupils' consonant-consonant-vowel-consonant (CCVC) monosyllabic words pronunciations.

**Young Woo Cho**

Professor Young Woo Cho received his Ph.D. degree from the University of Illinois at Urbana-Champaign in 2008, and is a professor in the Department of TESOL & Business English at Pai Chai University in Daejeon, South Korea. Professor Cho specializes in instructed second language acquisition, English coaching, and multimedia-assisted language learning. His current research revolves around developing effective approaches to facilitate EFL learning using mobile and video conferencing technological tools.

**Zarin Tasnim**

Zarin Tasnim, is an Assistant Professor of the Department of English at Shahjalal University of Science and Technology, Sylhet, Bangladesh. She has presented papers in national and international conferences both home and abroad. Her areas of research interests include ELT (English Language Teaching), Teacher Education, Applied Linguistics, Discourse Analysis, Syllabus Design and Materials Development, Educational Assessment, and Curriculum Policy

**Zayda S. Asuncion**

Zayda S. Asuncion is a lecturer at Saint Mary's University, Bayombong, Nueva Vizcaya (Philippines). She is currently the chair of the Department of Languages in the same university. She is also a board member of Philippine Association for Language Teaching, Inc.(PALT). Her research interests are on English Language Teaching, Philippine English, sociolinguistics and discourse analysis.

LIST OF JUDGES

Creative Student Teacher Showcase, Malachi Edwin Vethamani Creative Teacher Showcase, Higher Education Teaching Innovation

NAME	AFFILIATION
Arifuddin Arifuddin [Professor Dr]	University of Mataram, Lombok, Indonesia.
David Perrodin [Mr.]	Mahidol University, Thailand
Elizabeth A/P Anthony [Assoc Prof. Dr]	Universiti Tun Hussein Onn, Malaysia
Joanna Tan Tjin Ai [Dr.]	Universiti Tunku Abdul Rahman, Kampar, Perak
Kamaludin Yusra [Dr.]	University of Mataram, Lombok, Indonesia
Lam Kok Wei [Mr.]	Politeknik Sultan Azlan Shah (PSAS)
Michael Hall [Dr.]	University of Nottingham (Malaysia)
Mimi Nahariah Azwani Bt. Mohamed [Dr.]	Universiti Tun Hussein Onn, Malaysia.
Nor Haslynda Binti A Rahman [Dr.]	Teacher Education Institute - Malay Women Campus
Rabindra Dev Prasad [Dr.]	Quality Assurance - Ministry of Education, Malaysia
Stephen James Hall [Professor]	Sunway University.
Tarsame Singh A/L Masa Singh [Dr.]	Teacher Education Institute, Tuanku Bainun Campus
Vijayan Periasamy [Mr.]	Teacher Education Institute, Tun Hussein Onn Campus
Yee Bee Choo [Dr.]	Teacher Education Institute, Tun Hussein Onn Campus

Ganakumaran Subramaniam Project-Based Learning Competition

NAME	AFFILIATION
Chong Su Li (Dr.)	University of Technology Petronas, Seri Iskandar, Perak
Daphne Rosalind d/o Henry Thomas (Ms.)	SISC + Officer, PPD Melaka Tengah
Norazlin bt Abdul Aziz (Ms.)	SK Telok Bakong, Perak
Ease Chang Yee Shee (Ms.)	SISC + Officer, PPD Papar, Sabah

NAME	AFFILIATION
Sandran a/l Krishnasamy (Ms.)	SJKT Serdang, Selangor
Noorjahan binti Sultan (Ms.)	SK Assunta Convent, Kuantan, Pahang
Lam Sook Heng (Mr.)	SMK Ambrose, Perak
Tarsame Singh s/o Masa Singh (Dr.)	Teacher Education Institute, Tuanku Bainun Campus
Farini binti Ahmad Fadil (Mr.)	SMK Dato' Abd Rahman Yaakub, Bota, Perak
Azlinda Abdul Aziz (Dr.)	Teacher Education Institute, Dato' Razali Ismail Campus
Evelyn Lim Meei Suey (Ms.)	SMK Sam Tet, Ipoh, Perak
Azza Jauhar bt Ahmad Tajuddin (Dr.)	University Malaysia Terengganu
Sumathi Renganathan (Dr.)	Universiti Tunku Abdul Rahman
Grace Lim Jia Wei (Dr.)	University of Malaya
Jayanthi Karuppan (Ms.)	SISC+ Officer, PPD Kinta Utara, Ipoh Perak
Malliga Perumal (Ms.)	SMK Dato Md Said, Negeri Sembilan
Juliana bt. Shaharum (Ms.)	SISC+ Officer, PPD Kinta Utara, Ipoh, Perak
Faith Wong Woei Ling (Ms.)	SISC+ Officer, PPD Kuching, Sarawak
Puteri Rohani Megat Abdul Rahim (Dr.)	Universiti Teknologi MARA
Rachanee Dersingh (Ms.)	King Mongkut's University of Technology Thonburi, Bangkok Thailand
Chandrakala V. Raman (Ms.)	MELTA Exco
Wai Siew Yeok (Ms.)	SMK Abdul Rahman Talib, Kuantan Pahang
Khairul Akran bin Kamarudin (Mr.)	SK Telok Sengat, Johor

MELTA AWARDS

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

The Hyacinth Gaudart Teacher Award

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

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

The Basil Wijasuriya Best Teacher Presenter Award

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

The Ganakumaran Subramaniam Project-Based Learning Award

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

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

The Malachi Edwin Vethamani Creative Teacher Showcase Award

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

The Creative Student Teacher Showcase Award

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

The Higher Education Teaching Innovation Award

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

ACKNOWLEDGEMENT

The Malaysian English Language Teaching Association gratefully acknowledges the following organisations for supporting the 29th MELTA International Conference 2021

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



CALL FOR SUBMISSION

TEACHERS' VOICES: STORIES FROM THE CLASSROOM
Volume 2
2021

**If you are an English language teacher
with a story to share, we would like to
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The call for publication is now open to all pre-service and in-service teachers with heart warming stories. MELTA would like to invite you to share your engaging and exciting stories based on your personal experiences on any one of the following themes:

- challenges and success stories on teaching. This may include:
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- tales of resilience from the English classroom that focus on:
 - stories that inspire other teachers to innovate and strategize in their English classrooms
 - challenges that you thought your students could not overcome, and yet they eventually did.
 - stories of creative and innovative efforts by the teacher to engage and motivate the student(s) despite their uncertainties and lack of initial interests in improving in a language that they may never use outside the language classroom.
- stories highlighting techniques and teaching tips that could be regarded as 'magic formulae':
 - that help the teacher ease the teaching process or any other matters pertaining to in and outside the classroom.
 - on how particular routines or procedures conducted in the classroom or outside the classroom which have helped the teacher cope and manage the teaching- learning sessions or their profession in general.

Guidelines:

We invite submission ranging from short vignettes to extensively developed articles. We are looking forward for stories that are:

- based on personal or first hand experiences
- inspirational pieces that provide hope to trainees and practitioners
- original and capture unforgettable memories of teaching
- reader friendly rather than academic style and the use of descriptive and impersonal language is highly encouraged.

We request that all submitted essays be carefully edited.

Submission:

Texts should be submitted using the Microsoft Word in customary manuscript format (double-spaced, 12-point Times New Roman). You are required to append your contact information and a very short biodata at the end of the text.

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We reserve the right to edit, shorten or revise your article.

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The deadline for the submission is **31st November 2021.**

We look forward to reading your stories and sharing them with our audience.



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The English Teacher

A journal of the Malaysian English Language Teaching Association

An open access online journal, indexed by the **Asian Citation Index** and the **Malaysian Citation Index**

Frequency: **Three** issues a year (April, August, December)

Chief Editor
Raja Nor Safinas
Raja Harun

The English Teacher promotes effective English language teaching and learning, and it is intended for teachers and instructors who are primarily involved in teaching children and adults.

Authors are invited to submit articles that provide practical techniques and strategies for ELT, identify effective classroom-tested instructional techniques and/or provide descriptions of procedures that can be implemented in classrooms with a variety of students.

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To read the latest issue of *The English Teacher*, and for information on how to submit papers via the online journal platform, please visit

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Publication Fee: None

Malaysian English Language Teaching Association (MELTA)
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Bandar Putra Permai, 43300 Seri Kembangan, Selangor,
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Malaysian Journal of ELT Research

A journal of the Malaysian English Language Teaching Association

An open access online journal, indexed by the **Malaysian Citation Index** and **Emerging Sources Citation Index (ESCI)**

Frequency: **Two** issues a year (June and December)

Chief Editor
Azlin Zaiti Zainal

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 academicians, researchers, teacher educators and graduate students who are involved in research and dissemination of knowledge in the field.

This is a refereed online journal which will publish articles in an ongoing manner. All articles in this journal undergo anonymous peer review by two referees.

To read the latest issue of *MaJER*, and for information on how to submit papers via the online journal platform, please visit

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Publication Fee: None

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