7th MELTA International Research Conference in English Language Education 2017

TESL BLOCK
Institut Pendidikan Kampus Ilmu Khas, Kuala Lumpur, Malaysia

Saturday, 25 November 2017

In Collaboration with
MELTA gratefully acknowledges the following for their support and contribution for the 7th MELTA International Research Conference in English Language Education 2017

- YBhg. Dato’ Sulaiman bin Wak, Timbalan Ketua Pengarah Pelajaran Malaysia (Dasar dan Pembangunan Pendidikan), Kementerian Pendidikan Malaysia
- YBrs. Dr. Sariah binti Abdul Jalil, Rector, Institute Pendidikan Guru Malaysia
- Director, IPG Kampus Ilmu Khas
- Director, Institut Latihan DBKL
- Director, IPG Kampus Bahasa Antarabangsa
- Head of Department, English Studies Department, IPG Kampus Ilmu Khas
- All participants, institutions and volunteers for their participation.
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MESSAGE

YBhg. Dato’ Sulaiman bin Wak
Timbalan Ketua Pengarah Pelajaran Malaysia,

Bismillahirrahmanirrahim.

It gives me great pleasure to congratulate MELTA and IPG Kampus Ilmu Khas for organizing the 7th MELTA International Conference on English Language Education (MIRCELE).

English Education in Malaysia has grown, progressed, and developed, mainly because of the commitment and dedication of those before us. They have researched on the issues and problems related to the teaching and learning of English in this country. I am sure that those researches have produced practical solutions for real issues in the classroom. Similarly, your research will undoubtedly be beneficial not just to your students, your colleagues and the academic world but also to a larger extent, the country and the region at large.

To all the participants of the conference, I would like to extend my heartiest congratulations and a big thank you for your commitment, dedication and participation in this conference.

Thank you.

YBhg Dato’ Sulaiman bin Wak
Bismillahirrahmanirrahim.
Assalamualaikum warahmatullahi wabarakatuh.

I applaud MELTA for taking this initiative to organize a conference to showcase new and emerging research in the field of English Language Education. This is certainly an endeavor to provide opportunities for novice researchers to share their research and at the same time get feedback from experts who will judge the research. This event can also serve as a platform for the setting up of research clusters or network with the wider research community.

I am happy to note the collaboration between MELTA and IPG Kampus Ilmu Khas in this event. This demonstrates that Teacher Education Institutions in Malaysia are taking positive steps in making research an integral and important part of their professional and academic endeavor. Research is an integral part in our quest to transform our education so that we can produce individuals with innovative and creative mindsets who can contribute effectively to the nation’s growth: individuals who are knowledgeable, skillful, innovative and more importantly, ethical.

I take this opportunity to encourage all delegates to fully reap the benefits of participating in this conference as research-based conferences on English language education such as MIRCELE 2017 are a rarity not only in Malaysia, but in this region. I also take this opportunity to congratulate MELTA and IPG Kampus Ilmu Khas for organizing this event.

Thank you.

Dr. Sariah binti Abd. Jalil
Bismillahirrahmanirrahim.

Assalamualaikumwarahmatullahiwallahiwrabarakatuh and a warm welcome to IPG Kampus Ilmu Khas. It is indeed an honour and a privilege for IPG KIK to be chosen as a co-host of the 7th MELTA International Research Conference in English Language Education (MIRCELE). We are very proud to be given the opportunity to collaborate with a reputable organisation in the field of English Language Education, the Malaysian English Language Teaching Association, better known as MELTA, in organising this conference. It is my fervent hope that this collaboration extends beyond MIRCELE and serves as a launching pad for future endeavours.

The timing of this research-based conference could not have been more appropriate as it coincides with the goal of IPGM and the Ministry of Education of Malaysia to inculcate and promote research culture and data driven decision making (DDDM) among students, lecturers and administrators in all IPGs. One of the unique features of MIRCELE is that it serves as a platform for researchers from five different categories, namely undergraduates, Master’s students, Ph.D candidates, teachers, teacher educators and lecturers, to not only present and share their research findings, but at the same time compete for excellence awards in each category. I do sincerely hope that the participants of this conference will take full advantage of the enriching experience which will provide them with the motivation and confidence needed to be future researchers. To all the presenters, I hope you will gain invaluable experience and knowledge from your interactions with fellow presenters and renowned academicians in the field of English Education, to forge and build strong professional learning communities.

To the organisers who have worked tirelessly, congratulations on a job well done. I’m sure you have done your best to ensure that the conference runs smoothly. My sincere hope is that when the conference ends, you will all leave with fond memories of this institute and the knowledge and experience you have gained here.

Dr. Mohd Suhaimi bin Mohamed Ali
MESSAGE

President of the Malaysian English Language Teaching Association

MELTA places great emphasis on promoting research in English language education and continues to push forward the agenda for objective decision making based on data not only for micro-level practices in schools and in the classrooms but very importantly for policies and strategies instituted nationally to direct English language education in the country. The MELTA Research Conference in English language Education was specifically developed to promote, share and use research in English language education. MELTA is pleased that the conference has gained momentum and now stands as the only independent and non-institutionally aligned research conference in Malaysia.

The philosophy of research driven teaching has become the clarion call for all educators including those in English language Education. The role of local research is becoming increasingly important in the field of English language teaching and learning particularly because of the exponential increase and emphasis on English in non-native English speaking countries. We now irrefutable Statistics which show that English language is spoken by more non-native speakers in countries outside English first language contexts than ever before. Even the Asian economic powers like China, Korea and Japan which once relied completely on their native languages are placing great emphasis on the teaching of English.

MELTA feels that non-native speakers must play a greater part in the theorising of English as a second and foreign language; and, be at the cutting edge of developing approaches, methodologies and material that are contextually superior and far more effective and relevant for their use and purpose.

In Malaysia, we are beginning to see the emergence self-directed and autonomous interest in the pursuit of higher education scholarship particularly among educators. This has in turn jump-started research practice and interest in researching the many facets of English language education. The responsibility for developments in this field cannot simply be assigned to the Ministry of Education or to institutions. Research and development should be the passion and mission of every teacher and academic. For this to be a reality researchers need support that includes motivation, training, resources and importantly platforms to share their findings so as to create wider impact.

MIRCELE is MELTA's way of providing such support. The success of MELTA events is always anchored in the partnerships we forge. MELTA is proud to partner Institut Pendidikan Guru Kampus Ilmu Khas in the organization of this 7th MIRCELE 2017. MELTA thanks the Director of this iconic teacher education institution for his support and vision to push further forward research in English language Education.

Thank you

Professor Dr. Ganakumaran Subramaniam
We are pleased to welcome you to the 7th MELTA International Research Conference in English Language Education 2017 (MIRCELE). We look forward to a conference that showcases research in language education conducted by undergraduates, postgraduates, teachers and academics to local and international audiences.

In this increasingly data-driven society, it is important that experienced teachers, beginning teachers and our teacher undergraduates are able to conduct and share quality research to examine issues within their own contexts as well as share their findings. It is hoped that this conference will offer participants and presenters the opportunity to engage with fellow researchers, discuss topical issues and develop professional networks.

Besides the poster presentations, we have also invited four experts in the field of research to participate in this one-day conference. Special thanks to Prof. Dr Ganakumar Subramaniam, Dr Fan Siong Peng, Assoc. Prof. Dr Lee Kean Wah and Dr Adrian Jarvis. We greatly value their participation and look forward to their insightful vision and thoughts.

Last but not least, it is our great honour and pleasure to accept the responsibilities and challenges of being Conference Chairs. We hope that the conference will be a stimulating, informative, enjoyable and fulfilling experience to all participants. We wish you a productive and insightful research forum.

Dr Zaira Abu Hassan Shaari
Datin Dr. Raja Mazuin Raja Aziz
The Research and Development Bureau is responsible for the organization of the annual MELTA International Research Conference in English Language Education. This conference is an initiative by MELTA that supports the Ministry of Higher Education’s vision for Malaysia to become a centre of excellence for higher education. Its main aim is to bring together key figures in English Language Education from the various Institutions of Higher learning both locally and internationally to present their thoughts and views on significant areas of their research. It also provides graduate students with the opportunity to present their work in a conducive environment with fellow graduate students working in similar research areas and facing similar challenges.

Competition for the MELTA Awards for Excellence in English Language Education Research

An important feature of the conference is the competition for the MELTA Awards for Excellence in English Language Education Research. All presentations are judged by a team of experts in English Language Education for their significance in contributing to charting new avenues for scholarship in English Language Education.

Award winners are announced at the closing of the conference.

Award recipients will receive:
- A certificate of recognition
- Academic Book voucher
- A confirmed presentation slot at the next MELTA International conference
- Fee waiver for the next MELTA International conference
- A travel grant to the next MELTA International conference
- Complimentary one-year MELTA membership
The MELTA Research and Development Bureau

Research and Development is conducted by MELTA in line with the vision and aspirations of the association to contribute to the development of ELE in Malaysia. The main aim of Research and Development at MELTA is to create a greater awareness of issues in ELE theory and practice among MELTA members and the public, especially through its Centre of Excellence for English Language Education.

Since its inception, The MELTA R&D Bureau has strived to spearhead and support the advancement of knowledge in English Language Education and to create a greater awareness of issues in theory and practice in English Language Education Research among MELTA members and the public. It has achieved this by organising and administering to various activities aimed at providing research and collaboration opportunities for the professional development of practitioners, learners and language enthusiasts of similar interests. A signature event of the Bureau is the Annual Graduate Research Conference. This conference is unique because all presentations at the conference are judged by a panel of experts from local and international universities as presenters compete for several MELTA Awards for Excellence in Research in English Language Education. The Bureau had also organized a symposium on Research in English Language Arts & Literature which had offered diverse insights into types of creative approaches to Research in Language Arts & Literature and had concluded with a very active and lively round table discussion that provided participants with the opportunity to talk about and receive feedback on prospects and possibilities of the role of Literature in the Malaysian English Language Classroom.

The Bureau also provides R&D Consultancy Services for the evaluation of educational products in line with the aims and aspirations of the association to spearhead and support the advancement of knowledge in English Language Education. Interested parties are welcome to submit a proposal for the improvement and development of educational products to the MELTA R&D Bureau. The ultimate aim of the MELTA R&D Bureau is to promote the borderless transfer of knowledge of English Language Education and to make it accessible to the general public.

The MELTA Research and Development Bureau is currently managed by:
Dr Zaira Abu Hassan Shaari
Director of Research and Development
Malaysian English Language Teaching Association
Conference Organizing Committee

**Advisors:** Prof. Dr Ganakumaran Subramaniam, President
Malaysian English Language Teaching Association
Dr. Basil Wijasuriya

**Chairs:** Dr. Zaira Abu Hassan Shaari
YM Datin Dr Raja Mazuin Raja Aziz

**Secretaries:** Ms. Szarmilaa Dewie Krishnan
Ms. Nurhezrin Anuar

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**PRE-CONFERENCE**

**PRESENTER AND PARTICIPANT MANAGEMENT**
*Consultant:* Assoc. Prof. Dr. Ramesh Nair
Ms. Szarmilaa Dewie Krishnan
Ms. Nurhezrin Anuar
Dr. Paramjiit Kaur A/P Sardara Singh
Mr. Thurairaja Sunmokasudram
Ms. Elizabeth Thor

**CONFERENCE PRESENTATION SELECTION**
*Consultant:* Dr. Basil Wijasurya
Assoc. Prof. Datin Dr. Cynthia Doss
Dr. Cheah Swi Ee
Dr. Subarna Sivapalan

**LOGISTICS AND MATERIAL MANAGEMENT**
*Consultant:* Dr. Ali Ahmad Seman
Ms. Zaleha Abdul Hamid
Ms. Fiona L. Sadagopan

**PROGRAMME BOOK**
Ms. Tam Lye Suan
Dr. Zaira Abu Hassan Shaari

**COMPETITION JUDGING**
*Consultant:* Dr. Basil Wijasurya
Assoc. Prof. Dr Ramesh Nair
Assoc. Prof. Datin Dr. Cynthia Doss
Dr. Zaira Abu Hassan Shaari

**OPENING, CLOSING CEREMONY & AWARDS**
*Consultant:* YM Datin Dr. Raja Mazuin Raja Aziz
Ms. Malliga Perumal
Ms. Jane Chai
Ms. Azlina Ahmad Kamal
Mr. Thurairaja Sunmokasudram

**WEBSITE, TECHNICAL SUPPORT AND MULTIMEDIA**
*Consultant:* Asst. Prof. Dr. Mohd Shukri Nordin
Ms. Grace Chang Siew Yeng

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**CONFERENCE**

**PRESENTER AND PARTICIPANT MANAGEMENT**
*Consultant:* Assoc. Prof. Dr. Ramesh Nair
Ms. Szarmilaa Dewie Krishnan
Ms. Nurhezrin Anuar
Dr. Paramjiit Kaur A/P Sardara Singh
Mr. Thurairaja Sunmokasudram
Ms. Elizabeth Thor
IPG KIK students

**LOGISTICS AND MATERIAL MANAGEMENT**
*Consultant:* Dr. Ali Ahmad Seman
Ms. Zaleha Abdul Hamid
Ms. Fiona L. Sadagopan

**SECTIONS MANAGEMENT**
*Consultant:* Asst. Prof. Dr. Sivabala Naidu
Mr. Warid Mihat
IPG KIK students

**COMPETITION JUDGING**
*Consultant:* Assoc. Prof. Datin Dr. Cynthia Doss
Assoc. Prof. Dr Ramesh Nair
Dr. Subarna Sivapalan

**OPENING, CLOSING CEREMONY & AWARDS**
*Consultant:* YM Datin Dr. Raja Mazuin Raja Aziz
Ms. Malliga Perumal
Ms. Jane Chai
Ms. Azlina Ahmad Kamal
Mr. Thurairaja Sunmokasudram

**PROMOTION, PUBLICITY, INVITATIONS & GUEST RELATIONS**
*Consultant:* Mr. Aslam Khan Samahs Khan
Mr. Kuruvilla A/L C.K. Joseph
Ms. Yoges Gopalan

**MEALS & REFRESHMENTS**
*Consultant:* Dr. Zaira Abu Hassan Shaari
Ms. Zarina Mustafa
IPG KIK students
Represent Us at International Conferences Overseas

Apply for a 2018 MELTA Overseas Conference Grant and represent us at conferences in Japan, Korea, Thailand, Hong Kong, Brunei and Indonesia

As part of MOUs we have with English Language Teaching associations in several countries, MELTA is able to send representatives to present papers or conduct workshops at their international conferences.

The 2017 MELTA Overseas Conference Grant will provide representatives with accommodation at associate member conferences as well as a fee waiver.

To learn more about this grant and download the application form, visit http://melta.org.my
### Panel of Judges

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<td><strong>Professor Dr Ganakumaran Subramaniam</strong></td>
<td>University of Nottingham Malaysia</td>
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<td><strong>Professor Dr Stephen Hall</strong></td>
<td>Sunway University</td>
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<td><strong>Associate Professor Dr Lee Kean Wah</strong></td>
<td>University of Nottingham Malaysia</td>
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<td><strong>Associate Professor Dr Melor Md Yunus</strong></td>
<td>Universiti Kebangsaan Malaysia</td>
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<td><strong>Associate Professor Dr Pradip Kumar Misra</strong></td>
<td>University of Nottingham Malaysia</td>
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<td><strong>Associate Professor Dr Pramela Krish</strong></td>
<td>Universiti Kebangsaan Malaysia</td>
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<td><strong>Associate Professor Dr Raja Nor Safinas Raja Harun</strong></td>
<td>Universiti Pendidikan Sultan Idris</td>
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<td><strong>Associate Professor Dr Rajeevnath Ramnath</strong></td>
<td>University of Nottingham Malaysia</td>
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<td><strong>Associate Professor Dr Ramesh Nair</strong></td>
<td>Universiti Teknologi MARA</td>
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<td><strong>Dr Adrian Jarvis</strong></td>
<td>University of Nottingham Malaysia</td>
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<td><strong>Dr Azlin Zaiti Zainal</strong></td>
<td>University of Malaya</td>
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<td><strong>Dr Cheah Swi Ee</strong></td>
<td>ERICAN Education Group</td>
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<td><strong>Dr Kaarthiyainy Supramaniam</strong></td>
<td>Universiti Teknologi MARA</td>
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<td><strong>Dr Liliati Ismail</strong></td>
<td>Universiti Putra Malaysia</td>
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<td><strong>Dr Mark Gibson</strong></td>
<td>University of Nottingham Malaysia</td>
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<td><strong>Dr Mohd. Shukri Nordin</strong></td>
<td>International Islamic University Malaysia</td>
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<td><strong>Dr Nor Liza Haji Ali</strong></td>
<td>Universiti Teknologi Malaysia</td>
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<td><strong>Dr Philip Whitehead</strong></td>
<td>University of Nottingham Malaysia</td>
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<td><strong>Dr Roziana Mohamed Rosli</strong></td>
<td>International Islamic University Malaysia</td>
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<td><strong>Dr Subarna Sivapalan</strong></td>
<td>Universiti Teknologi PETRONAS</td>
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<tr>
<td><strong>Dr Vanitha Thanabalalan</strong></td>
<td>English Language Teaching Centre, Ministry of Education Malaysia</td>
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Featured Workshops

**Workshop 1** Research Proposal

Facilitator: Professor Dr Ganakumaran Subramaniam
President of MELTA
Head of School (UNMC) Education
Faculty of Social Sciences
University of Nottingham (Malaysia Campus)

**Workshop 2** ATLAS.ti Qualitative Data Analysis Software

Facilitator: Dr. Fan Siong Peng
Senior Lecturer, Mathematics Department
IPG Kampus Sultan Mizan
Besut, Terengganu

**Workshop 3** Research Design

Facilitator: Associate Professor Dr. Lee Kean Wah
Director of Undergraduate Studies
University Of Nottingham Malaysia Campus

**Workshop 4** Qualitative Research Instruments

Facilitator: Assistant Professor Dr Adrian Jarvis
Faculty of Social Sciences
University of Nottingham Malaysia Campus
### Programme Schedule

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<th>Time</th>
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| 7.30 a.m. - 8.30 a.m. | Registration of Presenters & Participants  
Entrance to TESL Auditorium  
Mounting of Posters by Presenters  
Rooms: T009, T010, T011, T012, T107, T108, T109, T110 |
| 8.30 a.m. - 9.00 a.m. | OPENING CEREMONY  
TESL Auditorium |
| 9.00 a.m. - 9.10 a.m. | VIP Coffee Break  
Room: TESL Resource Centre |
| 9.10 a.m. - 12.30 a.m. | Poster Competition  
Rooms: T009, T010, T011, T012, T107, T108, T109, T110 |
| 10.30 a.m. - 11.00 a.m. | Coffee Break  
1st Floor Balcony; Rooms T102-104  
Training Room (Judges) |
| 9.30 a.m. - 10.45 a.m. | **Workshop 1**  
Research Proposal  
Recital Room, Music Block |
| 11.15 a.m. - 12.30 p.m. | **Workshop 2**  
ATLAS.ti Qualitative Data Analysis software  
Bilik Mawar |
| 12.30 p.m. - 2.00 p.m. | **Workshop 3**  
Research Design  
Bilik Mawar  
**Workshop 4**  
Qualitative Research Instruments  
Recital Room, Music Block |
| 1.30 p.m. - 2.00 p.m. | Announcement of Finalists  
TESL Auditorium |
| 2.00 p.m. - 3.40 p.m. | Oral Presentations  
- TeacherTrainers/Academics - Recital Room  
- Ph.D Candidates - M105  
- Master's Students - M106  
- Teachers - M202  
- Teacher Trainees/Undergraduates - Choir Room  
Deliberation by Judges  
T001 Training Room |
| 3.40 p.m. - 4.00 p.m. | AWARD PRESENTATION CEREMONY & CLOSING CEREMONY  
TESL Auditorium |
| 4.00 p.m. - 4.30 p.m. | Tea Break  
Rooms T102-104; 1st Floor Balcony  
T001 Training Room (Judges) |
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 http://journals.melta.org.my/
ABSTRACTS

❖ Teacher Trainers/Academics
❖ Ph.D Candidates
❖ Master’s Students
❖ Teachers
❖ Teacher Trainees/Undergraduates
Perceptions of Music Option Trainees Using WhatsApp Instant Messaging as a Learning Platform to Enhance English Proficiency

Edna Wellington

WhatsApp is an instant messaging application that has gained popularity amongst music pre-service teachers inevitably. As the usage of WhatsApp as a learning platform to enhance English proficiency has not been researched in the field of music education, the researcher chose to conduct an exploratory study employing a qualitative method. The study was conducted with 13 undergraduate music pre-service teachers to determine how they perceived using WhatsApp as a learning platform during year two semester one of their undergraduate music programme. The purpose of the study was to explore how mobile instant messaging would be an effective strategy to help enhance the music trainees’ English proficiency in a music education learning context. The music trainees in this class have little exposure writing in English especially in a music course where the medium of instruction is not in English while music terms and references from books and media are in English. The research questions of this study comprised of what the teacher trainees perceptions were on the use of WhatsApp to enhance their English proficiency in a music paper and how they perceived using WhatsApp in a learning context beyond the classroom. This study comprises of two phases. The first phase consisted of pre-service teachers perceptions captured through written reflections from semi-structured questions given as a guide to enable them to reflect and write their perceptions. The written reflections were analysed using a thematic approach. In order to enhance triangulation of data, a semi-structured interview was conducted to enable the music teacher trainees to reflect and give their opinions. Findings from the analysis of reflections written and interview conducted include more opportunities to write and spell music terms correctly, exposure to write grammatically correct sentences, better usage of language without inhibitions between music lecturer and pre-service teacher trainees, better communication between lecturer and peers, encouraging sharing of ideas amongst themselves and creating a positive atmosphere in a learning platform. The study has shown the importance of engaging teacher trainees through the use of WhatsApp in order to build their language development using modern technology.

Edna Wellington is a music lecturer from IPGK Ilmu Khas, Cheras. She has a degree in music education from the University of Otago, New Zealand and a Masters in Educational Administration from Universiti Putra Malaysia. She specialises in music pedagogy, piano and actively presents and publishes research in music education.
Advancement in information and communication technology has provided English learners with online tools that can be used as learning resources outside of class. EFL learners spend an extensive amount of time on social media every day to socialize, when in fact they can also use it to enhance their English skills if they know how to make the most out of their social media accounts. This research was conducted to find out how much autonomy students have over their English learning in relation to how they utilize online social media in seeking opportunities to learn English on their own. This study focuses on millennial EFL learners aged 18 to 23 years old who actively use social media. We employed a quantitative method using a questionnaire that was developed from other questionnaires about autonomous learning and social media utilization for learning purposes. 127 college students participated in our survey. Although this study has fulfilled its aim, there are limitations to the study. The data obtained was from second-year students of one particular college in Jakarta, which suggests that the results of this study do not represent college students in general. The findings of this study revealed that most of the students are confident that they are autonomous and know how to be autonomous. In contrast, they opine that teachers should do most of the work to make their learning fruitful. The results of the survey indicate that students use their social media to acquire English—Instagram and YouTube being the most popular—doing activities that support their reading skills. Their productive skills are not really supported. The study will be a significant endeavor in finding creative ways to utilize online social media for promoting autonomous and lifelong English learning, thus it will be beneficial for EFL learners and instructors. It also serves as a future reference for ELT researchers on the subject of learners’ readiness to be self-reliant in terms of searching for authentic materials and creating online activities to support their own English learning.

Hening Paramita teaches EAP at University of Indonesia and IELTS prep courses to employees of government and private institutions. Her areas of interest are Multiple Language Learning, Colloquialism and Language Teaching. 

Michael Recard Sihombing has taught English to adult learners in various educational settings since 2012. His research interests are ICT in ELT, ESP and Sociolinguistics.
A Descriptive Study of Home-Schooling in Klang Valley

Indira Malani A/P Munusamy

A descriptive case study of home-schooling was conducted in the Klang valley in Kuala Lumpur school districts for the purpose of investigating the demographic characteristics of the parents, why families choose home schooling compared to public schools, and also how do the parents of the home-schoolers hold their perception towards the home-schooling trend in Malaysia. This study is a descriptive survey which explores the reasons parents in the metropolitan area of a city in the state of Klang Valley district opt to send their children homeschool in particular. Three homeschooling families were interviewed. The study found out that home-schooling gave the parents a sense of freedom and less restriction in terms of syllabus planning for their child, personal liberty and also a better education as a whole. Generally it can be said that homeschoolers are well educated parents from a higher income group and have a strong believe towards having freedom of choice when it comes to providing the best education for their children. The study also raised a few questions on the existing public schools in Malaysia, and also viewing a possible adaptation or change in the current education blueprint in Malaysia to open doors for parents to choose homeschooling in some circumstances.

Indira Malani Munusamy has been involved in English language teaching since 2012. She is currently pursuing her position as a lecturer in the Faculty of Arts and Social Sciences, primarily working at the Department of Language and Linguistics, Universiti Tunku Abdul Rahman (Kampar Campus). Her areas of research interest include the choice for private schools, international schools and also homeschooling in Malaysia.
The Effect of Pre-university Learners’ Writing Apprehension on Their Argumentative Writing Quality

Vahid Nimehchisalem, J.D. Kumuthini A/P Jagabalan, Helen Tan

Literature on Malaysian pre-university learners’ revealed that their writing quality is lacking. This present study is also focusing on a group of pre-university learners’ writing skills. It compared the high and low apprehensive learners’ argumentative writing quality. Writing ability is essential in Second Language (L2) learners’ educational and professional life however, apprehension obstructs to perform with confidence and fulfil their aspirations (Daly, 1975). Writing apprehension can be defined as ‘a relatively stable anxiety disposition associated with L2 writing, which involves a variety of dysfunctional thoughts, increased physiological arousal and maladaptive behaviours (Cheng, 2004, p.319). The present study investigated the relationship between the writing apprehension scores and writing quality scores in argumentative writing among the L2 learners. The study also revealed the significant difference between the high and low apprehensive learners’ writing quality subscale scores (content, organisation, vocabulary, writing convention and overall effectiveness). This study used Second Language Writing Apprehension Inventory – SLWAI (Cheng, 2004) to determine the learners’ writing apprehension scores. The data was gathered from purposively selected 30 ESL pre-university learners (15 high and 15 low apprehensive ESL writers). These high and low apprehensive learners were sat for an argumentative writing test (MUET, 2008). Two raters scored those written samples using Analytic Scale of Argumentative Writing (Nimehchisalem, 2010). Based on the descriptive statistics results, on average, the low apprehensive writers obtain higher scores in their argumentative writing (M=80.33, SD=7.29) than the high apprehensive writers (M=64.33, SD=13.70) and the difference was statistically significant. Independent t-test results indicated the significant contribution of writing apprehension to the students’ argumentative writing quality sub scale scores. The findings have pedagogical implications that will assist the educators at pre-university programme to reduce the learners’ apprehension in argumentative compositions.

Keywords: Argumentative writing, ESL pre-university learners, writing apprehension, writing quality

J.D. Kumuthini was born on 20 April 1979 in Penang, Malaysia and started teaching English Language and MUET since 2003 in matriculation colleges.
Academic Research Writing Digital Toolkit for Creating Genre Awareness among ESL Postgraduates

Kaussalya Verasingam, Suriani Binti Mohd Kasim

Academic Research Writing Digital Toolkit is an innovation that addresses the need to design usable research driven teaching and learning materials for raising English as Second Language postgraduate learners’ academic skills. Although there is an established body of knowledge on genre analysis that have produced various models that learners could use to write research genres like dissertations and research articles, there is a dearth of knowledge on the teaching approaches and strategies used in the teaching process. The emphasis of research in the field shows a concern for teaching genre awareness (e.g. Negretti & Kuteeva, 2011; Millar, 2011) and not on how to strategise the teaching process itself. In a digitalised world where learners no longer turn to printed materials only but access online platform, social media and digital tools to complete their reading and writing tasks there is an increasing need to offer them digitalised media for learning about genre tools and simultaneously enhance their genre awareness. Academic Research Writing Digital Toolkit is designed to provide ESL postgraduate students a digital genre tool for reading and writing target genres like dissertations and theses. Using the Swalesian move models in ESP literature, the toolkit is designed and organised according to the generic features of research genres. It allows students to organise their content to meet the requirements of expert members of the academic discourse community. For instance, in writing the introduction section, students could use the Swales’ revised CARS model (2004) to organise their text within the rhetorical structure and lexico-grammatical features recommended for that particular section.
Motivated by the Numbers: The Effect of Technology-Assisted
Extensive Reading (TER) in Improving Students’ Reading
Comprehension Among Penang Matriculation College Students

Mohammad Shafiq Syazwan Bin Mohd Ashri, Nor Azlan Bin Abdul Ghani

The purposes of this study are to investigate the impact of Technology-Assisted Extensive Reading (TER) on Penang Matriculation College students’ reading comprehension and examine their perspectives of the TER intervention. The study adopted a mix-method approach that relied on statistical procedures such as descriptive, inferential (t-test) and effect size statistics as well as qualitative approach to interpret participants’ responses. The design of the study was quasi-experimental in nature which involved a pre-test, a post-test and treatment on 88 students from four intact science classes who had low-intermediate to intermediate level of English using convenience sampling; two were assigned as experimental group, and the other two as control group. In the experimental group, participants were introduced to a self-selected independent reading programme, with each participant choosing reading materials based on his or her own preferences. Participants were asked to keep a log of the number of words read and the genre of text read using the Whatsapp mobile application. Participants were expected to update the number of words and the genre (Fiction or Non Fiction) at an ongoing basis every time they finish reading. This self-reporting amount of words read can be viewed by all participants in the experimental group throughout the 10-week. No TER intervention was carried out in the control group. For proposing the effect of TER, the study adopted pre-and post-tests designed to measure learners’ reading comprehension as well as semi-structured interview to determine students’ perceptions regarding TER. Independent sample t-test was used to compare mean from both group. The statistical results did not confirm TER to be more effective in improving the students’ reading comprehension scores. Even though there was no clear indication in increase of reading comprehension scores but the participants had a positive attitude towards TER. They acknowledged the beneficial impact of TER on their English learning and the feasibility of TER in the matriculation college setting. However, problems and dilemmas were also identified. The importance of selecting appropriate genre and types of reading book for students is vital as there are too many diverse kinds of reading books. They serve as good resources for leading students into learning new vocabulary.

Mohammad Shafiq Syazwan Bin Mohd Ashri was born in Kedah, Malaysia in 1984. He graduated with a B.Ed in Teaching English as Second Language (TESL) from the Sultan Idris Education University (UPSI). In 2008, he joined the English Unit, Penang Matriculation College, as a lecturer and was promoted as Head of English Unit in 2012. His current research interests include second language acquisition and extensive reading. He is also the Common European Framework of Reference (CEFR) Master Trainer for the Ministry of Education and Cambridge English partnership.

Nor Azlan Bin Abdul Ghani was born in Penang, Malaysia in 1979. He received his Diploma in Education (English Language) from the International Languages Teacher Training Institute (IPBA), Lembah Pantai, Kuala Lumpur, in 2004, and M.Ed in TESOL from the University Science of Malaysia (USM), Penang, Malaysia in 2011. He joined the English Unit of Perlis Matriculation College, Perlis, Malaysia in 2004. Since 2007, he has been with the English Unit, Penang Matriculation College, Penang, where he is currently a Lecturer. His main areas of research interest are Computer-assisted Language Learning (CALL) and reading comprehension.
The purposes of this study are to investigate the impact of Collaborative Strategic Reading (CSR) on Penang Matriculation College students’ reading comprehension and examine their perspectives of the CSR intervention. The study adopted a mix-method approach that relied on statistical procedures such as descriptive, inferential (t-test) and effect size statistics as well as qualitative approach to interpret participants’ responses. The design of the study was quasi-experimental in nature which involved a pre-test, a post-test and treatment on 51 students from two intact physical science classes who had low-intermediate to intermediate level of English using convenience sampling. The experimental group was exposed to a eight-hour treatment using collaborative strategic reading method while the control group was taught using the traditional method through teacher-centered lesson with three types of data; including a standardised reading measure pre-test and post-test, the participants’ responses to a questionnaire survey and semi-structured interview. Independent sample t-test was used to compare mean from both group. The statistical results did confirm CSR to be more effective than the traditional teacher-led reading approach which focuses on vocabulary and grammar teaching in improving the students’ reading comprehension scores. The findings also indicated that CSR had a positive effect on the learners’ reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. On the whole, the participants had a positive attitude towards CSR. They acknowledged the beneficial impact of CSR on their English learning and the feasibility of CSR in the matriculation college setting. CSR offers an alternative approach to dealing with the problem of traditionally large teacher-centered classrooms in Malaysia, where individual differences cannot be taken into account and students are passive learners without interaction with others. This collaborative reading approach enables teachers to create a more effective and interactive context for English learning.
Using Plickers Application for Formative Assessment in the Teaching and Learning of Grammar in Primary ESL Classroom

Norul Rafidah Binti Hjn Redzuan, Muhammad Farhan Bin Mohd Yazid

Formative assessment is one of the ways of assessment in pupils’ learning and it is generally acknowledged in Malaysian educational system. It can have a powerful impact on pupils’ motivation and achievement by adding some interesting and well-built features of assessment. This study aims to investigate the effectiveness of using Plickers Application in order to have fun and engaging ways of assessment and also encourage active participation among the pupils in the teaching and learning of grammar. This study was carried out to answer two research questions: (1) How does the use of Plickers Application increase the pupils’ participation during the assessment of grammar, (2) What are the pupils’ perception on the use of Plickers Application in assessment. A total of 35 pupils were selected from a primary school by using purposive sampling. This was a case study utilising both quantitative and qualitative data. The data collection methods were pre-test and post-test, survey questionnaire and semi-structured interview. The results showed there was a difference between the pre-test and post-test. Meanwhile the results of the survey and interview also showed active participation among the pupils in answering formative assessment and there was increased motivation in learning grammar. The findings of this study have implications for teachers and educators to implement effective and interesting ways of formative assessment in their teaching and learning process in the primary ESL classroom.

Norul Rafidah Bte Redzuan is an English lecturer at the Institute of Teacher Education Tun Hussein Onn Campus, Batu Pahat, Johor, Malaysia. She has 18 years of teaching primary school pupils, secondary school students and now, teacher trainees. She completed her Master’s degree in Universiti Kebangsaan Malaysia and her research interests are ESL reading, writing and ICT.

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Facebook Live and Smartphone for Enhancement Class, Anybody?

Nurhasmiza Sazalli, Adibah Omar

We report on the provisional findings of an ongoing research project investigating the use of smartphones and Facebook Live to enhance the teaching of Science, Mathematics, English and Bahasa Melayu for Malaysian Secondary School. The social network Facebook and smartphones are chosen to be the tools investigated in this study because there is a high inclination in most Malaysia secondary school students to use the combination of technologies in their daily life nowadays. However, based on the findings from the literature, Malaysian teachers’ acceptance on the use of mobile technologies and social networking sites for teaching and learning is still average. This finding is also found based on informal observations and discussions with Malaysian secondary school teachers and some School Improvement Specialist Coaches conducted by the researcher before this research is conducted. Case study is chosen as the methodology that informs the study involving 15 teacher participants and 50 student participants. The students are the Lower Secondary students from a selected school in Selangor. For the purpose of this research, Facebook Live and smartphones are used for enhancement classes, which are conducted only one hour per week. Using Facebook Live, the teacher participants conducted their teaching to their students who are at different locations (the students are not in the school compound and the teaching is not conducted during school hours). To take part in the teaching conducted by the teachers, the students whom mostly come from average to high social economic background use their own personal smartphones. The impact of the program is evaluated using interview, observation and qualitative data analysis. It aims to produce pedagogical guidelines for teachers to use the combination of technologies besides exploring the motivating factors and the obstacles of using the combination of technologies for teaching and learning.

Dr. Nurhasmiza Sazalli is an English language lecturer from Language Academy, Universiti Teknologi Malaysia, Kuala Lumpur. Her research areas include mobile assisted language learning, social media for teaching and learning and design based research. She has been researching on Facebook tools to enhance teaching and learning and her next projects will be on Instagram and other popular social media among learners.
Gamification of the English Language Classroom in Private Institutions

R.Nadarajan A/L Ramasamy

Gamification is the application of game elements to solve problems in business, health, and education. Students, especially young learners, often lack the motivation to attend classes without fail, stay engaged during lessons and complete and submit homework assignments without fail. This also leads to poor performance in formative and summative tests. This study applies a limited gamification framework in two classes enrolled in the Cambridge Young Learners English programs at the Starters and Movers levels in an institution in Bandar Mahlota Cheras. The main objective of this study is to enhance general motivation through the PBL component (Points, Badges, Leaderboard) in gamification, which is expected to lead to more consistent class attendance, better engagement in class by students and satisfactory submission of out of class assignments and better performance in various tests. All students were given points based on attendance, class participation and homework submission. Points tables were written on the board for every lesson displaying the student register, and the points accumulated by each student in previous lessons, as well those collected during current lesson. Criteria for badges were not applied. The Leaderboard indicated the top three point scorers up to the last lesson and whose names were listed separately on top of the points list. The desire to excel and not be left behind, which are intrinsic motivations, played out as anticipated. Parent feedback indicated that there was much less need to get their children to complete their home assignments as well as greater enthusiasm to attend classes. Students involved in the study achieved higher overall summative results compared to students enrolled in the same programs the year before where gamification principles had not been strategically applied. The findings of the study imply that even a limited application of gamification is successful. The implication is that gamification in the English language classroom will lead to reduced enrolment attrition in private institutions.

Nadarajan is a lecturer, corporate trainer and teacher with more than 20 years’ experience in the industry, with the last ten years in English language education. He has experience in teaching English at all levels, ranging from young learners, college students and professionals. He is a trained Cambridge Speaking examiner.
Decision-making in Instructional Planning and Classroom Teaching with Reference to Aspects of Teacher Language Use

Risna Saswati

This study sheds light on decisions that teachers make when planning their lesson plan and when teaching. The decisions made are related to the aspects of teacher language use: teacher talk, teacher question, teacher use of L1, teacher use of metalanguage, and teacher corrective feedback. This study attempts to answer three research questions. The first one is what decision teachers make in instructional planning and classroom teaching. The second one is how decision made is implemented in classroom teaching and the third is whether or not the students are helped by the implemented decision made in classroom teaching. This study applies qualitative research using pre-observation interview, classroom observation, and post-stimulated recall interview as the method of data collection. There are 5 respondents consisting of senior teachers from 4 universities in Jakarta. They teach speaking skills in first and third semester. The data collection is conducted in two cycles to find more evidences regarding decisions made by teachers in instructional planning and teaching related to the aspects of teacher language use and the influence of their implemented decision to students. The data are analyzed by transcribing the recording in pre-observation interview, classroom observation and stimulated recall interview, finding the decision teachers make in planning and classroom teaching with reference to aspects of teacher language use, and investigating the influence of teachers implemented decisions to students’ comprehension. This study applies the theories of aspects of teacher language use (Ellis, 2012), teacher thought and decision making in instructional planning and teaching by Clark (1983), Shavelson (1976, 1982), Calderhead (1996), Walsh (2011), Richards (2014). The initial findings and discussion for this study are teachers make decision when planning their lesson. Decision made in their talk are they give direction, explain the material, talk about today’s agenda, talk about the previous lesson, check students’ comprehension, give examples, talk about supplementary material. Those decisions are not all implemented in classroom teaching. There are changes in classroom teaching. Teachers read out the direction, explain the material which is not today’s lesson, give more examples, talk more about the supplementary material. What they do helps students to comprehend the lesson; however, the class objective is not achieved since teacher talk spends much time. Related to teacher question, teachers plan to have WH-questions; however, they use Y/N questions more to students. Teachers decide to use chunks to ask questions, paraphrase, and repeat their questions. It helps students to comprehend the lesson and give opportunities for low-proficient learners to engage in interaction. Teachers list down the words in L1 in planning and use more in classroom teaching. It happens in teacher use of metalanguage as well. However, three senior teachers do not want to use Indoesean when teaching. They prefer to use metalanguage in their teaching although they plan them. Teachers correct students’ mistakes by their routine corrective feedback strategies. When they teach, they use more strategies. It depends on the students. In conclusion, teachers make decisions when planning their lesson plan and teaching. What teachers plan are different from what they teach. The reasons are the tasks, time, students’ proficiency material, and teachers’ belief about the aspects of teacher language use. The implication of the result of the study is decision making is one teacher’s competencies. Therefore, teachers should improve this competency since they are in the teacher training. The material in teacher training should include decision making as one of the skills teachers should possess. In teacher training, teachers should be well-equipped with this skill.

Key words: decision making, instructional planning, classroom teaching, aspects of teacher language use.

Risna Saswati is a Lecturer at STBA LIA Jakarta Indonesia. She completed her master’s degree at Atma Jaya Catholic University Indonesia. At present, she is an ongoing student at Atma Jaya Catholic University Indonesia, working on her dissertation.
Preparing Students for the 4th Industrial Revolution through 21st Century Pedagogy: A Collaborative Action Research

Dr. Satirah Hj Ahmad

The rapid advances in technology are affecting our lives. The 4th Industrial Revolution witnesses change in the nature of business models and jobs. Studies have shown that primary school students today will be venturing into jobs that do not exist now upon completing their education. Hence, there is an urgent need for our education system to prepare these children for the future workforce. The role of the 21st century pedagogy is crucial to support this move. Nevertheless, studies have shown that our education system is still inadequate for these new needs. 21st century teaching and learning is still a myth in most Malaysian schools. Teachers are still employing traditional pedagogy that does not promote the skills needed for this revolution. To make it become a reality, teachers need to be supported, so that what happens in the actual world could be bridged to the classroom context. This study focused on a teacher educator’s efforts to enhance primary ESL teachers’ pedagogy in imparting 21st century skills such as communication, collaboration, problem-solving, critical thinking and creativity through reading instruction. Specifically, it focused on teachers’ instructional behaviour during classroom shared reading, a research based activity that has proven beneficial in promoting children’s literacy development. This study employed a collaborative action research method, which emphasized on the collaboration between an outsider and insiders in a natural setting. Data was collected qualitatively through interviews, team reflections, classroom observations, and reflective journals. Analysis of data was done via pattern identification through a process of data familiarisation, data coding, and theme development using the computer-aided qualitative data analysis software Atlas.ti. Teachers’ transformative change at the end of this study indicated that they have gained new insights regarding 21st century learning and teaching.

Dr. Satirah Hj Ahmad is currently a senior lecturer at IPGK Bahasa Antarabangsa Kuala Lumpur. She holds a TESL Degree from UKM and a PhD from UUM. She has vast experience in the teaching of various English Language courses at tertiary level. Her research interests include ELT methodology, teachers’ professional development and qualitative action research.
An extensive range of research has investigated task-based instruction in various areas. However, limited studies appear to address the effects of task-based instruction and writing apprehension on language performance. This paper reports on a quasi-experimental study in which the relationship between anxiety and writing performance using task-based instruction writing tasks was examined. Forty-eight undergraduate students were assigned into four groups, each of different complexity level which was manipulated on two variables; reasoning demand and task structure. Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) was applied to gauge learner anxiety towards the tasks. This study also investigated whether there is any significant difference of anxiety in different task complexity conditions. Correlational analysis revealed that significant relationship was found between anxiety and writing performances as measured by the syntactic and lexical complexity measures. Furthermore, significant difference of anxiety was found between the four groups. This study is essential in order to have an in-depth understanding of how and in what ways task-based instruction could influence learners writing apprehension. The empirical evidence provided by this study could assist language instructors to make appropriate modifications so that the application of task-based instruction in English language education could be enhanced. This study is an effort to empower the implementation of task-based instruction in language classrooms and develop task-based teaching modules particularly at tertiary education level. Key words: decision making, instructional planning, classroom teaching, aspects of teacher language use.
One of the biggest challenges faced by Malaysian graduates is being employed due to the imbalance in the supply and demand of graduates. The main problem for the government is the lack of graduates with the required knowledge and necessary skills to compete in the globalised economy. This includes graduates who possess poor command of English, lack problem-solving skills and struggle to demonstrate comprehensive understandings of skills and knowledge gained (Abdullah, 2015). Hence, this study investigated the students’ perceptions of Classroom Assessment Practices (CAPs) in Malaysian Higher Education Institutions (MHEIs). The objectives of this study were to explore and investigate the students’ perceptions of CAPs and to find out if there is any relationship among the six scales of CAPs, namely, Congruence with Planned Learning (CPL), Authenticity, Students’ Consultation (SCON), Transparency, Students’ Capabilities (SCAPs) and Students’ Soft Skills (SSS). The participants involved in this study were first semester of diploma students in MHEIs. The study employed quantitative research method where a questionnaire survey was used and distributed to the participants for data collection. The questionnaire ‘The Student Perceptions of Assessment Questionnaire (SPAQ)’ used was adapted from Fisher, Waldrip, & Dorman (2005). The data were then computed and analysed by using Statistical Package for Social Sciences (SPSS) software. The findings of the study suggested that students in MHEIs agreed the CAPs implemented were congruent with planned learning, authentic and transparent. They probably agreed that CAPs was a mean to consult the lecturers and classmates. The findings also suggested that the students agreed that the CAPs conducted appropriately matched with their level and capability, and have helped them to develop and improve their soft skills. Besides, it was suggested that there was a significant positive correlation among the six scales of CAPs. It is hoped that this study could inform stakeholders, including lecturers and educational administrators, on how students perceived current CAPs with regards of English Language subject. This would guide the responsible parties to identify any strengths and weaknesses with regards to the CAPs used in the students’ learning. This kind of information would help them to develop or improve the current assessment practices to better equip the students with appropriate skills and knowledge particularly to be utilised in their future workplace.

**Key words:** Malaysia, Higher Education, Classroom Assessment Practices, Malaysian students
The Effect of Multimedia Glosses on ESL Students’ Vocabulary Learning

Wan Zulkifli Wan Kassim

One important component in second language acquisition is vocabulary. Researchers have debated as to whether vocabulary can be effectively acquired through reading. Studies have shown that vocabulary learning can be enhanced if the texts contained glosses. Glosses are definitions or synonyms in L1 or L2, supplied for unfamiliar words in the texts to facilitate comprehension. With the advent of multimedia computing that enables the use of text, sound, and images, it is possible to experiment with new methods of glossing. One such method is by incorporating animated images in the multimedia glosses to show the meaning of unknown words. It has been shown that animated images have positive effects on learning in general. This study thus investigated the effect of two types of multimedia glosses on ESL students’ vocabulary learning. Two groups of low-intermediate adult ESL learners took the target word pre-test two weeks before the experiment. During the experiment, both groups read the same electronic text but the target words were glossed differently, with the Malay translations and static images for one group, and the Malay translations and animated images for the other. Immediately after the experiment, both groups retook the same test. One week later, the groups took the delayed vocabulary post-test. Two mixed-factorial 2x2 ANOVAs were run, one using the scores of the immediate post-test, the other using the scores of the delayed post-test, to determine if the scores of both groups were statistically significant. The results showed that the group with access to animated images retained more target words. Incorporation of animated images in the teaching of vocabulary is therefore recommended.

Wan Zulkifli Wan Kassim is an English lecturer at Universiti Malaysia Terengganu. He has been conducting various English courses such as English for Special Purposes, Public Speaking, and Academic Writing Skills for the past 10 years. His research interest is in Applied Linguistics, particularly Computer Assisted Language Learning (CALL).
Teacher Leadership and School Effectiveness in Selected Secondary Schools in Ipoh (On-Going Research)

A.Avene A/P Atputharaj

This is an on-going research which aims to study the impact of teacher leadership on the school effectiveness in selected secondary schools in Ipoh. Approximately 100 teachers from five secondary schools in Ipoh will be chosen as respondents for this study. A quantitative survey method using questionnaire will be used to obtain data. In current era, a principal is no longer regarded as the only leader who makes decisions for continuous improvements in the academic achievement of students (Greenwood, 2011). Principals require teachers to improve teaching and learning and lead their classrooms efficiently (Katzenmeyer & Moller, 2009). Teachers today are in a challenging and constantly changing professional community. In order to ensure the success of the students, teachers should be prepared to learn continuously and develop the ability to prepare for greater leadership responsibilities (Ash & Persall, 2000). Therefore, the effort to improve a school requires leadership skills not only among principals, but also leadership among school teachers themselves. With multiples researches in Malaysia focusing on the importance of leadership of school principals, more prominence should be given to encourage teachers to take own initiative to lead their students in their respective classrooms. Teachers must be the leaders who detect the barricades that inhibit their students from excelling in education (Helterbran, 2010). Seven dimensions of teacher leadership will be analysed throughout this study based on Teacher Leadership Self-Assessment by Marilyn and Bill Katzenmeyer (2004). The seven dimensions are self-awareness, leading change, communication, diversity, instructional proficiency and leadership, continuous improvement and self-organization. Findings from this study will help teachers, principals and education ministry to maintain high level of teacher leadership which in turn will directly promote higher level of school effectiveness.

A.Avene Atputharaj has been involved in English language teaching since 2011. She is currently employed as a lecturer in the Faculty of Arts and Social Sciences, primarily working at the Department of Language and Linguistics, Universiti Tunku Abdul Rahman (Perak Campus). Currently, she is pursuing PhD at University of Malaya. Her areas of research interest include educational leadership, educational management, teacher leadership and also the choice for government schools, private schools, and international schools in Malaysia.
Malaysian Students Perception on “Multiculturalism”

Afsoon Fanaiyan

This research is about Malaysian students’ perception about multiculturalism. The hypothesis is that Malaysian students who grew up in this diverse culture have high multicultural competencies even though they have not received any structured multicultural training. The scope of the study is narrowed down to assess students’ perception about school counselor’s multicultural competencies. Even though the conceptual framework for this study is adapted from a western theory with Eurocentric perspective, the data pool is mainly gathered from Malaysian students, and the methodology designed in a way to protect the indigenous data. The data pool indicates Malaysian students are well aware of various aspects of multiculturalism. Yet the interview shows they do not believe in the fact that they, as Malaysian students, has a rich multicultural community and has something unique and worthy to share. The findings of this research will help in areas such as teacher training and school counselor trainings. Providing them with a new scope of what is the expectation of their end customers in sense of multicultural competencies.

Afsoon Fanaiyan is currently a PhD student at the University of Nottingham Malaysia Campus and a Physics teacher in Sri Emas International School. She did her degree and Masters in educational psychology at Bahá’í Institute for Higher Education. As a Bahá’í she believes in the oneness of mankind, and centers her research in education around the concept of “unity in diversity”.
Developing a Taxonomic Framework for Creativity: A Design for Higher Education

Chai Xun Yu

In researching the role of higher education in developing creativity in graduates, I have found a wide range of issues of concern particularly expressed by employers. The bottom line is the mismatch between graduate and market demands. This has seen an emphasis on the development of skills supporting the creation of knowledge and innovation. Creativity in education has now become an international concern that has led to a greater emphasis of promoting and rewarding the creativity of teachers and learners. A gap in the effort to promote criticality and creativity is the lack or absence of a systematic framework that may be used to support the incorporation of creativity in teaching and learning similar to the role played by the Bloom's taxonomy with reference to learning. My research explores the possibility of developing such a taxonomic framework for creativity that may be used for teaching and learning and assessment. It uses a multiphase mixed-methods design in the development of the taxonomic framework to provide sound and reliable evidence that supports the validity of the framework.
The Production of English Lexical Stress among Malaysian TESL Teacher Trainees

Ernie Binti Adnan

This presentation examines the production of English lexical stress among Malaysian TESL teacher trainees. This study is part of a larger research on the production and perception of English lexical stress by the teacher trainees. The first part of the presentation looks at the extent to which the trainees are aware of the concept of lexical stress based on a short quiz, The Lexical Stress Awareness Test (LSAT), taken by 103 participants from five Teacher Training Campuses. The second part of the presentation examines the production of lexical stress by these trainees. This was done by recording the trainees reading sentences containing target words. The findings of this study will be interpreted and discussed within an English as an International Language (EIL) Framework. Preliminary results of the LSAT revealed that most of the trainees have an intermediate level of awareness about English lexical stress. Most of them faced difficulties describing the characteristics of a stressed syllable and marking stressed syllables. In addition, in the production task, acoustic analysis of the recorded speech indicated that the trainees did not have a systematic pattern of stressing syllables. The lack of awareness about English lexical stress and the unsystematic production of stress are likely to affect how these trainees will teach English pronunciation, especially stress when they become English teachers. This matter might cause some difficulties to the teachers to deal with language related issues, particularly on pronunciation when they teach their students in the future.

Ernie Binti Adnan is a lecturer at the Institute of Teacher Education in Perlis and is currently pursuing her studies in a PhD program at the Faculty of Languages and Linguistics, University of Malaya. She has many years of experience being an English teacher in secondary schools since 1999, as well as training the English language teachers at the Institute of Teacher Education from 2010 to present. Her research area is on World English looking at the Phonological aspects of Malaysian English which focuses stress in words.
Forms and functions of Prepositional Colligations as Discourse Markers in Legal Phraseology: A Corpus-based Approach

Ibrahim Bashir, Kamariah Yunus, Abubakar Idris Usman, Tamer Mohammed Al-Jarrah, Bashir Ibrahim

In legal phraseology words are used more as concepts rather than terms. Legal writing is a discourse marked with the distinctive language features and styles which are deliberately made verbose, cumbersome, obscured and arcane. It is peculiarly full of multi-word units especially binomials and colligations with prepositions whose meanings and functions remain in the interest of modern linguists. Research in legal phraseology is claimed to be 'underexplored'. Very few studies discuss on colligation of preposition as discourse markers, whereas in Nigeria there were no available study concerning the use of prepositions in legal phraseology and or using corpora as tool in legal language texts analysis. Residing upon the three theories of semiotics: Firthian ‘Contextual Theory of Meaning’ and Hallidayan ‘Systemic Functional Grammar modal’ in supplement with Hoey’s ‘Lexical priming’, a new theory of words and language, the present study adopted a corpus-based approach to investigate the uses of prepositional colligation as discourse markers in the Nigerian legal texts. It aimed to answer the following questions. How does the use of cohesive prepositional markers influence communication in the legal genre to capture/attain variability of precision, persuasion, balance, representativeness and comparability in the Nigerian legal discourse? To what extent does the discourse markers used in the Nigerian legal texts have an impact on the language of the court? Data in this study are collected from the two corpora: one generated from the legal written text based on court proceedings, and legal reports in Nigeria (target words, 120,000); whereas the second corpora are generated from the reference corpus BNC Law (2.2 million words). Two concordancer tools were utilised to analyse the data in this study, ‘Antconc version 4’ and ‘Lextutor version 7’. The results revealed that there are different forms of prepositional colligations apparently used in legal text function as discourse markers such as: ‘due to, because of, as a result, in contrast, in particular, in comparison...’ functioned as causal relation, marked textual and interpersonal relations. This study is significant in the area of English for specific purposes.

Ibrahim Bashir is a PhD candidate at the Centre of English Language Studies, Faculty of Languages and Communication Universiti Sultan Zainal Abidin, Terengganu, Malaysia. He obtained Master’s degree in TESL from the same university. He is now specialising in corpus Linguistics study.
Integrating Cloud-based Technology

Khalipah Mastura Binti Khalid

Incorporating social media in education and in language teaching has become a growing interest among educators. Google Drive application and blog appear to be among the effective tools in enhancing writing and speaking skills, as their interactive platforms enable learners to exchange comments and offer feedback to each other; thus allowing learners to reflect on their own work and the learning process. This study proposes a research agenda for the effectiveness of collaboration through peer feedback in order to enhance the writing and speaking skills of students in online settings. This is to answer the research questions: What impact does the use of Google Drive have on written and spoken language development in ESL contexts and what are the students’ perceptions on whether collaboration through peer feedback helps improve personal writing and speaking skills in ESL? Twenty-four students in their first semester of a one year course at Kedah Technical Matriculation College took part in this innovative approach which integrates multimodal functionality of the blended learning combined with face to face interaction and discussions. Qualitative case study method was employed using semi-structured interview, online discussions and observation. Overall, students have a positive attitude towards using Google Drive for editing and for the provision and receipt of feedback. They received various types of feedback from both the lecturer and peers, but most were direct in character and in the areas of mechanics and grammar errors. The interactive use of Google Drive and blog in the ESL classroom has a positive impact on students’ writing and speaking skills. The findings suggest that cloud-based technology could be integrated into ESL classrooms to support students’ writing and editing, and to engage students in collaborative writing and improve interactions between writers and readers. Working via Google Drive and blog also provided students the opportunity to engage themselves with 21st century literacy practices and a space in the classroom to trial changes to a conventional pedagogy, curriculum and assessment practices. As a conclusion, the discussion of the result highlights the importance of social media in promoting language learning within a collaborative environment that is essentially learner-centered and teacher facilitated.

Keywords: Google Drive, Cloud-based technology, Collaborative learning, Blog, Blended learning

Khalipah Mastura Khalid is an English lecturer at Kedah Technical Matriculation College in Kedah. She has obtained her Bachelor of Education in TESL from Universiti Putra Malaysia and her Master’s degree in TESOL from Universiti Sains Malaysia. She is currently pursuing her doctoral study at Universiti Sains Malaysia in TESOL. Her research work is related to upgrading writing skills and the ability among students of Matriculation colleges in Malaysia.
English for Specific Purposes: Teaching Medical English through Medical Dramas

Mi Jeong Kim

As English has risen as the major international language of science and medicine, more health professionals are pursuing jobs and ESL immigrants and international students are majoring in nursing in inner circle countries such as Australia, Canada, the United Kingdom, and the United States. Moreover, thanks to the low-cost treatment, affordable travel and readily available information over the internet, large numbers of people in developed nations now travel to less developed countries to receive healthcare services (medical tourism). The purpose of this study is to develop English materials for health professionals and students using medical dramas and to explore the effectiveness of them. Videos are very effective means for learning and teaching English because they are authentic materials rich with cultural contexts and increase students’ interest and motivation. Even though using videos as language materials have advantages, it does not assure the language learning of learners without incorporating it into a language education program. Therefore, the materials in this study focus on linguistic content of language tasks and skills in the clinical context in seven categories: pronunciation, vocabulary, grammar, discourse, pragmatic, strategic, and sociolinguistic competence (Bosher, 2013). A survey was administered to 41 nursing students in Korea to find out their attitudes and preference towards learning medical English through medical dramas. After a series of lessons, students will be tested to find out the effectiveness of them; the students in the experimental group are expected to perform better on the post-test. Since videos do not automatically guarantee students’ language learning, it is important to choose the right videos and the right segments to develop the class materials systematically and feasibly so that students can fully benefit from them.

Mi Jeong Kim is a doctoral student of TESOL at Hankuk University of Foreign Studies in Korea. She’s been teaching English to all age groups for more than ten years. Her research interests include ESP, media English, literacy, SLA, materials development and curriculum design.
Co-Reflection in an Online Space: Insights into Reflective Thinking, Collaboration and Interaction

Shubashini Suppiah

While the theoretical view of reflection and reflective practice in teacher education programmes point towards its crucial role in the development of a teacher in training nonetheless the practice of it has long been the subject of various criticisms (Akbari, 2007; El-Dib, 2011; Farrell, 1999, 2001, 2004). Studies have now moved to exploring reflection communally in which it is argued that online mediums are able to facilitate collaboration and interaction, the key elements in supporting critical reflection in pre service teacher education (Deng & Yuen, 2009; Garza & Smith, 2015, Jones & Ryan, 2014; Killeavy & Moloney, 2010; Mann & Walsh, 2013, Wang & Quek, 2015). Ambiguity of the concept of reflection, reflection pieces written in isolation and inadequate feedback are some of the common practices of the reflection process in teacher education programmes in institutes of teacher education (ITE) in Malaysia. In view of this, the present study is an attempt at exploring a collaborative approach to the reflection process utilizing an online medium with a group of 14 pre service ESL teachers and their teacher educator mentors. Using an exploratory case study design, the study was carried out in an institute of teacher education (ITE) in Malaysia within the context of a 12-week compulsory teaching practice phase. The three main aims of the study are to investigate (i) the nature of the reflective posts, (ii) the nature and types of collaboration and interaction that occurred online and (iii) the contribution and perception of the pre service teachers and the teacher educator mentors of an approach of this nature in facilitating reflective practice. Data gathered from the online reflection posts and threaded discussions as well as interview sessions with the pre service teachers and the teacher educators indicated that while there were forms of collaboration and interaction that took place, certain constraints in regards to the quality and depth of the online reflections and threaded discussions surfaced. Closer examination of the contribution of the teacher educator mentors and pre service teachers also highlighted deeply embedded personal and socio-cultural concerns which must be addressed if the concept of co-reflection is to be successfully implemented in pre service teacher education programmes.

Shubashini Suppiah is a teacher educator attached to the institute of teacher education (ITE) Kent in Sabah. She is currently in the third year of the doctoral programme at Universiti Malaysia Sabah (UMS). Her areas of research interests are language teachers’ continuous professional development and teacher education.
Explicit Phonetic Instruction in Reducing Second Language Speaking Anxiety & Improving Pronunciation among Malaysian Undergraduates (The Pilot)

Surinder Kaur

The study is an intervention program specifically designed with the aim of reducing second language speaking anxiety levels of a group of Malaysian Undergraduates as well as to produce an evaluation and assessment on the variations that exist in the phonological aspects of their speech. In addition, the study will also provide a sound review on the effects of second language anxiety levels on students’ overall speaking performance and establish if there is a link between pronunciation instructions received in influencing one’s intelligibility in speech. This research aims to answer these questions below: (a) What are the second language speaking anxiety levels of a group of Malaysian Undergraduates in an ESL communication classroom pre & post intervention? (b) Does the Intervention of Explicit Phonetic Instruction (EPI) lead to measurable improvement in English language speaking anxiety levels of Malaysian Undergraduates? (c) What are the common Phonological Variations that exist among the different speakers of English in Malaysia? (d) What is the co-relation between Second Language Anxiety levels and the overall English Language speaking performance of Malaysian Undergraduates pre and post phonetic instructions? The study is divided into three parts which involves a pre-intervention, intervention and a post-interventional strategy that will be carried out over the course of 14 weeks, equivalent to a semester within the university using a Computer Assisted Pronunciation Training Software; Sky Pronunciation Suite providing explicit pronunciation instructions to n=150 undergraduates. A standardised set of diagnostic pronunciation assessment; Perceptions of Spoken English Test (POSE) which is an online pronunciation test was administered as a pre and post-tests to these learners in order to investigate their levels of pronunciation prior and post intervention. Similarly, a specifically designed Second Language Speaking Anxiety Scale instrument in the form of an adapted questionnaire will also be administered among the research participants in order to explore their Speaking Anxiety levels prior and post intervention. Additionally, an analysis of learners’ recorded speeches will also be done using a speech recognition software. The findings from the pilot (first phase of the study) revealed significant improvement in terms of reducing Second Language Speaking Anxiety among the undergraduates. The students, however, did not show much improvement in terms of their overall pronunciation scores as only 11 out of the 30 students; part of the pilot showed improvement in both their speech and test scores.

Biodata

Surinder Kaur is currently completing her Ph.D at the University of Nottingham Malaysia Campus. The student is also a lecturer attached with The Malaysian National Defence University (UPNM) and is in the second year of her studies. Her interests in research includes areas related to Phonetics, Second Language Speaking Anxiety, Tertiary Level English Language Education & Assessment as well as English Language Speaking Issues among Second Language Learning.
The Effectiveness of Using Metacognitive Strategies in Teaching Writing Composition to Jordanian EFL High School Learners

Tamer Mohammed Al-Jarrah, Noraien Mansor, Ibrahim Bashir, Bashir Ibrahim

Learning to write is crucial for learners of foreign language. It has been the ultimate process through which the students’ performances in virtually all levels of education are assessed. Various communications in academic life are channelled via writing as a medium of communication. Teaching students using metacognitive strategies is one of the contributing methods developed to help students overcome writing problem. This study aimed at investigating the effectiveness of metacognitive strategies in enhancing the writing performance of EFL learners among final year high school students. Moreover, the study set to achieve five specific objectives (only the findings based on question 1 are reported in this article, i.e. phase (1): What are the effects of metacognitive strategies based on CALLA Model on EFL students’ performance in writing tasks? The participants of this study comprised 44 (22 +M group, 22–M group) EFL learners of high school purposively selected from Al-Mazar school Jordan. All the participants were expected to take their final year English exam (A.K.A. Tawjihi English Exam). The participants are later divided into two equal groups (experimental group (+M) and control group (–M). In this study a mixed-methods approach was employed to collect data at three phases: phase 1 quantitative data (quasi-experiment) and phase 2 quantitative data (questionnaire) phase three qualitative data (interview). In the data analysis phases descriptive statistics and nonparametric statistics are employed—the Mann-Whitney U test and Wilcoxon Signed-Rank test- as well as correlation were used to analyse the quantitative data. Thematic analysis was used to analyse the qualitative data. The results revealed that that there was no significant difference in the overall score of the pre-test between +M and –M groups (U = 154,500, z = -2.185, p = .001, r = -0.333); there was a significant difference in the overall scores of the immediate post-test between +M and –M groups (U = 70,500, z = -4.121, p = 0.000, r = -0.6285).... Finally, the study concluded that metacognitive instruction had a great impact on the writing performance of EFL learners at Jordanian secondary schools. This study has pedagogical significance in the field of EFL studies.
Investigating the Effects of Text Components towards Average Readers in Reading Comprehension Tasks Using Eye-Tracking: A Conceptual Discussion

Warid Mihat

The alignment of Malaysian English language curriculum to Common European Framework of References for English (CEFR) has brought about changes to the teaching of reading in Malaysian primary classrooms. Alongside with the Dual Language Policy (DLP), this alignment requires primary school pupils to comprehend narrative, exploratory and functional texts (MOE, 2017; Cambridge, 2017). This is indeed a great move, where exploratory and functional texts were previously distinctive features in secondary school assessments, as it provides opportunity for primary pupils to involve with various types of texts features (Dumitrescu, Moldovan & Nuțu 2015). Studies however have shown that, introducing many types of texts to pupils, especially to poor and average readers, could lead to a double-edge sword effect; instead of improving, the action can demotivate them from engaging in reading (Risko, & Walker-Dalhouse 2011). Previous empirical research (see Whitin 2009) also highlights that children found reading challenging because of the dynamic of text features (such as title, headings, topic sentences, key, distractors, cohesive devices, just to name few). Therefore, a sound intervention to accommodate poor and average readers in dealing with texts features is needed. However, how much do we know about average readers and the way they go about their reading? After all, poor and average readers make up the largest group, with more than 70% of Year 6 pupils, based on the 2016 UPSR Reading Comprehension test (MOE 2016). Schroeder, Hyöna and Liversedge (2015) and Rayner (2012) also assert that many reading research has been done with so many interventions suggested, yet little has attempted to account for children and their internal attention at comprehension level and this seems to be true to Malaysian context (Soh, 2016). This study is then formulated to re-investigate how average readers deal with text components in reading comprehension tasks from the perspectives of cognitive psychology. Using eye tracking to collect data and lab interview based on the ‘heatmap’, this concurrent transformative mixed methods approach in quasi-experimental design seeks to investigate 120 Year 6 pupils’ oculomotor movements and their comprehension score, to better understand their characteristics and extend the discussions on their needs before a set of intervention can be suggested.

Warid Mihat is a primary school teacher in Kelantan and a part-time PhD candidate in ‘Eye-Tracking for English Studies’ at Sustainability of Language Sciences Research Centre (SOLS) at National University of Malaysia. He has his eyes on children literacy and reading proficiency, and has been actively investigating the issues using TobiiX300, an eye-tracking apparatus, for his thesis. He is also an active member in TEDBET, an SIG under MELTA, where he oversees the BeEP Webinar and a dedicated language instructor at Cambridge English for Life (CEFL), where he teaches upper main suite courses such as FCE and CAE.
The Impact of Digital Storytelling in the Teaching of Children's Literature

Yee Bee Choo, Tina Abdullah, Abdullah Mohd Nawi

It is a common practice that teachers tell stories in the classroom when teaching children's literature. They are enthusiastic in their teaching profession but students nowadays are diverse in their learning styles and they are technology savvy. Therefore, this study investigates the impact of using digital storytelling as a technology tool in the classroom to enhance the teaching of children's literature. The case study was carried out among the twenty pre-service teachers who carried out a micro-teaching session in teaching children's stories. The instruments used were video recording, peer observation checklist and reflective journals. The findings indicated that the pre-service teachers were able to identify their strengths and weaknesses in digital storytelling and they were aware of the crafts of storytelling. They also sought ways to improve their weaknesses through their reflective journal writing. The implications are for the instructors to provide coaching and support to the pre-service teachers to improve their crafts of storytelling in the teaching of children's literature.

Yee Bee Choo is an English lecturer at the Institute of Teacher Education Tun Hussein Onn Campus, Batu Pahat, Johor, Malaysia. She started her teaching career since 1993 and she has teaching experiences at primary school, secondary school and now, she is at teacher's training college. She completed her Master's degree at Universiti Teknologi Malaysia and she is currently pursuing her doctorate studies. Her research interests are digital storytelling, literature, teacher education, action research, and English grammar.

Tina Abdullah is a Senior Lecturer in Language Academy, Universiti Teknologi Malaysia, 81310 Skudai, Johor Bahru, Malaysia. She has 24 years of experience in teaching language and communication courses at university level for undergraduates and postgraduates and conducted many teacher training courses. Her areas of specialisation are Meaning Making and Generative Thinking in Literature. Her research interests are in the Teaching of Literature, Teacher Training and English for Specific Purposes. She is one of the authors of the following reference books, Academic Report Writing: From Research to Presentation (2007) and English Communication for Learners in Engineering (2004).

Abdullah Mohd Nawi is a Senior Lecturer and teacher trainer at the Language Academy, Universiti Teknologi Malaysia, 81310 Skudai, Johor Bahru, Malaysia. He is a member of the Research Lab for Creativity and Change, University of Canterbury, New Zealand. He holds a PhD from the University of Canterbury, New Zealand, and is working towards contributing to the emerging field of applied drama in English language learning. He is currently developing ‘staging the textbook’, a teaching methodology that integrates applied drama into ESL textbooks. His various interests are developing initial teacher education, reflective practice, second language acquisition, English language teaching, and drama in education.
School-based assessment in Malaysia has been given prominence alongside the teaching of reading via phonics at the primary level since the implementation of the Standards-Based English Language Curriculum for Primary Schools (SBELCuPS or KSSR English) in 2011. However, there is a lack of valid, research-based and field-tested assessment tools consisting of a range of assessment tasks that test a variety of phonics skills, and this points to a need to develop standardised phonics assessment tools for teachers. This study reports on the achievement assessment for and of learning of phonics conducted on 99 Year Two pupils from 36 national primary schools in the state of Penang using a self-developed tool named Phonics Instruction Achievement Test (PIAT). The views of 12 primary English language teachers involved in the administration of the PIAT, gathered through individual interviews, are also reported. The study sought to find out (a) whether there were significant differences in the pupils’ achievement in seven aspects of phonics knowledge and skills covering the 13 phonemes and 15 graphemes taught in Semester One as measured by their performance in the pre-test and post-test administered using the PIAT, and (b) the teachers’ views of the PIAT. Inferential statistics using the Wilcoxon Signed Ranked Test revealed that the pupils’ achievement in learning phonics as measured by the PIAT was statistically significant. Pupil achievement was evident particularly for sound recognition, sound segmentation and word decoding skills. Thematic analysis of the qualitative data revealed teachers’ favourable receptiveness to the PIAT. Most agreed to its usefulness, aptness and functionality. Teachers were generally satisfied that the PIAT catered to pupils of all proficiency levels. The study findings have several implications. The use of standardised phonics assessment tools such as the PIAT will help ease the task in assessing pupil achievement for diagnostic purposes. Teachers need professional upskilling courses on the interpretation of test results and construction of phonics assessment tools.

**Biodata**

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Tan Kok Eng Ph.D, is an Associate Professor at the School of Educational Studies, Universiti Sains Malaysia and currently the Head of the TESOL Cluster of the school. Her areas of interest include ELT, ESL writing, TESOL and educational research. Her work has been published in both local and international journals.
English Teaching and Learning for Specific Purpose Via Mobile Technology

Zhang Jie

English education in China requires inter-disciplinary English teaching which requires academic teaching with a good command of English in order to provide the graduates with an appropriate level of English language competency for their future career. Mobile learning, due to its convenience and a variety of learning applications, can motivate collaborative learning within the context of a business environment, thus serving an ongoing reformation for learning English for specific purposes. This conceptual paper highlights the practicality of mobile learning application for the teaching of Business English as English for Specific Purposes (ESP). It reviews the ESP teaching development through the use of mobile technology application in China. This paper proposes a conceptual framework by analyzing the factors that affect the use of mobile assisted language learning with ESP teaching; and investigate the effectiveness of mobile learning mode to help students study English by the use of mobile applications. Mixed method approach will be used for data collection and analysis. In the first phase, Delphi technique will be used to get in-depth information about the factors that may assist in increasing student learning via Mobile application. In addition, self-administered questionnaire will be distributed among a sample of 80 students from control and experimental groups. Structural Equation Modeling (PLS-SEM) will be used for the analysis of measurement and structural model. The proposed conceptual model will add to the body of knowledge theoretically and empirically.

Zhang Jie graduated from Ningxia University and majored in English. He is currently pursuing his doctoral degree at UTM language academy. In 2001, he worked as an English teacher at Beifang University.
The Usage of Spatial Prepositions in the Headlines of Major Nigerian Newspapers

Bashir Ibrahim, Ibrahim Bashir, Yunus Kamariah

The semantic meaning varies and some headlines are messy for effective meaning, they appear so dependent in the infinite range of context. This study describes the usage of the communicative functions of spatial prepositions ‘in’, ‘on’ and ‘at’ in the headlines of four major Nigerian newspapers. The Hallidayan systemic functional grammar approach was used to describe the communicative functions played by the three spatial prepositions. Out of the 21 newspaper headlines analysed, the findings revealed that Vanguard, a major Nigerian newspaper, has the highest percentage of the usage of target prepositions (26.86%), seconded by Punch (24.92%), followed by The Sun (24.27%), and lastly the lowest percentage, The Nation (23.95%). Moreover, it was revealed from the study that newspaper writers have neglected the usage of preposition ‘at’ but replaced it with preposition ‘in’ to indicate position, regardless of the location, either specific or broad. Moreover, newspaper practitioners were also found to adopt the forward position of preposition to express uncertainty. This study has implications for understanding the multifaceted ways of using spatial prepositions by newspapers writers to achieve their purpose. The semantic meaning varies and some headlines are messy for effective meaning, they appear so dependent in the infinite range of context. This study describes the usage of the communicative functions of spatial prepositions ‘in’, ‘on’ and ‘at’ in the headlines of four major Nigerian newspapers. The Hallidayan systemic functional grammar approach was used to describe the communicative functions played by the three spatial prepositions. Out of the 21 newspaper headlines analysed, the findings revealed that Vanguard, a major Nigerian newspaper, has the highest percentage of the usage of target prepositions (26.86%), seconded by Punch (24.92%), followed by The Sun (24.27%), and lastly the lowest percentage, The Nation (23.95%). Moreover, it was revealed from the study that newspaper writers have neglected the usage of preposition ‘at’ but replaced it with preposition ‘in’ to indicate position, regardless of the location, either specific or broad. Moreover, newspaper practitioners were also found to adopt the forward position of preposition to express uncertainty. This study has implications for understanding the multifaceted ways of using spatial prepositions by newspapers writers to achieve their purpose.

Biodata

Bashir Ibrahim was born on 10 May 1982 at Katsina state of Nigeria. Currently, he is undergoing his Master’s degree at the Department of English Language Faculty of Languages and Communication in Universiti Sultan Zainal Abidin, Terengganu Malaysia. He obtained his B.A English language at Al-Qalam University Katsina of Nigeria and also specialised in spatial usage in string positions.
A Case Study of Vocabulary Teaching Strategies in a Malaysian Montessori Preschool

Cheong Ngee Fui

This research aims to contribute to existing literature by investigating a Malaysian Montessori preschool's teacher's vocabulary teaching strategies for 6 year old learners. Factors that influence preschool teachers' vocabulary teaching are also discussed. Using the case study model, the preschool's principal and English teacher's views were obtained. Data was collected through interviews and classroom observations. Using Graves' (2006) four essential components of vocabulary instruction as the theoretical framework, findings indicated the application of a combination of implicit and explicit vocabulary instruction. The Montessori Method also influences the teacher's teaching strategies. It was clear that oral language development has greater importance than written language for young learners. Teachers stressed the need to develop learners' communication skills, since this is the main reason of language learning. Factors that influence teachers' vocabulary teaching are wide-ranging from teacher training to parents' expectations. This research has significance because young learners have different developmental needs than older learners. They require a balance of cognitive and emotional development which could not be achieved with a teacher-centred approach. The impact of ECE is long-term. It is critical that young learners are equipped with the necessary skills for future learning. Further research is needed to yield greater clarity on the topic.

BIODATA

Cheong Ngee Fui graduated from the University of Nottingham with M.A in TESOL, Malaysia in July 2017. She is a music teacher and a music therapist who works with special needs children. Her main interests are vocabulary acquisition, music in language learning and continuous professional development.
In the Malaysian working environment, employers seek fresh graduates who are able to communicate effectively in English in order to contribute to the business sector, particularly in local and international companies where English is the medium of communication. These employers select fresh graduates based on their ability to elaborate on their abilities, skills, and knowledge during the job interview process. Given that English is widely used in the business field, this study looks into the English language needs and problems faced by business students at a private university in Shah Alam, Malaysia. The main aims of this study are to identify (a) the English Language problems of the business students, (b) the English Language needs and (c) the language skills required in a proposed English Language syllabus for the business students. As this is a qualitative study, multiple sources of data were collected via semi-structured interviews with one Academic head, three Business lecturers and three Industrial supervisors. Questionnaires were administered to eighty business students. Findings revealed that business students faced major problems in (a) speaking-poor grammar, incorrect pronunciation, and giving presentation, (b) writing-writing various business documents, (c) listening-understanding clients' and superior's pronunciations, and (d) reading-understanding business terminologies and general vocabulary. In addition to the students' needs to overcome their learning problems, all of them were interested in enrolling in a Business English course. Interviewed respondents also highlighted components that should be included in the course (a) speaking-effective communication at the workplace, (b) writing-techniques of writing business documents, techniques of writing negative messages and editing business documents, (c) listening-watching YouTube videos to understand different accents and pronunciations, and (d) reading-skimming and scanning business documents, interpreting non-linear texts. Findings led to the development of a three-hour, 14 week Business English course. Implications from the finding point to the need in analysing students' needs and wants before developing the Business English syllabus. This would ensure the relevance of Business English program to the needs of students and the industry.
Portraits of Cinderellas: A Hermeneutic Phenomenological Exploration of Identity, Agency, and English Language Learning of Foreign Domestic Workers in Malaysia

Darshini Nadarajan

This hermeneutic phenomenology study attempts to explore the identities that hinder or facilitate English language learning by nine FDWs in contexts where English is spoken in Malaysia by employing the Theory of Self and Identity (Holland, Lachicotte, Skinner, and Cain, 1998) and the Theory of Language and Social Identity (Norton Pierce, 1995) as theoretical lenses to guide the inquiry. Visual methodologies, such as Photovoice, photo narratives and photo elicited interviews were used to unearth the lived experiences of these FDWs whose language learning experiences are inadequately understood. The photographs and narratives were analysed inductively by applying the Hermeneutic Circle revealing three phenomenological structured experiences; (1) understanding the ‘figured worlds’, (2) power and positionality, and (3) access to imagined communities. The findings reveal that their multifaceted identities of being a mother, a woman, a migrant, a non-native speaker as well as speakers who “understand the rules of the game” collectively contribute to the ways in which they exercise agency and (re)construct their identities. This study contributes to today’s practices in an adult ESL classroom through three ways; first, findings suggest that learners are focused on their present struggles and place more premium on their needs based on their socialization experiences within the larger community. As such, educators ought to find tangible ways to connect their lessons with learners’ current needs. Second, there is a grave need to move away from native speaker standards of English and expose students to a broader range of accents in instructional materials. Ergo, fluency and clarity in communicative settings have a greater reach than simply focusing on having students attain a near-native proficiency in a prestige variety. Third, challenging situations can be resolved through mushfaking identities where learners adopt new personas to deal with their language learning issue. Ultimately, these tentative findings suggest that understanding these new ‘selves’ is imperative for the success in learning and using English.

Darshini Nadarajan is a graduate from the University of Nottingham where she obtained her M.A. in TESOL and her M.Ed in Educational Leadership and Management from the National Chung Cheng University Taiwan. She is interested in the politics of language and identity within the intersection of gender, race, and ableism.
Young people nowadays are more connected to the outside world via the internet, and are able to learn informally through the social media and other useful websites. Hence, it is only natural that educators capitalise on this trend and use such platforms as a teaching-learning tool. This research attempts to investigate the attitude of Indonesian learners toward English lessons taught via Instagram. This research involved 47 Indonesian young adult learners who are followers of @Guruku_Mr. Danish Instagram account which aims to provide bite-sized English lessons to those interested to improve their language proficiency. It was found that the attitudes of Indonesian learners toward English in general and learning English in Instagram is positive with many indicating that Instagram has provided them with an avenue to practise and acquire new vocabularies and learn the correct pronunciation of the words learnt easily. Thus, this study recommends that school administrators should consider allowing the use of mobile phones in the classroom to exploit the lure of the social media among school children.

Eni Lasito is currently pursuing a Master’s degree in TESOL at the University of Nottingham, Malaysia Campus. She taught English in kindergarten and primary level for two years in Indonesia, before working as an early childhood teacher in Qatar. She holds a B.A. in English and obtained a Cambridge CELTA certificate last year.
A study on written corrective feedback (WCF) is proposed to investigate its value on high intermediate English as Second Language (ESL) learners’ writings at a selected local university in Malaysia. The study will also investigate if the ESL learners’ preferred or less preferred types of WCF (direct or indirect WCF) will influence their performance. For decades, a considerable amount of attention has been given to WCF in the field of second language acquisition (SLA). In the early development of WCF, Truscott (1996) raised a few theoretical issues which led studies on WCF to be carried by researchers opposing his claims (Bitchener, 2008; Bitchener and Knoch, 2008a, 2008b, 2009, 2010). The first issue raised was that in the form of WCF, a simple transfer of information cannot be expected to be beneficial due to the well-established SLA insights about the complex and gradual nature of the process of acquisition. The second issue concerned with the feasibility of providing WCF with respect to the learner’s readiness to acquire a specific form or structure according to the Natural Order Hypothesis. Therefore, should WCF approach is employed at a time that is not consistent with the natural order, it could not be effective. The third issue presented was that should an ESL learner learn anything from the employment of WCF approach; the learning is likely to be only ‘pseudo-learning’. However, recent studies on WCF have shown that WCF is effective in some contexts and its value of being employed over a period of time. A quantitative approach will be used for this proposed study where this study will be designed as an experiment using the pre-test- post-test design in order to collect empirical data. Data will also be collected using a questionnaire. The data collected will then be processed using the Statistical Package for Social Sciences (SPSS). The findings of this proposed study are believed to be able to contribute to the understanding of the type of feedback that is most suitable to be used on ESL learners at high intermediate level. Furthermore, the most suitable type of linguistic form of WCF to be used on the ESL learners may also be ascertained from this proposed study.

**Keywords:** WCF, ESL, writing, performance, experiment
Brawijoyo: The Implementation of Gamification as an Alternative Learning Strategies Based on Joyful Learning

Dewi Agus Damayanti

This paper discusses and analyzes on how the implementation and benefits of Brawijoyo as one of the application of gamification in English classroom of CLC Baturong that based on Joyful Learning. There are several reasons why the game is named Brawijoyo. First, Brawijoyo is the acronym for Baturong Awesome Gamification for Joyful Learning. Majapahit kingdom was chosen as the narrative background for the game. Brawijoyo is the title used showing the political status of the king of Majapahit. It is derived from the word “bra” which means King, and “wijaya” (in Javanese language pronounced “wijoyo” which means descendant of Raden Wijaya (the first king of Majapahit) There are two components of the game used in Brawijoyo, game design principles and mechanics. The game design principles consist of: freedom to fail, rapid feedback, progression and storytelling. Meanwhile, mechanics have six elements which are point, level/stages, leaderboards, badges, prizes and rewards, storytelling/narratives. The implementation of Brawijoyo is composed of four, namely: preparation, dissemination, implementation and evaluation stages. The result of the application of the Brawijoyo are: (1) proven effective to create fun and meaningful learning environment, (2) provide students with 21st century skills, (3) means of the character education and (4) provide a reference of a new form of assesment of three parts of competence 1.e., knowledge, skills and attitude as stated in K-13 curriculum.

Key words: Brawijoyo, Gamification, Joyful Learning

Dewi Agus Damayanti  S.Pd Education Bachelor in English Education Yogyakarta State University. Shei graduated from English Education study programme, Yogyakarta State University in 2011. She has recently completed Training for Professional Teacher “Pendidikan dan Latihan Profesi Guru” on December 2016. She has been teaching migrant students in Sabah, Malaysia for more than four years.
The main problem commonly faced by Malaysian students is that they are unable to think critically in a language learning context. This study aims to find out if group work can enhance students’ critical thinking skills. The participants were 75 pupils from upper primary and lower secondary schools and 30 school teachers. The research questions addressed were: (1) Does group work help students to improve their critical thinking skills? And (2) Is group work considered a viable teaching method? Data for this quantitative study were obtained from two sets of questionnaires, for students and teachers about their experiences in group work respectively. Findings showed that students were more confident to express their ideas while doing group work, especially when peers were encouraged to help them rephrase their ideas. Thinking amongst the students as it lowered the affective filters while participating in learning activities. The limitation of the study was time constraints faced by teachers to incorporate group work activities in class and pupils’ reluctance to engage in group work. It is hoped that this research could help other educators to understand the relevance of using group work to develop students’ critical thinking skills. Data from teachers showed that group work encouraged critical
This study investigated the use of full English teaching style in a Chinese primary school. Teachers in SJK (C) normally prefer to use Mandarin to explain to their pupils hoping that pupils can understand better. Some parents prefer to have an English teacher who can use Mandarin to teach their children. This study explores the advantages of using full English in teaching English among Year 3 pupils. Teacher’s teaching reflection and interviews were conducted with pupils after lessons. Pupils’ first and last examination results have used to compare their progress. Pupils still could get better results in the last exam even their English teacher used full English for the whole year. Pupils were able to communicate with teachers and among peers confidently and naturally in English. The pupils turned out to be more confident and more willing to communicate with people around them in English. The language that the English teacher used in class was able to build their confidence and enhance their English Language learning. This study strongly encourages and recommends that the use of full English during English class should be implemented in the English classroom in SJK(C). Pupils will learn and pick up English Language faster in the positive learning atmosphere in their classroom. As a result, using full English during English class is strongly recommended.
The Effectiveness of Project-based Learning (PBL) in Helping Year 5 Pupils to Speak in English

Shareenjit Kaur A/P Nachatar Singh

This action research is aimed at using Project-based Learning to help the Year 5 pupils to speak in the English language. The research participants of this action research consist of 24 Year 5 female pupils from an urban girls’ school in the state of Penang, Malaysia. This action research adopts a qualitative data analysis approach and is based on semi-structured interviews and field notes, analysed thematically. An analysis of the data from the semi-structured interview showed that the majority of the respondents were receptive towards the use of group work. Results from the field notes shows that pupils speak in English throughout the process of Project-Based Learning. Hence, Project-Based Learning can be further exploited as an innovative strategy to help pupils speak in the English language. It is exploited based on the pupils’ interest and if fully exploited, it can be an innovative strategy that can be effectively be used in the ESL classrooms to help pupils speak in English.

BIODATA

Shareenjit Kaur is currently an English and Science DLP teacher in SK Taman Bukit Dahlia, Pasir Gudang Johor. She is keen to present a paper she completed in IPG Pulau Pinang as a stepping stone towards her journey as a postgraduate student.
The Use of Tensorama to Help Year 5 Pupils to Understand the Past Continuous Tense

Ahmad Haiqal Hafifi Bin Hasman

This action research aimed to study the extent to which using the Tensorama method is effective in helping the Year 5 pupils to understand the concept of past continuous tense. The research participants consisted of ten Year 5 pupils from a primary school located in Bandar Utama Damansara, Selangor. The study incorporated the use of two different teaching procedures, which were the Traditional and Tensorama method. The instruments for the study comprised of Test 1 and Test 2, an interview schedule and journal entries. The results of the study showed that, to a certain extent, Tensorama method was effective in improving Year 4 pupils understanding on the concept of the past continuous tense.
Using Percharole Strategy in Enhancing Understanding of the Characters in the Short Story, ‘The King of Kites’, Among Year 4 Pupils

Brenda Aedlina Jed Imon

Pupils, especially Year 4 pupils, have been struggling in coping with Language Arts specifically Contemporary Literature since it was implemented in the Malaysian curriculum. This action research project set out to investigate how PerChaRole strategy can enhance pupils’ understanding of the characters in the short story, ‘The King of Kites’. It was established that certain pupils were having difficulty in describing the personality traits of characters in the short story. The purpose of this research was to enhance pupils’ understanding of the characters so that they can describe the personality traits of the characters. My participants consisted of eight pupils from a Year 4 class and they were the low-achievers in the class. This study was carried out within 4 weeks in one of the primary schools in Petaling Jaya. Data were collected using a range of data-gathering techniques including test (Test 1 and Test 2), interview, questionnaire, and journal entry. The PerChaRole strategy has two components, which are personality chart and role play. After analysing the data, I found that this strategy did not really help my participants to improve their learning, especially in describing the personality traits of characters in the short story. From the result, I can infer that the pupils needed more time to be familiar with the use of this strategy in order for it to work effectively for them.

Biodata

Brenda Aedlina Jed Imon, a teacher trainee from Institut Pendidikan Guru Kampus Bahasa Antarabangsa. She wants to gain more knowledge about the teaching profession and to improve her teaching practices.
Use of B-Link Method to Enhance Year 2 Pupils’ Understanding of Using Gerunds and Infinitives in Writing Simple Sentences

Ching Sue Jyie

This objective of this study is to determine the effectiveness of the B-Link method in enhancing Year 2 pupils’ understanding of using gerunds and infinitives in writing simple sentences. Pupils’ tendency to get confused and make mistakes regarding gerunds and infinitives when writing simple sentences has led to the ultimate question this study seeks to answer which is, can the B-Link method help pupils to use gerunds and infinitives correctly when writing simple sentences? The B-Link method is an intervention designed as a result of combining and adapting two approaches to learning which are drilling and games. It requires pupils to form sentences by linking words or phrases together correctly from a four by four grid. From the data that was collected, it is clear that the B-Link method has helped most of the pupils to be able to use gerunds and infinitives correctly in a sentence. Although there was no significant improvement in a couple of pupils, there were strong bases to believe it is a lack in the implementation which I seek to improve in the next cycle. However, this promising result indicates that the B-Link method can probably be adopted to help pupils in other areas of writing for example, recognising sentence patterns.

Ching Sue Jyie is a final-year student pursuing a degree in Teaching English as a Second Language at the International Languages Teacher Training Institute (Institut Pendidikan Guru Kampus Bahasa Antarabangsa). She has developed a passion for teaching at a very young age. In the years of training, she has had many direct and indirect experiences with the teaching world. She has carried out four phases of school-based experience and two phases of practicum amounting to about eight months. These have really helped in her professional development.
Group Discussion In SJK(C): Together, We Learn Better?

Gan Poh Xian

This study investigated the use of group discussion strategy in a primary vernacular classroom. Group discussion strategy is not commonly used nor is it highly encouraged in an SJK(C) large classroom. This study observed a class of Year 3 pupils in a local Chinese primary school. These students’ proficiency was at an average level. Prior to this study, group discussion was not advocated or utilized in this school. The study therefore explores the feasibility and advantages of group discussion among the Year 3 pupils. The lesson with group discussion was audio-recorded and interviews were conducted with a few pupils after the lesson. This study found that group discussion encourages active learning among the pupils. They were able to utilize the Listening and Speaking skill more naturally. The lesson with group discussion initially moved from being chaotic to more orderly by the third lesson. The language class turned out to be more genuine and the pupils claimed having more enjoyment in doing the activities given. Group discussion was able to boost their confidence and enhance language learning. This study highly encourages and recommends that the use of group discussion should be implemented in the English classroom in Chinese schools. Group discussion would be able to create a positive and authentic learning atmosphere and environment in the classroom.
The Use of Curve it Method to Enhance Fluency of Cursive Writing Among High Proficiency Year 5 Pupils in a Primary ESL Classroom

Ishwaar Singh A/L Manjit Singh

Cursive writing is always seen as an obstacle towards learning writing in primary ESL classroom. This happens because pupils view cursive writing as an independent entity, whereas it is actually a joint form of alphabets. The wide usage of print compared to cursive has pushed cursive writing away from the perspective, deeming it to be obsolete. However, cursive writing is fundamental for child development, be it physical, perception, cognition and executive in primary ESL classroom. The importance of cursive writing cannot be ignored the similar way it has be reinstated in Malaysian curriculum and given a greater emphasis in the DSKP for English subject, especially during the Writing module. My research will look into how far pupils will be able to improve their cursive writing using the Curve-it Method. My study will venture into an alternative medium to teach cursive writing by emphasising on teaching the four main curves present in cursive writing. My idea is that if pupils are able to master all these four curves with accurate hand movement, they will be able to produce legible cursive writing with ease. The results indicate that cursive writing can be improved using the Curve-It method for my selected participants. However, they must be keen towards writing and have a strong passion towards improving themselves. Although cursive writing falls under penmanship, its benefits transcend language learning. It can help to strengthen the spelling of pupils as pupils will not carry their pencils while spelling. Therefore, they will view the word as a whole rather than fragments of it. Besides that, it can also help in note taking and writing. Improving cursive allows pupils to write faster which is good as they will be able to write out their ideas and express themselves better than others.

Ishwaar Singh is a teacher trainee from International Languages of Teacher Training Institute, Kuala Lumpur. He embarked on a journey to be a qualified teacher in June 2012. College life had been about assignments and training himself to have the best teaching style that suits his ideology. He is curious about how things are done and can be improvised. He loves new, fresh challenges as they allow him to move out from his comfort zone. It certainly allows him to challenge his usual norms and develop his skills to be a better person.
Using 4W Pictionstop Method to Help Year 5 Low Proficiency Pupils to Sequence the Events in Graphic Novels

Lim Jia Lih

Sequencing skill is a very important aspect in the learning of any literature text using graphic novels. Understanding of the storyline is a stepping stone for pupils to appreciate literature. The special features of graphic novels may cause some pupils to encounter problems in reading. Graphic novels combine images and words in a sequential format to tell a story and they often contain more complex plots and a complete storyline compared to other forms of graphic medium such as comic books, comic strips and manga. Due to the special features, pupils are able to successfully understand the text and complex plots in order to sequence the events in the graphic novel correctly. The purpose of this action research is aimed at analysing how the 4W PictionStop method helps the Year 5 low proficiency pupils to sequence the events in the graphic novel “Gulliver’s Travel”. The research participants involved 9 pupils from a school in Petaling Jaya, Selangor. The study involved the use of two different methods, which were the Repicsent (Read and picture and sentence strips matching) method and 4W PictionStop (Picture description and story map) method. The instruments used for the study comprised of tests, interviews and reflective journals. This study was conducted over a period of two weeks. The results of the study showed that the 4WPictionStop method had helped the Year 5 low proficiency pupils to sequence the events in the graphic novel “Gulliver’s Travel”. However, the method did not help the participants who did not like the story.
The Use of Arsto (Article Story) Method to Help Year Three Intermediate Proficiency Pupils to Overcome Poor Mastery of Using Articles

Lucy Wong Kee Wen

This action research involved discovering how the use of ARSTO (article story) method can help Year Three intermediate pupils to overcome their poor mastery in using articles. ARSTO is a self-created story that contains three main characters, namely, “A”, “AN” and “THE”. In this story, the characters were described with different traits and personalities, which actually represent the rules of using articles in the English language. Through reading the story, pupils were expected to learn articles rules more effectively by recalling the characters’ traits. The participants in this research consisted of six Year Three pupils with intermediate proficiency level from a primary school in Kuala Lumpur. The study involved comparison between using traditional teaching method and ARSTO to teach articles. The instruments used for the research consisted of Test 1 and Test 2, interviews and journal entries. The results of the study showed that ARSTO was effective in helping the Year 3 pupils to use articles effectively to a certain extent.

Lucy Wong Kee Wen is 23 years old and participated in MELTA Conference to share her experiences in conducting research on grammar. She also hopes to enhance her knowledge on other topics in TESL through listening to other presentations.
The Use of Dictocomp Technique to Improve Text Structure in Writing of Recounts Among Year 4 Intermediate Proficiency Pupils

Malket Singh A/L Belwet Singh

This study sought to investigate the effectiveness of Dictocomp technique to improve text structure in writing of recounts. The study aimed to answer two research questions: (1) Can the Dictocomp technique improve text structure in pupils’ writing of recounts? (2) Does the improvement in text structure in the pupils’ writing lead to a better logical connection of ideas in their writing? Six pupils demonstrating weakness in text structure in the writing of recounts were selected as the research participants. Four lessons were planned on the intervention in this research. They respectively comprised of four meticulously planned stages in the Dictocomp technique; preparation, dictation, reconstruction as well as analysis and correction. This study employed both the quantitative; tests, and qualitative; interviews and journal entries, data collection methods. The data for the tests was analyzed by its mean score and by comparison of individual participant’s results in Test 1 and Test 2. The data for the interviews was analyzed using the Constant Comparative Method. Finally, the journal entries were reviewed for key points to triangulate the data obtained from the tests and the interviews. The results of this study demonstrated that the use of the Dictocomp technique led to a significant improvement in the text structure construct in the participants’ writing of recounts. The findings further highlighted that the improvement in the text structure construct has also led to a parallel improvement in the logical connection of ideas construct in the participants’ writing of recounts.

Biodata

Malket Singh is a teacher trainee pursuing his bachelor degree in Teaching English as a Second Language (TESL) programme at the Institute of Teacher Education, International Languages Campus, Ministry of Education, Malaysia. He is particularly interested on research in the field of English Language Teaching Methodology (ELTM), as part of his earnest attempt to improve his teaching practices. He is also actively involved in various programs on ELT both at the national and international levels.
The Use of Least Intrusive Punishment Strategy in Minimising Misbehaviour Among Year 2 Low Achievers  

Mohamad Ismeth Emir Bin Zakaria

The teaching of any subjects, particularly, in an ESL classroom requires good classroom management skills. This is because the pupils are easily off-task as they have no interest in the subject. The action research aimed to evaluate the role of Least Intrusive Punishment (LeIP) strategy in minimising misbehaviours among Year 2 low-achievers. Classroom management is the focal point of the action research in which pupils’ behaviour is addressed. The participants consisted of five Year 2 pupils who showed misbehaviours and off-task during English lessons. The study involved the use of two teaching methods, which were Pre-intervention and LeIP strategy methods. The data for this study was obtained through observation, questionnaire, interview and journal entry. Findings indicated that misbehaviours among low-achieving pupils were minimised when using LeIP strategy because they were more focused and attentive when adopting the strategy. However, factors like time-out duration needs to be reconsidered in the future for ethics and practicality reasons. 

Keywords: Least Intrusive Punishment, classroom management, misbehaviours, time-out, firm reprimand

Mohamad Ismeth is a final semester teacher trainee from Institut Pendidikan Guru Kampus Bahasa Antarabangsa. He does not have any experience in presenting paper before and this will be his very first time presenting and showcasing his work as to embark in the world of research.
Some primary school pupils faced problems in their reading skills due to the lack of motivation and the reading text was lengthy that they found it hard to understand the text. Thus they could not read fluently and accurately. The aim of this research was to improve pupils’ reading fluency through QR Coded Big Book. It combines the elements of a big book and a quick response code which enables the reader to do self-learning. QR Coded Big Book contains quick response code from which the pupils can listen to how the text is read once they are scanned. The usage of QR code integrates ICT element in the lesson making reading lesson fun and interesting. This study was an action research conducted among seven pupils in a primary Year Five classroom. A speed reading test was carried out before and after the intervention to analyse the pupils’ reading fluency by counting how many words they pronounced correctly in one minute. It was found that the mean of the words per minute (wpm) at 84.71 in the speed reading pre-test was increased to 99.71 wpm in the speed reading post-test after the implementation of QR Coded Big Book. The pupils were also observed that they were motivated to read and enjoyed the reading lesson. These findings indicate that QR Coded Big Book could improve Year 5 pupils’ reading fluency. It is recommended to the trainees and teachers to use technology such as QR Coded Big Book in their teaching and learning process.
The Effectiveness of Using the Integration Arts to Minimize Year 4 Pupils’ Misbehaviour In The ESL Classroom

Muhamad Saiful Maula Puasa

The action research aimed to determine the effectiveness of using the arts integration that refers to the use of body language signs and visual arts to minimize year 4 pupils’ misbehavior in the ESL classroom. The arts integration is particularly powerful as it allows pupils to communicate learning when they cannot express it through writing (Landers, 2014). Furthermore, the arts integration also helps the pupils to integrate and retain what they are learning in all aspects. The respondents for the study consisted of Year 4 pupils in a primary school in Selangor. The instruments used for the study were an observation form, an interview protocol and journal entries. The study was carried out over a period of two weeks. Two lessons were conducted; one employing the conventional mode and the other using the arts integration method. The results of the study showed that the arts integration method was effective in minimizing Year 4 pupils’ misbehavior in the English Language lessons. One of the reasons was because the pupils were fully aware of how the rewards system works in the classroom; and second, they were more engaged with the art activities that were integrated in the lessons.

Biodata

Muhamad Saiful Maula Puasa is a teacher trainee at the Institute of Teacher Education, (International Language Campus IPG KBA). He joined IPG KBA in June 2012. Since then, he has learned how to apply suitable methodologies, theories, skills and techniques in the teaching and learning process. He is interested in doing research in classroom management issues as these issues are very common among Malaysian teachers.
The Use of PicASo Method to Improve Vocabulary Retention Among Year 2 Low Proficiency Pupils

Muhammad Irfan Bin Osman

This action research is aimed at studying the extent to which using the PicASo method can help to improve Year 2 pupils’ retention of vocabulary. Vocabulary retention has always been a problem for the researcher’s Year 2 pupils in the teaching and learning of English. The research participants comprised of five Year 2 pupils from a primary school located in Petaling Jaya, Selangor. The study involved the use of two different teaching methods, which were the Traditional and PicASo methods. PicASo method is the combination of action songs and pictures. The study was conducted in three weeks. During the first week, the traditional method of teaching was implemented. The PicASo method was then implemented in the following weeks. The instruments for the study consisted of Test 1 and Test 2, an interview schedule, and researcher’s journal entries. The results of the study showed that the use of the PicASo method was able to help the pupils to remember and retain the vocabulary learned.
Using SeeSaW Method to Improve Year 3 Low Proficiency Pupils’ English Spelling

Nellicca Neleric Chong

This action research is aimed at studying the extent to which using the SeeSaW (See, Say and Write) method is effective in helping Year 3 low proficiency pupils to improve English spelling. The research participants involved six Year 3 low proficiency pupils from a primary school located in Petaling District, Selangor. The study involved the use of two different teaching methods, which were the Traditional and SeeSaW methods. The SeeSaW method is developed based on the multisensory approach. The instruments for the study consisted of Test 1, Test 2, interview and journal entries. The result of the study showed that the SeeSaW method was effective in helping Year 3 low proficiency pupils to improve their English spelling especially in spelling words with double consonants. For further action, this method can be enhanced by assigning pupils to create a personalised word list.
Using Chantic Method to Improve the Use of Subject Verb Agreement Among Average Year Four Pupils

Nurdiana Binti Johary

This study was carried out to determine the extent to which the use of the Chantic method helped to improve the correct use of subject verb agreement among Year Four Pupils of intermediate proficiency level. The research participants involved were 10 pupils from an urban school in Damansara, Selangor. This study comprised the use of test, questionnaire and interview as instruments. The research was conducted in two divided sessions for the duration of one month. The first session used the traditional method and the latter used the Chantic method. The results of the study showed that the use of Chantic method has been helpful and effective in improving the use of correct subject verb agreement among Year Four pupils of intermediate proficiency level.
The Use of SWOT Analysis Method to Promote Aesthetic Appreciation of the Graphic Novel ‘Gulliver’s Travel’ Among Year 5 Intermediate Proficiency Pupils

Serdev Singh

This action research aims to determine the effectiveness of using the SWOT analysis method in helping Year 5 intermediate proficiency pupils to analyse the literary text of the graphic novel ‘Gulliver’s Travel’. The participants of this research comprised of 10 pupils from a national school located in Petaling Jaya, Selangor. The research instruments consisted of interviews and journal write-ups. This research took place during English language lessons and the study took around one month to be completed, with the conventional and intervening lessons taking one week each to be conducted. Data was collected using Test 1 and Test 2. The result revealed that all the participants achieved significant improvements in Test 2 as compared to Test 1. This shows that the SWOT analysis method is effective in helping Year 5 intermediate proficiency pupils in analysing the literary text, as compared to the conventional teaching method. Based on the interviews, the participants also concluded that they were engaged during the teaching and learning process which incorporated the use of the SWOT analysis method.
The title of my research is “Using LHVS (Lion Hunt Video Song) technique to enhance Year 3 intermediate pupils’ comprehension on prepositions of places. This research aims to answer the question ‘Are the Year 3 intermediate pupils able to answer all the questions in the test on the prepositions of places taught by the teacher using the LHVS technique?’ This research focuses on the grammar item ‘prepositions of places’ where most of the ESL learners face difficulties in using them correctly. In this research, I have chosen ten intermediate research participants who were nine years old from a mixed ability class. I have come out with an intervention, the LHVS technique to enhance Year 3 intermediate pupils’ comprehension on prepositions of places. I have used the elements of song and visual images in the video to carry out the LHVS technique. The triangulation method was used with tests, interviews and journal entries. Data was collected to determine whether the LHVS technique helps in the learning of prepositions of places. I analysed the data quantitatively and qualitatively so as to get the findings. I identified that most of the pupils preferred to learn using the LHVS technique as the use of LHVS technique in the lesson has helped in creating a positive environment for the pupils to learn through fun, meaningful and purposeful ways. There was a percentage increase of 55.6% suggesting that there was a fairly large difference in the scores between two tests. Through the findings of the study, it revealed that the LHVS technique was more effective than the traditional method in helping the pupils in enhancing their comprehension on prepositions of places. Therefore, I suggest this intervention be adapted so that it is applicable to teach more topics with different learners of different proficiency levels.

BIODATA

Stephanie Chiew Pei Ling a teacher trainee from the International Languages Teacher Training Institute (IPBA). She is 23 years old. She believes the MELTA International Research Conference will definitely provide her with an opportunity to learn and to improve herself further.
The Use of Sentence Burger Method to Improve Year 3 Remedial Pupils’ Writing of Simple Sentences

Tan Sin Fei

This action research is aimed at studying if the use of Sentence Burger method improves Year 3 low proficiency level pupils’ writing of simple sentences. Sentence Burger method is the use of structure of a burger as a concrete representation of parts of a simple sentence, which are capitalisation, noun, verb, adverb and full stop. The research participants consist of five pupils from a primary school in Bangsar, Kuala Lumpur. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action and reflecting on the results of the action. In this research, the researcher acted as the teacher who conducted the action research in the classroom and the cycle of the intervention was completed once. The study was conducted for 3 weeks and involved the use of two teaching methods, which were the conventional and Sentence Burger methods. The first session employed the conventional method of teaching, whereas the second session employed the Sentence Burger method. The instruments of this session consist of Test 1 and 2, interview session and journal entries. The results of the study showed that the use of the Sentence Burger method was effective in helping Year Three low proficiency pupils to improve their writing simple sentences.

Tan Sin Fei is a teacher trainee from the Institut Pendidikan Guru Kampus Bahasa Antarabangsa, Kuala Lumpur, majoring in English Language. She participated in this conference to share some of her experiences and ideas in teaching English Language in Malaysia primary schools. This conference will surely provide the opportunity to exchange ideas with other educators in facing future challenges.
MELTA is the acronym for the Malaysian English Language Teaching Association. The Stylized ‘M’ is a symbolic representation of the ‘M’ in MELTA. It is stylized to demonstrate that MELTA is a flexible and dynamic organisation. The ‘M’ breaks the boundaries of the rectangular blue box to show that MELTA and Malaysian teachers need to work both within and outside the box to achieve greater success. It also suggests that there should be no limits to education and learning.

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

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

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

The Malaysian English Language Teaching Association
The Malaysian English Language Teaching Association (MELTA) is a voluntary, not-for-profit professional organization which was officially formed in 1982. MELTA's stated constitutional aim is to promote English language teaching.

MELTA is deeply committed to representing all Malaysian English language educators, contributing towards their continuous professional development in line with national goals and aspirations. MELTA is run completely by Malaysian volunteers professionally involved in the teaching of English language and education in the English language. MELTA grew out of two earlier organizations: The English Language Teaching Association and The Selangor English Language Teaching Association and its combined history can be traced to the year 1958. Since then, MELTA has gone through many changes, accommodating itself to the needs of the nation's English language stakeholders.

In August 2000, MELTA went nationwide when its first chapter was launched in Seremban, Negeri Sembilan. Since then MELTA has launched chapters in Kota Bharu, Ipoh, Melaka, Kuala Terengganu, Kuantan, Temerloh, Johor Bahru, Batu Pahat, Kota Kinabalu, Tawau, Sandakan, Seberang Jaya, Miri,
Kuching, Kuala Lumpur and Kulim. MELTA Chapters allow for the building of communities of education practitioners, developing collegial support and self-enrichment programmes. Cross-chapter activities further advance professional collaboration at the nation-wide level, empowering teachers, students and users of the English language.

In 2008, MELTA made significant changes to its profile and the structure of the committee to widen its scope and reflect a national professional organisation. The MELTA committee now consists of an Executive council and a Bureau of directors. MELTA has also further enhanced collaboration with governmental organisations, NGOs, corporate organisations and international associates.

MELTA has some 1000 members from all over Malaysia, most of whom are practising teachers of English in the Malaysian education system. Other members are involved in English language education in some way and membership therefore ranges from pre-school teachers to university academics as well as parents who have an active interest in their children's English language development.

With the annual subscription, life membership or institutional membership, members receive a copy of The English Teacher, an annual refereed journal published by MELTA, as well as three newsletters a year and invitations to participate at a reduced rate in regular seminars and workshops organized by MELTA.

MELTA keeps members updated via its website which contains information and current news on MELTA activities and offers an online platform for Special Interest Groups related to English Language Teaching. In addition, MELTA has an on-line journal, the Malaysian Journal of ELT Research, aimed at advancing knowledge of and developing expertise in critical and scientific inquiry in English language teaching and learning. The Malaysian Journal of ELT Research, The English Teacher and the MELTA Annual are also uploaded regularly. Other MELTA publications are featured on the website as well.

MELTA has been organizing conferences since 1991. For the first ten years, biennial international conferences were organized. From the year 2000, annual conferences became the norm. Since 2001, MELTA has organized 'moving' conferences: these are held in at least three venues, one either in Sabah or Sarawak. MELTA conferences help bring teachers together to share experiences and acquaint them with current thinking in ESL/EFL, introduce the Malaysian ELT community to ESL/EFL professionals from outside Malaysia and introduce Malaysia to those from abroad.

In order to encourage and promote professionalism among Malaysian English language teachers and in recognition of those who have contributed greatly to MELTA and to English language education in Malaysia in general, MELTA has instituted various awards that are presented to outstanding personalities from time to time. Among the awards are:

- The Hyacinth Gaudart Award is the best teacher award presented to Malaysian teachers who have performed above and beyond the call of duty in trying and challenging situations. This Award is supported by Pearson Education Malaysia.

- The Basil Wijasuriya Award for the best presentation by a teacher at the annual MELTA conferences. This Award is supported by elc International Schools Malaysia.

- The Lifetime Contribution Award. MELTA stands today on the foundation that was, from the very first day of its inception, firmly and solidly built by a number of outstanding individuals. What is even
more remarkable is the continuing support that such individuals extend to the organization up to this very day. The MELTA Lifetime Contribution Award is presented to pay tribute to the tenacity of spirit of such individuals with the hope that they become benchmarks for all who support and serve national voluntary organizations such as MELTA.

- The MELTA Special Award. This is an award meant to recognise and thank individuals and organizations that have contributed greatly to the growth and development of MELTA as well as played a prominent role in the field of English language education in Malaysia.

- The MELTA Commendation Award. While the management of MELTA conferences is generally undertaken by the main MELTA committee members, there have always been special individuals who have outstandingly supported us in the task of coordination and organization of the conferences. In recognition of their goodwill, MELTA often presents these individuals with a special Commendation Award.

- The MELTA Outstanding School ELT Project Award. This is an award presented to schools in the State where the annual MELTA conference is held. It is presented to schools that have organised and implemented creative and interesting English language projects on a school-wide scale. This Award is supported by ERICAN Education Malaysia.

MELTA has also devised and runs a competition for schools, most often in concurrence with the annual MELTA conferences. Titled the ‘MELTA Way With Words Competition’ the competition challenges students to improve their spelling, increase their vocabulary, learn concepts and develop correct English usage. Above all, the ‘MELTA Way With Words’ competition aims to instil interest in learning English among students. These aims take shape in a language competition that promises challenges to participants, not only in applying language skills but also thinking skills, in a fun way. The ‘MELTA Way With Words’ Competition is open to ALL schools and comprises 2 categories: Upper Primary (10-12 years old) and Lower Secondary (13-15 years old). This competition is supported by Expomal Malaysia Sdn. Bhd.

In fulfilment of its corporate social responsibility, MELTA organises various social responsibility projects under its ‘MELT-A-HEART’ banner. Among its various activities, it collects new or pre-loved English language books from generous publishers and individuals for distribution to less-advantaged schools in remote rural areas of the country.

MELTA also organizes annual National special projects such as the MELTA Graduate Research Colloquium in April and the MELTA National Literacies Day in November. The MELTA Creative Teacher Showcase, supported by Erican Education Malaysia, is organized in conjunction with the MELTA annual conference.
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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.

This is a refereed journal that is published three times a year, in April, August and December.

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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.

Articles may also focus on insights and understanding about ELT research and its application to the classroom.

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