27TH MELTA INTERNATIONAL CONFERENCE
“CHANGING THE GAME: ENGLISH LANGUAGE IN EDUCATION 4.0”
18 - 20 AUGUST 2018

CONFERENCE PROGRAMME

DAY 3
| Time       | Session     | Ballroom A                                                                 | Ballroom B                                                                 | Angsana                                                                 | Hibiscus                                                                 | Daffodil                                                                 | Jasmine                                                                 | Auditorium 1                                                                 | Auditorium 2                                                                 | Lobby                                                                 |
|------------|-------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 8:30 – 9:00| Parallel    | Zaira Abu Hassan Shaari, Zarina Mustafa and Grace Chang Siew Yeng          | The Changing Lens: A Site-Based Observation of Classroom Experiential Modelling | Azalan Bayu Zakaria                                                    | Zuhana Mohamed Zin, Wan Farah Wani binti Wan Fakhruddin, Rosmah Ramlan and Khairuzilah Khalil | Macrina Francesca Yap                                                   | Kamilah binti Abdullah                                                    | Maho Sano                                                                | Christoph A. Hafner                                                       |
| 9:05 – 9:35| Session 12  | Darsyanah Nadarajan                                                         | Sensory Integration Therapies to Promote Early Literacy in Very Young Learners with Down Syndrome (Workshop) |                                                                                                                                         |                                                                 |                                                                 |                                                                 | Learning, Working and Playing Online: University students’ practices when collaborating in social media (Featured Presentation) |
| 9:35 – 10:00| Parallel    | Fidelia @ Esther Mathew Sipaun and Suyansha Swato                           | An Exploration of TESL Primary School Teachers’ Practices and Cognition of HOTS in the Rural ESL Classrooms | Kalsum binti Mohamed                                                   | Wan Farah Wani binti Wan Fakhruddin, Zuhana binti Mohamed Zin, Rosyalimah binti Yasin and Ramona Abdul Rahim | Szarmilaa Dewie Krishnan                                                 | Shushmita Hossain Khan                                                    | Noorazlinah binti Razali and Dk Noorul Hanlaine binti Pg Hj Rahim (Featured Workshop) |
|            | Session 13  |                                                                 |                                                                                                                                         |                                                                                                                                         |                                                                 |                                                                 |                                                                 |                                                                 |                                                                                                                                  |

**Featured Workshop**

- Teaching Strategies to Reduce Negative Transfer of L1 among Bangladeshi EFL Learners
- Drama in context and appreciation with HOTS (Featured Presentation)
<table>
<thead>
<tr>
<th>Time</th>
<th>Ballroom A</th>
<th>Ballroom B</th>
<th>Angsana</th>
<th>Hibiscus</th>
<th>Daffodil</th>
<th>Jasmine</th>
<th>Auditorium 1</th>
<th>Auditorium 2</th>
<th>Lobby</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 – 10:40</td>
<td><strong>PLENARY 3</strong>&lt;br&gt;Mike Mayor&lt;br&gt;Job applications in 2030: do our students have the right skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 – 11:15</td>
<td><strong>Parallel Session 14</strong>&lt;br&gt;Sivabala Naidu&lt;br&gt;CPD for novice English Language Teachers: Changing the Game</td>
<td>Teo Woon Chun and Ramesh Sathappan</td>
<td>Pathmavathy a/p Kriakobender Marchay</td>
<td>Project-Based Learning: A Beneficial Approach in Enhancing Students’ Engagement in Learning Grammar for English Language Learners of Secondary Schools</td>
<td>Nurhezrin Anuar&lt;br&gt;Cultural Differences in Communication Between Native and Non-Native ESL Teachers</td>
<td>Farah Zahidah binti Mohd Noor, Zamzarina binti Md Zain, Rabiatul Adawiyah binti Rayah and Siti Adila binti Mohd Yazi&lt;br&gt;ESL Lecturers’ Perceptions Of Blended Learning In Community College</td>
<td>Ngoc Bich Luu&lt;br&gt;The effectiveness of using Edmodo to improve students’ interaction in English listening and speaking class</td>
<td>Muhammad Nabil bin Abdullah&lt;br&gt;‘Welcome to the Glamourzonia Hotel!’: A Computer Game to Enhance Understanding Learning Preposition of Direction and Enthusiasm in Learning English</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Ballroom A</td>
<td>Ballroom B</td>
<td>Angsana</td>
<td>Hibiscus</td>
<td>Daffodil</td>
<td>Jasmine</td>
<td>Auditorium 1</td>
<td>Auditorium 2</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
<td>------------</td>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Ballroom A</td>
<td>Ballroom B</td>
<td>Angsana</td>
<td>Hibiscus</td>
<td>Daffodil</td>
<td>Jasmine</td>
<td>Auditorium 1</td>
<td>Auditorium 2</td>
<td>Lobby</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>---------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>1:00 – 2:30</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Parallel Session 18</td>
<td>Ali Ahmad bin Seman</td>
<td>Ahmad Affendi Shabdin and Siti Jamilah Bidin</td>
<td>An investigation into learner autonomy beliefs and practices of first-year students at Hoa Sen University</td>
<td>Joanna Joseph Jeyaraj</td>
<td>Foo Su Yi and Ang Chwee Pin</td>
<td>Predicting the Academic Achievement of Multilingual Students of English through Vocabulary Testing (Featured Presentation)</td>
<td>Norul Rafidah binti Hj Redzuan</td>
<td>Formative Assessment to Support Motivation and Achievement</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Ballroom A</td>
<td>Ballroom B</td>
<td>Angsana</td>
<td>Hibiscus</td>
<td>Daffodil</td>
<td>Jasmine</td>
<td>Auditorium 1</td>
<td>Auditorium 2</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 3:05 – 3:35 | Parallel Session 19 | Wong Sing Tsun Derek and Harfitt Gary James  
*The Impact of Classroom Spatial Arrangements on Learners’ Anxiety and Speaking Performance*  
Way With Words  
Tunzala Rzayed and Sabirli Ramin  
HOTS- High Order Thinking Skills  
Vinisha Rajendran and Kan Kwong See  
Using the Improvised Monopoly Game to Improve the Vocabulary of Action Verbs Among Year 3 Pupils  
Hugh John Leong Yik Kuan  
An Evaluation of the Implementation and Perceptions of English Teachers on The School Based Assessment System (SBA) in Kuching Sarawak  
Dg Nursazwani binti Daud, Wardatul Akhmad Din and Asmaa Alsaqqaf  
Exploring the VAW Method of Writing: Application of Scaffolding Theory in Improving Writing Skills  
Cynthia C. James  
Community of Practice (CoP) as a Transformative Model of Continuous Professional Development (CPD) to Promote Heutagogy among Malaysian ESL Teachers  
Fazilawati bt Harun and Supyan bin Hussin  
Speak Through Your Mobile App |
| 3:40 – 4:30 |                  | PLENARY 4  
Atsuko Watanabe  
The Art of Reflecting in Changing Times: Interpretation and Practice |
| 4:30 – 5:30 |                  | Closing |
| 5:30 – 6:00 |                  | Tea break |

*This is a downloadable programme with hyperlinks to presentation abstracts*
FLOORPLAN

LEVEL 6

J.B. EXPO CENTRE

BALLROOM

STAIRCASE

LIFT

ASCILLATOR

Orchid

Jasmine

Dayflower

Acacia

Hibiscus

Angsana

Auditorium

Auditorium

Function at Berjaya Waterfront
Job Applications in 2030: Do Our Students Have the Right Skills?

Mike Mayor

Today’s young people are surrounded by digital technologies: the internet, social media, and mobile devices. Generation Z is tech-savvy – but what impact is this having on the skills they need to acquire for the future? And how can the educators of today prepare the global citizens of tomorrow?

Much has been written about the impact of technology on society and work. Media outlets frequently run stories to suggest “Robot automation will take 800 million jobs by 2030” (BBC, November 2017). Some professions, they suggest, will all but disappear and our current students will be applying for jobs which currently don’t exist. So how do we prepare our learners for these future uncertainties?

This presentation will look at the findings of a report carried out by Pearson into the Future of Skills: Employment in 2030. Whilst few would deny that English is often a “passport” to a better education, a better job, or a promotion, the presenter will draw on research that suggests learning English is much more powerful than simply the acquisition of a second language. The process of learning a language trains the brain to think in certain ways – ways which are of value to future employers. The presenter will argue that language teachers are uniquely positioned to build the type of skills that are identified in the 2030 report by focusing on a set-
CONT

-of 21st century skills: creativity, critical thinking, collaboration and creativity. The future may be uncertain – but it is bright for language teachers and learners!

MIKE MAYOR is Director, Global Scale of English at Pearson. In this role, Mike heads up research into creating audience-specific learning objectives aligned to the Global Scale of English, working with Content teams to ensure that these learning objectives underpin all new products and services. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move to the Global Scale of English in 2013. Mike has a BA (Hons) in French Language and Literature and an MPhil in English and Applied Linguistics from Cambridge University.

He can be contacted at: MIKE.MAYOR@pearson.com
Reflective practice is now recognized as an essential aspect of teacher development. Engaging in reflective activities has also been shown to benefit students as a means to increase their autonomy. Despite or perhaps because of its widespread use, reflective practice has revealed itself to be an ambiguous concept that may result in a variety of interpretations. Thus, even those who practise reflection may find it difficult to answer fundamental questions such as (1) what does it mean to reflect? and, (2) what are the different ways to engage in reflection?

In my talk, therefore, I would like to elaborate on these two questions. First, I will review the evolving conceptualizations of reflection during the past thirty years in the context of the prevailing theories of learning. Next, I will examine the dominant frameworks of reflective activity as described in the literature. Finally, I will conclude by exploring the idea that this practice is an emerging, dynamic, and ultimately social construct, such that its interpretation-
CONT

-changes over time, as a result of our further engagement in, and understanding of the reflective process.

ATSUKO WATANABE is an Associate Professor in the Faculty of Language and Literature at Bunkyo University. She has been teaching at the tertiary level in Japan for about 30 years. She holds a Ph.D. from the Institute of Education, University of London (now called University College London Institute of Education) on the topic of reflective practice as a development tool for in-service high school teachers of English in Japan. Her research interests include reflective practice, teacher cognition, researcher reflexivity, and qualitative interview methods. Her recent publications include the book, Reflective Practice as Professional Development: Experiences of Teachers of English in Japan (Multilingual Matters) and a chapter in Reflective Practice: Voices from the Field (Routledge), edited by Roger Barnard and Jonathon Ryan.

She can be contacted at: atsuko-w@koshigaya.bunkyo.ac.jp
This chapter reports on a study which follows the activities of a group of four English language learners who collaboratively created a digital video project as part of an English for Specific Purposes course at a university in Hong Kong. We examine the ways in which the students used online and offline spaces and how these spaces opened up opportunities for the development of the students' autonomy as language learners and users. The students made extensive use of a Facebook group and Facebook messenger, generating a large number of naturally occurring interactions in online spaces. These interactions are characterised by their hybrid nature, with the online space acting as a place for students simultaneously to learn, to work, to socialize and to play. The interactions are also plurilingual in nature, with frequent translanguaging in evidence. After examining the student interactions we consider how different individuals influence those interactions, for example by their choice of language, and their choice of task focus. Drawing on the data, a profile for each member of the group is created, highlighting the language practices of each student and how their individual practices have an effect on the group's language and learning practices.

Biodata:
Christoph A. Hafner is Associate Professor in the Department of English, City University of Hong Kong. He has published widely in the areas of English for specific purposes, digital literacies, and language learning and technology. His latest book, English in the Disciplines: A multidimensional model for ESP course design (with Lindsay Miller) is in press with Routledge. He can be contacted at: c.hafner@cityu.edu.hk
Drama in Context and Appreciation with HOTS

Noorazlinah binti Razali and Dk Noorul Hariaini binti Pg Hj Rahim

Brunei English Language Teachers Association (BELTA)

It is hard to imagine a teacher who is not aware of the importance of teaching higher-order thinking skills to prepare students in the 21st Century. However, many teachers express their concern that students ‘cannot think’. How do we develop higher-order thinking skills in the world language classroom?

Creative Expression in Drama Education provides students with opportunities to examine their own thoughts, feelings, beliefs and actions and those of others through imagination, interaction and reflection. The importance of drama and performing arts in education is significant. It’s easy for children to become swamped in a sea of theory, which is why subject that offers practical learning like Drama is essential. Drama allows an avenue to develop cognitive abilities that complement study in other disciplines.

Higher-order thinking skills include skills such as critical thinking, analysis and problem solving. These cross-discipline skills will stick with students throughout their lives. They help prepare students in the 21st century to apply their existing knowledge in new areas. Students need to be able to thinkrationally, it helps with their decision making and to work in their daily life. It is needed in the finance sector, education, management, legal institution and many more.

Biodata:

Noorazlinah binti Razali graduated from Universiti Brunei Darussalam with B.A Education in Teaching English as a Second Language in 2006. Since then, she has been working for Ministry of Education. She used to teach at SM Sayyidina Ali and is currently working at SM Sayyidina ‘Othman where she teaches Drama and English Language. She has taught English Language for almost 12 years and drama for 4 years.

Dk Noorul Hariaini binti Pg Hj Rahim has been working as an Education Officer at Ministry of Education Brunei for 13 years. She received her degree in B.A. Education from Universiti Brunei Darussalam. Currently she is a Drama and English Language teacher at Sekolah Menengah Berakas and on a secondment to the Music & Drama Unit at Curriculum Department, MOE, Brunei. A drama educator and also a performer she took up small roles in ‘Crucibles’ organized by Brunei WCOPA.

Both of them can be contacted at: beltasecretariat@gmail.com
Investigating Prevalence of MCQ Item Violations in High-stake Bangladeshi Recruitment Tests

Md. Elias Uddin
Bangladesh English Language Teachers Association (BELTA)

Multiple Choice Questions (MCQ), allowing automatic scoring, are widely used in assessment contexts. MCQ item violations result in increased item difficulty and discrimination, and consequently, impact adversely on test validity and reliability. However, flawed items are often found in even high-stake tests where test-takers' failure to obtain a required score culminates in dire consequences like loss of career and scholarship opportunities. In Bangladesh, the high-stake recruitment tests mostly consist of three phases: preliminary, written and viva voce. The preliminary examination, using only MCQ items to measure candidates' performance, serves a gate-keeping function by only allowing candidates obtaining a set passing score to sit the written examination. This study investigates the prevalence of MCQ item violations in the English language and/or literature section of the preliminary examination papers in the high-stake recruitment tests designed and administered by both public and private sector authorities in Bangladesh. The study shows that a significant number of MCQ items in the high-stake recruitment tests contain violations of MCQ item writing principles. The study suggests that the providers of the recruitment tests in Bangladesh should ensure the quality of MCQ items by employing skilled and trained item writers to reduce their harmful backwash to a minimum.

Biodata:
Md. Elias Uddin is Lecturer at the Department of English, University of Dhaka. His areas of interest include Assessment and Testing, Teacher Education, and Materials Design and Development. He can be contacted at: mdeliasuddin@yahoo.com
Students' Grit in Digital EFL Context: Bridging the Gap between the Curriculum and Students' Need

Nur Arifah Drajati
Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN)

In contemporary language education, technology accelerated both teaching and learning process. The impacts of the technology used for the teaching and learning process enable students learning English inside and outside the classroom. Informal digital learning of English (IDLE) gives new perspectives both teachers and students in getting self-meaningful learning by making use of technology tools in learning English. The process of learning uses digital learning needs grit or willingness to learn. The data of 30 Indonesia university students have done an initial survey of the grit in making use of informal digital of learning English. The findings of this survey provide a better understanding of the students' grit and the use of informal digital learning of English. Thus, the findings can contribute to bridging the gap between higher education curriculum and the students' need for learning English in a digital context.

Biodata:
Nur Arifah Drajati currently teaches undergraduate and graduate courses in Universitas Sebelas Maret, Indonesia. Her research interests include technology in language learning, literacy, and writing. She is now doing research on the topic of TPACK (Technological Pedagogical and Content Knowledge) in collaboration with Head Foundation. She can be contacted through nurarifah.drajati@staff.uns.ac.id
Reflecting on the ELT Policy in the Context of Education 4.0
Supanit Kulsiri
First Vice President, Thailand TESOL Organization (ThaiTESOL)

Industry 4.0, the fourth industrial revolution, has brought forth a call for educators in ELT to redefine the definition of language teaching and learning in a globally-connected context. The expectation of native-like English and the practice of a one-size-fits-all education system have become outdated. Rather, how to use language for intercultural communication and how learning can be differentiated according to learners' preferences of when, where and how have become more of a concern. With examples taken from Thailand's educational policy, the speaker will present a Thai English-language policy that aims to develop learners who will be well-equipped to use intercultural communication, critical thinking and innovation, and to prepare EFL learners for the unprecedented change in the speed of innovation and ICT under the Education 4.0 policy. Details of initiatives related to English language teaching and learning from the Ministry of Education, Thailand, will be presented and critically analyzed with regard to how the ELT policy has responded to Industry 4.0. Furthermore, the session will also cover the issue of educational inequality, which challenges not only the Thai government but all educators (including those in ELT), especially in terms of technology accessibility and equal opportunities to learn. The awareness of education equity should be embraced in the present educational policy and among educators. Thus, this presentation is based on the premise that without consciously and systematically reflecting on our own practice or our own policy, education that promotes critically, technologically and interculturally equipped learners for Industry 4.0 is not possible.

Biodata:
Dr. Supanit Kulsiri is currently a Chair of B.A. in Language and Intercultural Communication Program and a lecturer at Language Centre, International College for Sustainability Studies, Srinakharinwirot University, Thailand. Her area of expertise is English language curriculum development and ELT policy. She can be contacted at: Supanit@g.swu.ac.th
Blending of Teacher and Technology: The Changing Face of English Language Education
G.A. Ghanshyam
English Language Teachers Association of India (ELTAI)

Contemporary society is a technology driven society that is gradually bridging the gap between the humans and machines. It is a world where the world’s first humanoid robot is awarded citizenship and accorded the legal status of an individual. In such a rapidly changing world it is quite natural that the kind of education that is being provided to the learners needs to change. The old ways of learning are not equipped to handle and prepare the learners for this new world. English language education has also undergone these varied changes in the way it is imparted and evaluated. New technologies are getting integrated in English Language teaching and learning every other day. The crucial questions here is, are we as teachers ready and prepared to welcome these changes and implement them in the best possible and effective manner? Are the learners ready to accept these changes and are we as teachers capable of handling this transition in a smooth and efficient way? What is required in this rapidly changing scenario is a blend of both: teacher and technology.

The present paper aims to focus on the changing scenario of English language education and the ways in which we need to equip ourselves as teachers to help our learners embrace this change. The paper will primarily focus on ‘Blended Learning’: the employment of the best possible method for English language teaching learning combining the best of the teacher with the best of technology in ELT.

Biodata:
Dr. G.A. Ghanshyam is a Professor of English at Govt. Lahiri PG College, Chirimiri, Chhattisgarh, India. He has 28 years of teaching experience to Post Graduate and Under Graduate classes. His areas of interest include English Language Teaching, Indian English Literature, Postcolonial Studies, Diasporic Literature, Contemporary Literature etc. He is the Fellow of Royal Asiatic Society of Great Britain and Ireland. He is elected as Fellow of Guild of Independent Scholars, International University of Humanities and Social Sciences, Escazu, Costa Rica, USA. He is Awarded Associateship for research at Indian Institute of Advanced Studies, (IIAS) Shimla for a period of Three Years (Under UGC-IUC Scheme) on the topic “Folklores and Oral Tradition of Chhattisgarh”. He is the National President of ELTAI (English Language Teachers’ Association of India), the largest network of teachers of English in the country. He has guided 7 research scholars for Ph.D. and has evaluated many theses of Ph.D. of different universities. He has published 92 research papers in the journals of International and National repute and has published 15 books to his credit. He can be contacted at: gagshyam@gmail.com
Predicting the Academic Achievement of Multilingual Students of English through Vocabulary Testing
Csaba Z. Szabo

Previous studies on predicting the academic achievement of students in Higher Education indicate that standardized international language tests, such as IELTS and TESOL, demonstrate low predictive power for study success. Consequently, there seems to be clear value in exploring alternative means of determining the most influential correlator between language proficiency and academic performance, especially in countries where such tests are neither a prerequisite for university admission nor a cost-effective option. Lexical knowledge has been shown to be crucial for language performance and a relatively good indicator of academic achievement. As recent models of multilinguality are challenging the notions of languages being separate entities for plurilingual speakers, we report on two studies (N = 54 and 40) that employed English (L3) and Romanian (L2) form-meaning based receptive vocabulary tests to explore the extent to which they predict academic achievement compared to other measures (age of onset, confidence and proficiency self-ratings) in the case of Hungarian native speakers studying for a BA in English Language and Literature. Academic achievement was determined by two indicators, grade point average in the year when the tests were taken and the three year average upon completion. Multiple regression analyses indicate that English vocabulary scores emerge as the best predictors and explain around 40% of the variance. Given the influence of Romance languages on English vocabulary testing, as indicated by the item-analysis, we conclude that to successfully employ similar tests for admission purposes, scores should be recalibrated to account for cross-linguistic similarities and arrive at a more informed and subtle interpretation of vocabulary size. In turn, this improves the (predictive) validity of similar tests.

Biodata:
Csaba Z. Szabo is an Assistant Professor and a Coordinator for MA in Education at the School of Education, University of Nottingham Malaysia Campus.
Designing a Professional Development Workshop: Stepping Out of the Comfort Zone

Maho Sano

Japan Association for Language Teaching (JALT)

Professional development (PD) is indispensable to ensure quality language education for students. This presentation describes new approaches to the designing of a PD workshop in an English program at a private university in Japan. Since the establishment of the program back in five years ago, biannual inhouse PD workshops have been provided for teachers in the program. The previous PD events were mainly composed of two components: group discussions and presentations by other colleagues. Those sessions were beneficial in that teachers were able to reflect on their teaching practice, share their views, and learn new teaching ideas from colleagues. However, it was found that those PD workshops somewhat lacked practicality. In other words, many of the teachers were not implementing their learning at the PD events into their daily teaching practice. Informal observation and discussions with teachers uncovered that teachers were facing some emotional challenges despite their motivation to incorporate new teaching ideas and keep improving their teaching skills. Those emotional challenges primarily centered around lack of confidence and uncertainty of how to implement those ideas. To address those issues, PD workshop coordinators decided to develop a workshop that can provide a safe place where teachers can try out ideas they have not employed before, in an attempt to encourage teachers to gradually teach out of their comfort zone. This presentation highlights the overview of the PD workshop, share voices from participants and outcomes of the workshop, and outline implications for future PD workshops.

Biodata:
Maho Sano is a lecturer at Kyoto Sangyo University and the Chair of the International Affairs Committee of Japan Association for Language Teaching. She has also worked as a learning advisor and a self-access program staff trainer. Her professional interests include learner autonomy, critical thinking and cooperative learning. She can be contacted at: maho.tesol@gmail.com
It is common among children with Down syndrome to have Sensory Processing Disorder (SPD) which is having difficulty with “detecting, regulating, interpreting, and responding to sensory input” (Critz, Blake, & Nogueira, 2015, p. 711), thus, leading to developmental and behavioral disorders. This would then affect their early literacy engagement during the teaching and learning process. Children with SPD might have one or more challenges in their tactile, auditory, taste, sight, smell, proprioceptive and vestibular sensation. There have been many studies conducted to explore different ways to minimize those effects in children with Down syndrome but not in the context of promoting early literacy engagement. One way to engage Very Young Learners (VYLs) with literacy is by employing Sensory Integration (SI) Therapy. Therefore, the purpose of this workshop is to explore the various activities that employ SI Therapy which can be carried out to promote early literacy engagement in VYLs with Down syndrome. In this workshop, I will present several best practices that showcase how the aforementioned seven senses are embedded in the SI Therapy to foster early literacy engagement in a language classroom. Challenges and limitations of this method will also be further discussed.

**Biodata:**

Darsyanah Nadarajan is in her final year of her Bachelor of Education in Special Needs Education at SEGi University, Kota Damansara. She is currently doing her internship at Kiwanis Down Syndrome Foundation National Centre in Petaling Jaya. Her research interests are Inclusive Education and Early Intervention Programmes.
Vocabulary Teaching and Learning – Applying Brain-Based Principles
Cynthia Yolanda Doss and Tam Lye Suan

Vocabulary is the core of language teaching and learning. The lack of vocabulary can limit communication and hinder comprehension. ESL teachers are often faced with the challenge of how to teach vocabulary to learners so that they are able to recall the new words and meaning as well as, know how to use the words. The brain-based approach in the teaching and learning of vocabulary has proven to be effective. This is because the brain-based approach helps the learners to process the words in meaningful contexts. This workshop will first, briefly introduce the principles of the brain-based approach. It will then discuss the findings of some research studies that have effectively used this approach to teach and learn vocabulary. Finally, the workshop will showcase some of the activities used to teach and learn vocabulary effectively.

Biodata:
Cynthia Yolanda Doss (Phd) is an associate professor and the Director of the Post Graduate Certificate of Higher Education Program at the University of Nottingham Malaysian Campus. She is actively involved in teacher training, train-the-trainer, and curriculum design. She is a Certified ThinkBuzan Licensed Instructor and her areas of research interest are Brain-based learning, Mind mapping and Critical Thinking.
Tam Lye Suan is a ThinkBuzan Licensed Instructor and she is passionate about mind mapping and brain-based teaching and learning. She has co-authored a series of supplementary books and teaching aids on Literature using Mind Maps for secondary schools and a Science Mind Map Book for Form 1 among other titles.
English Language Writing: Introduction to EssayJack
Lindy Ledohowski

This workshop is designed to offer a hands-on demo of the EssayJack platform, foregrounding English language teaching pedagogy such as scaffolding and chunking. Created by award-winning educators, EssayJack is an interactive web platform that pre-structures student essays with text boxes, interactive tips and prompts, split screen composing, and a live word count. It reduces writing anxiety, procrastination, and plagiarism. The entire EssayJack platform can be customized by educators and allows for rubric-based feedback. EssayJack was a finalist in 2016 for the British Council and Cambridge English’s prestigious ELTons Awards in Digital Innovation for English Language teaching.

Biodata:
Lindy Ledohowski (BA, BEd, MA, PhD) has a doctorate in literature and over 15 years of experience in English education as a high-school teacher and university professor. She has co-written teaching manuals, an edited collection that recently won a nation-wide book prize in Canada, and offered seminars and workshops on good teaching practice. She co-founded EssayJack Inc., a ground-breaking essay writing software platform, which is in use in over 8 different countries worldwide.
What Do Students Learn in Writing Classes?
Jeremy Koay

The purpose of this workshop is to discuss advantages of genre-based instructions and demonstrate how this approach can be applied in writing classes at secondary school level. The workshop begins with an overview of the three main schools of genre theory: English for Specific Purposes, Systemic Functional Linguistics and Rhetorical Genre Studies. In this hands-on workshop, participants will have an opportunity to discuss teachers' and learners' perceptions of what a good piece of writing entails. The workshop will highlight common misunderstandings around the concept of writing. For example, some language learners believe that effective writing skills primarily involve producing grammatical sentences and/or using a wide range of vocabulary. This misconception is emphasised when teachers’ feedback focuses on correcting learners' grammatical errors. In the second half of the workshop, I will present the five stages of a genre-approach to writing (Hyland, 2007): setting the context, modelling, joint construction, independent construction and comparing. I will demonstrate how the five stages can be applied in writing classes at secondary school levels. Using the genre of argumentative essay, I will demonstrate strategies that teachers can use to support low intermediate and intermediate learners. The workshop will end with a discussion of opportunities and challenges that the genre approach to writing presents.

Biodata:
Jeremy Koay is a New Zealand-based Researcher and an Education Consultant at EduMaxi. He designs learning materials and professional development resources. He obtained his PhD in Applied Linguistics from Victoria University of Wellington in 2015. His research interests include TESOL, Academic Writing, and Genre Analysis. Read his blogs at http://www.edumaxi.com/what-we-say/
The Changing Lens: A Site-Based Observation of Classroom Experiential Modelling
Zaira Abu Hassan Shaari, Zarina Mustafa and Grace Chang Siew Yeng

This qualitative study examines evidence of learning amongst twelve ESL teachers from different primary schools in Kuala Lumpur who were involved in a site-based collaborative support programme. The programme focused on utilising three strategies, namely Scaffolding in Task-Based Learning, Instructional Language in Young Learners' Classrooms, and Meaningful Drills in ELT, to improve teaching and learning. The study is based on the situative perspective of 'knowledge in-practice' and 'knowledge for practice' models of Continuous Professional Development (CPD) proposed by Cochran-Smith and Lytle (1999), who hold that site-based teacher learning communities offer particularly rich environments in which to undertake CPD because of the immediacy of classroom contexts as the focal points for teachers’ critical review and reflection. Data was collected through teacher’s observation notes during the experiential modelling by the trainers, and group interview conducted at the end of the programme. Inductive analysis of the data was conducted to understand the teachers’ experienced learning. It was found that the site-based collaborative CPD for teachers lead to greater teacher confidence, improved self-efficacy with teachers feeling assured that they are able to make a difference to pupils' learning after observing the positive impact on the students during the experiential modelling by the trainers, an openness to new ideas and changing practice (from the conducive debrief sessions), greater enthusiasm for collaborative working,-
- and an increased willingness to be observed.

**Biodata:**

**Zaira Abu Hassan Shaari** is a teacher trainer at the English Language Studies Department, Institute Perguruan Ilmu Khas, Kuala Lumpur. In the last 25 years, she has been involved in the training of pre-service and in-service teachers in various programmes such as DPM, PISMP, KPLI, Preparatory and B. Ed Twinning Programmes with local and foreign universities. Zaira obtained her High School Certificate at Kuranui College, New Zealand and her B.A. (Hons.) in Linguistics from Victoria University, Wellington, New Zealand. She received her Master's degree in TESOL from the University of Leeds, United Kingdom and her Doctorate in TESL from University Putra Malaysia. Her areas of specialization include reading and collaborative learning.

**Zarina Mustafa** is a senior TESL lecturer in Teacher Education Institute Specialist Campus in Kuala Lumpur, Malaysia. She teaches courses in ELT Methodology, Multi Literacy, and Research in Education. She had researched in many ELT related areas, but her special interest is in continuous professional development, specifically amongst ELT practitioners in Malaysia.

**Grace Chang Siew Yeng** is a lecturer in the English Studies Department, Teacher Education Institute Specialist Campus in Kuala Lumpur, Malaysia. She received both her B. Ed (TESL) and Master Science (TESL) degrees from Universiti Putra Malaysia. Her research interest includes ELT Methodology, Sociolinguistics, and Literature in the language classroom. She had published research articles in local and international journals, and had presented a number of papers in the country and overseas.
Using Rap Beat to Improve Students' Motivation in Writing Various Sentence Structures
Azalan Bayu Zakaria

Exposing students with various sentence structures is important because it will prepare them to write better. However, teaching it by conventional methods might demotivate students to complete the exercise given in the classroom. Most students felt that it is very difficult to generate ideas and put in accordingly sentences which are either simple, compound or complex. The study investigated the use of rap beat in encouraging students to produce more sentences by using various sentence structure. Through the rap beat, students had to generate ideas through bar of the beat, mood of the rap beat, and finally wrote and combined sentences based on the theme chosen. They also needed to relate the ideas to themselves when writing the sentences. 30 questionnaires were given to the students to examine their perception before and after using the rap beat in producing sentences. The results of the study indicated that rap beat improved students' motivation in completing the task given and inspire them to do more activities related to their second language learning.

Biodata:
Azalan Bayu bin Zakaria is the English Lecturer in Kolej Profesional MARA Bandar Penawar, Kota Tinggi. He has taught in the institution since 2007. His latest research is "THE RDR TECHNIQUE THROUGH ONLINE WRITING TASK: IMPROVING STUDENTS' ABILITY TO USE REPORTED SPEECH IN WRITING" (2016) - presented at the National Action Research 2 in Malacca.
Community Engagement Programme: Enhancement of English Language Proficiency through Project-based Learning
Zuhana Mohamed Zin, Wan Farah Wani binti Wan Fakhruddin, Rosmah binti Ramlah and Khairuzilah Khalil

This study is based on a high-impact community engagement programme which involved 120 students from four secondary schools in Jelebu district. As part of the university’s effort to engage in the community, this programme was conducted based on Form 2 curriculum with the aim to improve English language speaking skills of Form 2 students. The objectives of this study are to enhance the students’ knowledge and skills in constructing direct questions when asking for simple or complex information and to plan for an event through collaborative learning based on contexts or situations. The students were given pre-test before they embark on the project and post-test after they completed their tasks. Instructional sessions were conducted to allow students to focus on project planning and making enquiries on the situations of the project. First, students were provided with input on how to construct correct questions when making inquiries based on their projects and later plan on their projects based on the situations provided. Findings from the pre and post-tests indicated that the students rated higher improvement in their knowledge and skills through collaborative work in this project-based learning task. The input on how to ask questions correctly improved their knowledge and skills on making enquiries in English speaking skills. The instructional sessions conducted were effective in increasing their knowledge and confidence when speaking. Community engagement programme is found to be one of the effective ways to inculcate the effective use-
of project-based learning in school communities.

**Biodata:**

*Zuhana Mohd Zin (PhD)* is a senior lecturer at Language Academy, Universiti Teknologi Malaysia, Kuala Lumpur who has vast experience teaching ESL/EFL for school and college students. She holds a doctorate in Applied Linguistics. Her area of expertise is in critical reading, critical literacy, 21st century teaching and learning practices.

*Wan Farah Wani* has more than 11 years of teaching experience at Universiti Teknologi Malaysia. She holds a PhD degree specialising in Systemic Functional Linguistics. Her research interests include analysing discourse, textual organisation and semantic functions of language in texts and lexicogrammatical analysis both in academic and real-life contexts particularly from an SFL perspective.

*Rosmah Bt Ramlah* is a senior lecturer at Language Academy, Universiti Teknologi Malaysia.

*Khairulzilah Khalil* is currently a senior lecturer at Language Academy, Universiti Teknologi Malaysia. Her field of interest is in second language acquisition.
Multimodal Literacy: Uncovering Advertising Ploys in the Classroom

Macrina Francesca Yap

Shifting language education in the new era of Education 4.0 will mean a stronger focus on the high level cognitive skills of analysis and evaluation, specifically in the area of digital literacy. With the fast-paced movement in technology, advertisers have increasingly used multimodal representations as a form of persuasion, sending subtly encrypted messages according to intended gains. Critically, there is a need to deconstruct these multimodal advertisements to understand its holistic effects and implications on unsuspecting audiences. This paper exemplifies a Year 12 Australian Matriculation syllabus that accentuates the need to prepare students in being critical viewers of persuasive texts. It draws on document analysis of the subject outline, task exemplars and assessment rubrics. Video samples of the assessment depicting the deconstruction of multimodal advertisements assist in understanding the execution of the task and syllabus design. Data analysis depicts the importance of assessment descriptors in triggering and eliciting responses from students that are focused on the genetic make-up of advertisements. Personal, social and cultural perspectives are essential elements that are embedded in persuasive multimodal texts and these are realized through the emotive elements, language feature and conventions of a persuasive text. The implementation of multimodal literacy in the Malaysian classroom context is a step forward in language education but like any new move, hurdles are always present and must be addressed.

Biodata:
Macrina Francesca Yap is currently a lecturer at HELP University. Her experiences at higher institutions of learning are largely focused on teaching English as a second language. She is mainly interested in research areas of multimodality, critical literacy and assessment practices.
Using Online Multimedia Platform in Facilitating Subject-Verb Agreement
Kamilah binti Abdullah

This study aims to study the effectiveness of online multimedia platform; Sway, in facilitating subject-verb agreement. Two different types of interventions were implemented in the study which were the Sway and printed paper handout. The sample of the study consists of 79 13-year-old learners enrolled in a Sekolah Agama Bantuan Kerajaan (Government Assisted Religious School, SABK) in Malaysia. The effectiveness is compared based on the results obtained from the pre-test and post-test. The participants in both conditions achieved significantly higher results for the post-test. However, there is no statistically significant difference on the types of interventions between both groups over time. Students' motivation to learn SVA was also measured through questionnaire distribution and the results showed that there is a statistically significant relationship between students’ exam performance and their motivation when they were exposed to the online multimedia platform.

Biodata:
Kamilah binti Abdullah, currently teaching English Language at SMK Abdul Rahman Talib, Kuantan, Pahang. Graduated from Victoria University of Wellington, New Zealand in B.Ed TESOL, a twinning program with IPG Kampus Bahasa Antarabangsa, Kuala Lumpur. Started working as a teacher in 2012. Received the Chevening Scholarship awarded by the British Government in 2016 to study MA Learning, Technology and Education at University of Nottingham, United Kingdom. The paper is a dissertation submitted to the University of Nottingham in partial fulfillment of the requirements for the Degree of Master of Arts.
An Exploration of TESL Primary Teachers’ Practices and Cognition of HOTS in the Rural ESL Classrooms
Fidelia @ Esther Mathew Sipaun and Suyansah Swanto

HOTS has been emphasised in the Malaysian curriculum in order to develop students intellectual capacity. The 2016 Annual Report of Malaysia Education Blueprint (MEB) 2013-2025, states that there were disparities in the implementation readiness based on the UPSR (Primary School Evaluation Test) English paper 2016 performance gap between urban and rural schools in Malaysia. Teachers in rural areas applied rote learning instead of HOTS in the teaching and learning process, while some teachers had yet to fully internalize the standards set in KSSR. Noting the Preliminary Report of MEB 2013-2025, most lessons in schools were inadequate in engaging students in constructive thinking. The process of teaching and learning only involved recalling facts or delivering knowledge to students rather than cultivating HOTS. Educational researchers highlighted the relationship between teachers’ practices and cognition, whereby it is vital to address these questions ‘what do teachers do?’, ‘what do they think?’, ‘what decisions do they make?’ and ‘why?’ (Borg, 2006) in order to understand the situation at hand. Hence, this concept paper is meant to explore TESL primary teachers' (i) integration of HOTS in the rural ESL classrooms and (ii) cognition that influences the way they interpret/ integrate HOTS. Research questions of this study were: (i) What are the classroom practices in relation to integrating HOTS by TESL primary teachers during ESL classroom? (ii) What are TESL primary teachers’ cognition in integrating HOTS in the ESL classrooms? (iii) How do TESL primary teachers integrate HOTS in their ESL classroom? (iv) How does TESL primary-
-teachers' cognition influence the way they interpret/integrate HOTS in their ESL classrooms? Data was collected through interviews, classroom observations and document analysis. The findings will provide insights for ESL teachers, curriculum planners, and syllabus and material designers on ways to overcome the problem.

**Biodata:**

**Fidelia @ Esther Mathew Sipaun**, a TESL lecturer attached to Teacher Education Institute Malaysia. Received B.ED TESL (HONS) from Exeter University, United Kingdom (2001), and M.ED TESL from Universiti Malaysia Sabah, Malaysia (2010). 17 years of teaching experience; taught English in the urban and rural secondary schools in Sabah, MARA Institute of Technology (tutor), and Universiti Malaysia Sabah (tutor). Research interests include the necessity for integrating computational thinking skills in the ESL lessons. Currently a doctoral student at Universiti Malaysia Sabah.

**Suyansah Swanto**, an Associate Professor at the Faculty of Psychology and Education, Universiti Malaysia Sabah. He teaches Approaches to Language Teaching, Discourse Analysis, Language Awareness, and Theories and Practices of Spoken and Written Language. Successfully supervised a number of postgraduate students. Research interests include TESL and teacher education.
English is Easy with Simplified Grammar Rules

Kalsum binti Mohamed

Grammar is an aspect of English language and everyone has different opinions regarding it. Some pupils are very interested in learning grammar rules and doing lots of grammar exercises. Others hate grammar and think it is the most boring part of learning. They would complain that English is so difficult. But, the truth is they cannot escape from grammar. It is in every sentence they read or write, speak or hear. English grammar can be defined as the way we combine words together so that other people can understand us. People made rules about how to use the words together. All these rules are important. So, if we do not know these rules, then grammar can seem quite complicated. It is not easy to memorize the grammar rules although they are just basic grammar rules. Simplified Grammar Rules (SGR) table is an easy way which helped the pupils to memorize some of the grammar rules better and faster. It focuses on grammar items such as pronoun, simple present tense, plural nouns, verb-to-be and helping verbs. There were no respondents who scored an A in Pre-test, but 100% of the respondents got Grade A in the Post-test after they memorized and knew how to use the Simplified Grammar Rules (SGR) table.

Biodata:
Kalsum binti Mohamed is an English teacher at SK Sungai Bunyi, Pontian, Johor who has been teaching for almost 20 years. She is the Head of English Panel in her school and one of the State/District Facilitator. She is active and has been participated in few action researches. One of her research was published in the Jurnal Kajian Tindakan Negeri Johor.
Community Engagement Programme: Enhancement of Oral Presentation Skills through Project-based Learning
Wan Farah Wani binti Wan Fakhruddin, Zuhana binti Mohamed Zin, Rosyatimah binti Yasin and Ramona Abdul Rahim

This study is based on a high-impact community engagement programme which involved 120 students from four secondary schools in Jelebu district. As part of the university's effort to engage in the community, this programme was conducted based on Form 2 curriculum with the aim of integrating 21st century learning to improve English language speaking skills of Form 2 students. The objective of the study is to improve their speaking and presentation skills in English through collaborative project-based learning. The students were asked to sit for a pre-test prior to the intervention sessions which focused on enhancing students' presentation skills. They were required to work collaboratively in a small group responding to particular situations given in the task. They were required to present the outcome of their project in the classrooms with some guidance from the facilitators. The results of the study indicated that the intervention sessions provided them with the required input on presentation prompts and presentation outline needed to accomplish the task. Findings also demonstrate a positive improvement in knowledge and skills particularly in the planning and execution of the task and a marked improvement in students' confidence level when speaking in English. This study shows that community engagement programme capitalising on the effective use and execution of collaborative project-based learning can help to boost students' skills and confidence in-
-using English to perform assigned tasks particularly in the context of second language teaching and learning.

**Biodata:**

**Wan Farah Wani** has more than 11 years of teaching experience at Universiti Teknologi Malaysia. She holds a PhD degree specialising in Systemic Functional Linguistics. Her research interests include analysing discourse, textual organisation and semantic functions of language in texts and lexicogrammatical analysis both in academic and real-life contexts particularly from an SFL perspective.

**Zuhana Mohd Zin** (PhD) is a senior lecturer at Language Academy, Universiti Teknologi Malaysia, Kuala Lumpur who has vast experience teaching ESL/EFL for school and college students. She holds a doctorate in Applied Linguistics. Her area of expertise is in critical reading, critical literacy, 21st century teaching and learning practices.

**Rosyatimah Yasin** is a language teacher at Language Academy, Universiti Teknologi Malaysia. Her area of expertise is in linguistics and, language teaching and learning.

**Ramona Abd Rahim** is a language teacher at Language Academy, Universiti Teknologi Malaysia. She is currently the Deputy Director for Community and Industry Network. Her field of interest is in Computer Assisted Language Learning and English for Specific Purposes.
Online Learning to Enhance English Language Teachers' Language Proficiency
Szarmila Dewie Krishnan

We live in the digital century with a rapid pace of technological innovation fascinated globally with Internet being the dominating call. It has resulted in integrating technologies using online learning which has evolved in recent years. Online learning has become popular because of its potential in providing more flexible access to content and instruction at any time, and any place. Lee and Lee (2008) remarked it as an active learning process accomplished through experience, maturity and interaction with others. In tandem with the growth of online learning in teacher training and teacher education, the focus of this research is to therefore, highlight a fully online learning mode using a learning management system (Canvas) to enhance teachers' proficiency. English language teachers need a certain level of proficiency in the language to serve as models for our students and provide them with valuable language input that can help them learn. Thus, the issue of proficiency is always at the forefront for English language teachers. According to The Roadmap 2015-2025, the current requirement of a minimum CEFR Level C1 for English language teachers in Malaysia is aimed at ensuring that teachers are able to teach effectively in the language classroom. For this reason, there is a need for all English language teachers to initiate their own learning. This study also hopes to note that online learning provides opportunities for exciting and innovative experiences by engaging in the learning platform as it employs them with experiential learning strategies (Budhai & Skipwith, 2017).

Biodata:
Szarmila Dewie Krishnan is a lecturer at the English Language Teaching Centre (ELTC), Ministry of Education Malaysia. She holds an M.Ed (TESL) from the University of Malaya. As an educator, she is passionate about drama and has won several awards at both the district and state levels. She is a live wire who strives to excel in whatever she undertakes. She has conducted several studies on reading habits, language games and the use of English in Malaysia. Her current interest is in educational research programmes, the teaching and learning of literature, language games, reading and online learning. Szarmila currently serves as Assistant Secretary for the Malaysian English Language Teaching Association (MELTA).
Teaching Strategies to Reduce Negative Transfer of L1 among Bangladeshi EFL Learners
Shushmita Hossain Khan

According to the language transfer theory, negative transfer occurs when the learners’ mother tongue (L1) interferes in learning the target language (L2). Bangla is the native language of Bangladesh. People learn English (L2) as a foreign language to meet the academic requirements. As foreign language learning only occurs in the formal situation of a classroom in Bangladesh, the learners have hardly any access to the target language beyond the classroom. As a result, they mostly use L1 as a resource to help them produce the L2 data. The paper aims to show how this negative transfer of Bengali EFL learners can be reduced at minimum level in speaking English. The objective of the paper is to present a number of student activities and teaching materials for the first year students of tertiary level to show how these activities can be incorporated into the language lessons in facilitating learners’ reduction of L1. The student activities include structured oral activities, extensive vocabulary practice through reading and practice listening in the classroom. The teaching materials contain providing audio clips on listening task, showing videos on different topics for oral task, making them familiarize with the culture of the target language through visual input. So, the paper suggests that the implementation of these teaching strategies will be beneficial for the learners to lessen their L1 transfer in L2.

Biodata:
Shushmita Hossain Khan is currently pursuing her M.A in Linguistics at University of Malaya. She has presented many of her research papers in different International and national conferences. Her research interests are second language acquisition, language policy, syllabus and material design and testing and evaluation.
CPD for Novice English Teachers: Changing the Game
Sivabala Naidu

This paper is based on the notion that a significant demotivating factor among novice English language teachers is the lack of professional development opportunities. Even, if such opportunities are made available, the training is often information-driven and directed towards government-led objectives that feed into the school system and thus, is depersonalized. This paper will look at the critical elements of successful CPDs such as goal-setting, reflection, and communities of practice and argue that any successful CPD should incorporate collaborative work/activities by providing real-life examples of his experience with novice teachers in Malaysia.

Biodata:
Sivabala Naidu pursued his B.A (Hons) TESOL at the University of Strathclyde, Glasgow and obtained his Masters and PhD degrees from Universiti Sains Malaysia, specialising in the area of Applied Linguistics. He has over 30 years of experience in the field of English language education, linguistics, and teacher training. He is currently serving as Head of the School of Pre-University Studies, Taylors College. Prior to his current appointment, he served as Secretariat Officer of the English Language Standards and Quality Council, Ministry of Education, Malaysia. Sivabala's career pathways have helped him develop a diverse range of academic and professional competences. His current research interests are in the fields of sociolinguistics in education and teacher professional development.
Using ‘Flipped Classroom Approach’ to Teach Adjectives in a Malaysian Year 4 ESL Classroom
Teo Woon Chun and Ramesh Sathappan

This study is aimed to investigate the effectiveness of using the flipped classroom approaches to teach adjectives in a Malaysian Year 4 ESL Classroom. It is also designed to examine Malaysian Year 4 ESL learners’ perceptions towards the flipped classroom approaches. An experimental and control group which consist of 20 Year 4 pupils respectively in Sekolah Jenis Kebangsaan X will be formed to be the research participants in this study. This intervention will focus on the experimental group using Edmodo to acquire input before the lesson, while the control group will follow the traditional teaching methods. The study aims to study the differences of both the experimental and control groups’ performance after learning adjectives with the flipped classroom approach and traditional teaching approach respectively. The study of this quasi-experimental research will use mixed method approach to triangulate data collected from several instrument, namely pre- and post- tests, questionnaire and interview. It is expected that there will be a significant difference after pupils learning adjectives with the flipped classroom approach compared to the traditional teaching approach. It is estimated that the experimental group will find it effective to grasp knowledge during face-to-face lesson as they have acquired the relevant input online before the lesson. This study will provide the findings and relevant information for the policymakers, teachers, parents and pupils on the implementation of the flipped classroom approach in a Malaysian primary ESL classroom as this pedagogical concept has not been studied widely in the Malaysian primary school context.

Biodata:
Teo Woon Chun is an undergraduate who is pursuing Bachelor of Teaching (Hons) Programme in Teaching of English as a Second Language (TESL) at Temenggong Ibrahim Teacher Education Institute. He is in his final year of studies and he is passionate to obtain knowledge on educational research through participating conferences.

Ramesh Sathappan is a lecturer at the Temenggong Ibrahim Teacher Education Institute, Malaysia. His research interest is in the field of ELT Methodology and Educational Research. His recent publications are in the field of education.
Project-Based Learning: A Beneficial Approach in Enhancing Students' Engagement in Learning Grammar for English Language Learners of Secondary Schools
Pathmavathy A/P Kriakobender Marchay

This paper reports the findings of a research implementing project-based learning (PBL) in enhancing students’ engagement in learning grammar in an English classroom. A total of sixty-eight students from two classes of form four in SMK Bukit Sentosa 2, Rawang, Selangor were involved in the project-based learning (PBL) task which was conducted for a four-week period. A flipped classroom approach was also used to guide the students to work on grammar concepts and engage creatively in conducting the task. They were also observed while being exposed to the project-based learning approach and they carried on the project by incorporating technology in the classroom. The students who worked in groups produced their own pocket note of grammar by using an A4 paper size template and transferred their findings consisting of definition of grammar component, description of grammar rules followed by various exercises. They were also becoming highly motivated to use English more intensively while exposed to this project PBL approach and worked collaboratively with their peers to bring positive gains. Results of this study revealed that students could experience a more interesting and meaningful involvement learning in a project-based learning English lesson. This research also proved that project-based learning could benefit the students to be engaged and challenged to acquire grammar knowledge on their own way. Thus this project-based learning (PBL) strategy could be useful for teachers to move beyond the more traditional forms of teaching and bring success to their students.

Biodata:
I am Pathmavathy K. Marchay, an English Language teacher in SMK Bukit Sentosa 2, Rawang, Selangor. It is a school under Transformation School Programme in Selangor. I held the position of head of English Panel for almost 9 years. I have 23 years of experience as an English teacher both in primary and secondary school. I did my BA Hons in English Literature from University Putra Malaysia and currently pursuing my Master’s Degree in University of Malaya. I am extremely passionate about innovative teaching of grammar and literature in my English lessons.
Cultural Differences in Communication between Native and Non-Native ESL Teachers

Nurhezrin Anuar

Misunderstandings in intercultural communication may occur because of many factors, one of which can be attributed to differences in cultural communication style and values. Focusing on the narrations of five native and five non-native English teachers, this study aims to understand if misunderstandings occur while they are working together in a school setting. A qualitative research in design, this study uses discourse analysis as a framework to analyse data. Specifically, Hofstede’s (1984) Cultural Dimension, Hall’s (1983) High/Low Context Cultures and Ting-Toomey's (1999) Intercultural Conflict Management Skills were combined as a model to analyse data. Findings suggest that the participants experienced misunderstandings while working together with majority of these misunderstandings being due to a difference in cultural variations in communication styles and values. The findings of this study would benefit researchers, educators, practitioners as well as travelers and in particular those who specialise in intercultural communication. Nonetheless, due to the limitation of the participants involved and the restricted school setting, findings cannot be generalised.

Biodata:
Nurhezrin Anuar is an English teacher in SK Putrajaya Presint 5(1). She obtained her B.Ed (TEFL) from Queensland University of Technology, Australia and a Master's degree in ESL (MESL) from University of Malaya, Kuala Lumpur. She is currently the Director of Technologies of the Malaysian English Language Teaching Association (MELTA). She has also contributed to a few divisions under the Ministry of Education, Malaysia and occasionally facilitates teacher training courses.
ESL Lecturers' Perceptions of Blended Learning in Community College
Farah Zahidah binti Mohd Noor, ZamZarina binti Md. Zain, Siti Adila binti Mohamad Yazi and Rabiatul Adawiyah binti Rayah

Nowadays, blended learning is an approach that is rapidly gaining popularity in English language learning. It combines both traditional face-to-face interactions and online learning. The purpose of this study is to identify the perception of ESL lecturers in community college in Malaysia towards utilizing blended learning approach in their teaching and learning process for English. Data of this study were collected using a questionnaire that uses a four point Likert Scale from 35 ESL lecturers in a community college. Data were analyzed using SPSS version 22. Findings of the study, demonstrate that most of the respondents have positive perceptions towards the usage of blended learning approach. However, the respondents face several challenges when it comes to using blended learning approach in the classroom.

Biodata:
Farah Zahidah binti Mohd Noor is an English language lecturer in General Studies Department, Bukit Beruang Community College, Melaka. She graduated with Bachelor of Education (Hons) TESL in 2012 from Universiti Teknologi MARA. Currently, she is in her final semester of Master of Education (Hons). Her research interests are in blended learning, Massive Open Online Courses (MOOC), sociolinguistics and autonomous learning in English as a Second Language (ESL).
ZamZarina binti Md. Zain is an English language lecturer in General Studies Department, Selandar Community College, Melaka. She graduated with Bachelor of Education (Hons) TESL in 2012 from Universiti Teknologi MARA. Her research interests are in education and teaching English as a second language.
Siti Adila binti Mohamad Yazi is an English language lecturer in General Studies Department, Arau Community College, Perlis. She graduated with Bachelor of Education (Hons) TESL in 2012 from Universiti Teknologi MARA. She just completed her postgraduate studies in Master of Education (Educational Psychology) from Universiti Utara Malaysia.
Rabiatul Adawiyah binti Rayah is an English language lecturer in General Studies Department, Politeknik Sultan Mizan Zainal Abidin, Terengganu. She graduated with Bachelor of Education (Hons) TESL in 2012 from Universiti Teknologi MARA. Her research interest is in grammar.
The Effectiveness of Using Edmodo to Improve Students’ Interaction in English Listening and Speaking Class
Ngoc Bich Luu

It is essential to create chances and the environment for communication for EFL learners. However, the issues of big classes and limited amount of time in class somehow limit the opportunities for EFL learners particularly shy learners to communicate in English. This paper will present the study of using the Edmodo application in order to create a virtual environment for learners to improve their English communication skills as well as to encourage shy learners to use English in communication. The application is implemented for an English listening and speaking course. There are forty three first year students of Cantho University, Vietnam, participating in this course. In order to examine the effectiveness of Edmodo in enhancing students' using English in interaction, a questionnaire is conducted at the end of the course. The findings from this questionnaire will also be discussed in the paper. These pieces of information can be helpful for those teachers who are finding the solution for their big English communication classes.

Biodata:
Luu Bich Ngoc is teaching English at the School of Foreign Languages at Cantho University (CTU) and other colleges cooperating with CTU in Southern Vietnam. She holds a Master degree in Intercultural Communication at the University of West England (UK). She is interested in cultural studies, ICT and language teaching.
This action research aims to explore the effectiveness of the computer game, Welcome to the Glamourzonia Hotel!™ as a tool to enhance and stimulate enthusiasm among students especially in understanding and utilizing prepositions of direction effectively. Students of SMK Taman Daya 2, Johor Bahru were involved in this research. They underwent the pre-test and Questionnaire 1. This game is a computer game that has been specially designed by the researcher for English as Second Language (ESL) teaching and learning which is suitable as teaching aid for the whole class in a lesson. Then, the students were given the post-test and the Questionnaire 2 after the lesson which focusing on their perceptions and motivation after the treatment. There are at least four pedagogical implications of the research. First, it benefits the teaching of English especially on grammar where the students have the opportunity to experience an enjoyable and memorable learning. The pleasurable lesson then leads to better comprehension on the subject matter which is the preposition of direction. The application of the computer game in the lesson gives a medium for healthy competitions among students and promotes teamwork. The integration of the computer game in the English lesson creates and promotes self-learning through the inductive teaching which at the same time decreasing ‘spoon feeding’ teaching and learning tradition.

Biodata:
Muhammad Nabil bin Abdullah is an English teacher of SMK Taman Daya 2 who graduated from Universiti Teknologi MARA (UiTM), Shah Alam. His experience in arts and culture has driven him to be creative in his learning and teaching journey. He created several award winning games and Welcome to the Glamourzonia Hotel!™ has won multiple international awards from Indonesia, Malaysia and South Korea.
With 21st Century Learning, plain chalk and talk might not fully work in classroom anymore, especially in teaching English grammar to the Primary level pupils. Traditional rote learning causes these young learners to feel bored and restrained in class. As a result, the lesson simply become a parroting with less output for them. Teachers, on the other hand, find it hard to assess these young learners' understanding towards the grammar element. Therefore, this paper is aimed to study the effectiveness of using Kahoot (an online student response system) in improving the level of Year Three pupils' engagement when learning irregular verbs. It is hoped that the outcome of this study will benefit both teachers and primary level pupils in teaching and learning irregular verbs.

Biodata:
Mohd Azmanuddin bin Azman is an inspiring English teacher with six years' experience in teaching seven to nine years old pupils. This TESL graduate from University of Auckland and IPGM Temenggong Ibrahim was a silver medalist in International Invention and Innovative Competition (InIIC Series 2/2017) and recently presented a paper on Comprehension through Pictorials at ASEAN-ELT 2018.

Dr. Melor Md. Yunus is an Associate Professor and Deputy Dean of Research and Innovation at the Faculty of Education, Universiti Kebangsaan Malaysia. She is best known for the integration of ICT in teaching and learning English as a Second Language research. She also contributed to developing the Permata Pintar National Gifted Centre in Malaysia in 2009.
Evaluating Educational Technology-use with LOTI Framework to Implement Google Classroom at Tertiary Level in Bangladesh

Md. Eftekhar Uddin, Mahfuza Zannat and Haliza binti Harun

Students today are more attuned to technology-use in their day to day life and so, they demand more flexibility in their learning experience. Is tertiary Level in Bangladesh ready to deal with such tech-savvy students? The answer is sought through a small scale survey carried out among 100 participants to understand educational technology-use at tertiary level. This paper presents and analyses results with Levels of technology implementation (LOTI) framework (Morsech, 2002), to propose the pedagogical procedure to integrate ‘Google Classroom' (a popular Learning Management System) at tertiary level in Bangladesh to ensure engaged learning. However, the model proposed in this paper needs further study to be validated.

Biodata:
Eftekhar Uddin is an Associate Professor & Chairman, Department of English Language & Literature, International Islamic University, Chittagong. He has his 2nd Masters in on Educational Technology and TESOL from the University of Manchester. His research interest includes Tech-mediated education & blended Learning.

Mahfuza Zannat is an English Teacher of Standard School & College with an MA in English Language Teaching from International Islamic University, Chittagong. Her research interest includes Google Classroom & Language Variation.

Haliza binti Harun completed her PhD from University of Essex & currently is working as a Senior Lecturer, Faculty of Modern Language Studies, University of Sains Islam Malaysia. Her research interest includes Concept-based instruction, Problem based learning and Creativity & Innovation in Education.
Promoting learner autonomy in English language learning is beneficial both to teachers and learners. It is essential to gain insight on how they both perceive learner autonomy. Teachers have the central role in developing learner autonomy thus it is important to see what their beliefs are as it influences their openness to the ideas presented in the classroom. Mismatch between teachers and learners’ belief may have a negative impact on language learning, thus understanding the relationship between teachers’ and learners’ belief of learner autonomy is imperative to promote successful language learning. The study aims to gain a better understanding of teacher cognition and learners’ beliefs concerning learner autonomy. The study explores English language teachers’ and learners’ beliefs of learner autonomy in a secondary school in Pulau Pinang. A questionnaire was used to reveal what English language teachers understood as learner autonomy and in what ways that they claim they incorporate the practice in the classroom. For learners, a questionnaire to explore learners’ beliefs on learner autonomy was distributed. The study reveals that there are certain correspondences and mismatch between teachers’ and learners’ beliefs. The findings have pedagogical implications for teachers as their awareness should be raised on the importance of learner autonomy in language learning.

**Biodata:**

*Siti Nur Yusof* is currently pursuing her Phd in TESL at University Pendidikan Sultan Idris. She is mainly interested in learner autonomy in English language learning and believes that its perks are bountiful to successful language learning. She can be reached at buzzsiti@gmail.com
Using Card of Sentence (COS) to improve Malaysian Year Three Pupil' Subject-Verb Agreement (SVA) in Sentence Writing
Lee Chai Ming and Ang Chwee Pin

This action research will aim to investigate the effects of using the innovative card game ‘Cards of Sentence’ (COS) in improving pupils’ sentence construction skills. The purpose of the study is to inculcate pupils' interest in writing and to determine the effects of doing action research on improving teaching practice performance. The respondents will consist of 10 Malaysian Year Three pupils from one of the urban Chinese vernacular schools in Johor Bahru, Johor, who are weak in rearranging and structuring words to form a proper sentence as seen from their previous mid-term exam results in their English paper. The data for this study will be collected from various methods such as interviews, diagnostic tests, observations, samples of pupils' writing achievement in tests and questionnaires. The researcher expects the respondents to show more interest towards English learning and they will be able to rearrange words to form a sentence correctly after the action research has been carried out in their school. It will be concluded that the pupils involved will have improved in subject-verb agreement (SVA) after the implementation of this COS.

Biodata:
Lee Chai Ming, who is currently doing her Degree in Teaching English as a Second Language (TESL), is an undergraduate in Institut Pendidikan Guru Kampus Temenggong Ibrahim, Johor. From her past practicum experience in an urban Chinese vernacular primary school, she takes interest in Year 3 pupils’ poor writing skill and proposes to investigate the effectiveness of the innovative card game – Card of Sentence (COS) in improving pupils’ subject–verb agreement (SVA) in sentence writing.
Ang Chwee Pin has been an English teacher and teacher trainer for over 36 years, having worked with adolescents, and adults at local secondary schools and teacher education institute. Her main teaching focus are teacher education, professional development and communication skills. She is also an educator returnee of Yayasan Antarabudaya Malaysia. Her recent research have been published in the Jurnal Penyelidikan Temenggong Ibrahim 2017.
Post-graduate Diploma in Education Programme (PDPLI) TESL has been conducted in the Teacher Education Institute since 2016. It is a collaboration between the Malaysian Ministry of Education with Teach for Malaysia (TFM) foundation, which recruits outstanding graduates and young professionals to be full-time teachers in high-need schools through their two-year Fellowship. Currently, this is the third batch being run in teacher training institutes, in the form of a distance learning mode. 28 students from the January 2017 intake have their teaching monitored during their first and second semesters and also during their 3-month practicum practices at their respective secondary schools. Based on the observations, interviews with the school administrators and school-based mentors, and questionnaires gathered, the findings show that the majority of these students still lack relevant pedagogical skills. However, their classroom management skills had improved gradually over the months. The researchers recommend more lessons on designing and adapting teaching materials skills to be taught to these students. The researchers also hope that existing and future trainers from other teacher education institutes will be better informed with the sharing of good classroom mentoring practices. The retention rate of this batch of TFM Fellows had been the highest since the-
-inception of this course, as the students can opt to leave the teaching service once their 2-year Fellowship ends.

**Biodata:**

*Kan Kwong See* is the Head of English Studies Unit in a Teacher Training Institute, Johor Bahru. She is currently the Assistant Co-ordinator for Teach for Malaysia. Her research interests are on professional development. Her recent publications are in Jurnal Penyelidikan Temenggong (2017, co-authored with her students) and MELTA ISBN: 978-983-9411-04-1 (2016).

*Lailatul Zuraidah bt Kamarudin* is a senior lecturer and Head of Language Department in a Teacher Training Institute, Johor Bahru. She has been teaching for about 36 years. Her research interests are on Teacher Education and professional development. Her recent publications are in Jurnal Penyelidikan Temenggong (2017, co-authored with her students).

*Ang Chwee Pin* has been an English teacher and a teacher trainer for over 36 years. She is now currently the Teach for Malaysia Co-ordinator. Her main research interests are teacher education, professional development and communication skills. Her recent research publications are in Jurnal Penyelidikan Temenggong (2017, co-authored with her students).
DIY Literature Exhibition, Innovation That Excites
Aishah binti Mohamed Hamdan

Many students are bored when learning literature in school and when students are bored and unengaged, they are less likely to learn. Thus, this research article is based on a proposed innovation called the ‘DIY Literature Exhibition’, a pedagogical innovation which supports Project-based Learning as a comprehensive approach to classroom teaching and learning that is designed to engage pupils in investigation of authentic problems. (Krajcik, Blumenfeld, Marx, & Soloway, Marx, Guzdial and Palincsar 2011).

In this research, the first argument that I am presenting is how this exhibition cultivates interest in learning poems and novel through differentiation strategies. Second, this paper examines, which exhibition display / materials / activities that students enjoy most and help them in understanding poems and novel better? Third, could teachers’ professionalism be expedited at the same time as this exhibition promotes Professional Learning Community among educators (PLC)? Finally, another research question raised is, what are the problems that students and teachers face in carrying out the exhibition? These highlights of this study can bring a fresh breather on how teaching and learning literature could be approached. Nevertheless, challenges are inevitable thus this paper also examines problems both students and teachers encounter when carrying out the DIY Literature Exhibition through the analysis of feedback forms and administration of Pre Test and Post Test. DIY Literature Exhibition kills many birds with a stone.

Biodata:
Aishah bt Mohamed Hamdan is an experienced Master Trainer (Guru Cemerlang) with full commitment towards improving students’ mastery of the English Language thus promoting a lifelong love for learning. Currently teaching at a Cluster School in Ipoh, Perak Malaysia, she is able to apply her oratory skills and classroom experience in order to create a dynamic and interesting learning environment. As CEFR Master Trainer and Observer, she sees herself as a very creative teacher with a devotion to the art and practice of language teaching. Her personal passion of getting students to be involved in PBL and Differentiated strategies is alive and burning.
In the past few years, a great focus has been given in developing English language in preschool classroom. The National Preschool Standard-based Curriculum (NPSC) was reviewed in 2017 and English language is now one of the main subjects taught in preschools. With this development, it is crucial for preschool teachers not only to improve their English language proficiency, but to also find new approaches and strategies to develop English language literacy among preschool children. Preschool years are important in laying the ground for meaningful learning. It is a transition period from informal home literacies to formal literacies at school. The literacy experience provided at this stage should be developmentally appropriate. As a training centre for English Language, ELTC has the responsibility to enhance English language teaching and learning in preschool. ELTC has collaborated with School Management Division, Teacher Education Division and Malaysian Institution of Teacher Training to implement the English for Preschool Teachers (EPT) programme. The programme was piloted in 2017 and will be implemented in 2018. One of the highlighted aspects of this programme is Developmentally Appropriate Practice (DAP). Some key findings from the pilot programme showed that strategies chosen and activities designed for preschool classrooms need to be carefully managed according to the children’s physical and cognitive development. Failing to do so will result in negative impact on learning in general. This paper will discuss some of the aspects in-
DAP, key findings from the EPT pilot study in 2017 and some best practices observed in preschool classrooms that reflect DAP. Implications for preschool classrooms in Malaysia will also be discussed.

**Biodata:**

Dr T. Vanitha is the Head of Department for Language and Literacy in ELTC, MOE. She has published several papers in the international journals. Her areas of interests are in literacy development among the indigenous students, assessment and evaluation as well as literature.

Nor Izni is a lecturer at the language and literacy Department, ELTC, MOE. She has many years of experience teaching in the secondary school. Her areas of interests are language development, curriculum development and teaching literature.

Noor Akmar binti Jais is the Head of Unit for Preschool Academic and Co-academic, at the School Management Division, Ministry of Education, Malaysia. She is experienced in setting standard for preschool quality in Malaysia and planning action plans for preschool policy. Akmar has represented Malaysia in preschool teacher training for Southeast Asian Guidelines for Early Childhood Teacher Development and Management in SEAMEO-UNESCO. Her areas of interests are literacy development among preschool children and up skilling preschool teachers. Akmar is very passionate in developing preschool education in Malaysia. She has presented in various seminars and conferences in this area.
Written Corrective Feedback with Revision in MUET Writing
Yee Bee Choo

In the Malaysian University English Test (MUET), the students are tested on the four English language skills of listening, speaking, reading and writing. During the lesson, they are exposed to different strategies to help them to score well in the four skills, especially in writing. The students may write drafts of reports and essays for their teachers to check and give feedback. However, there is a need of what kind of feedback is more effective for the students. This study examines the effectiveness of giving written corrective feedback with revision in writing. The participants involved were twenty pre-service teachers from an institute of teacher education in Malaysia. The case study employed a mixed methods research approach, using quantitative data with the MUET results and qualitative data with the essay-writing drafts and interviews. The quantitative results showed that 5 participants scored Band 4, 12 participants scored Band 5 and 3 participants scored Band 6 in the MUET. Their drafts of writing had also shown improvement as their essays showed less errors after they did the revision several times. The participants agreed that the written corrective feedback and the revision helped them to improve their writing. The implication is for the teachers and lecturers to employ this strategy in writing.

Biodata:
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 had teaching experiences at the primary school, the secondary school and currently at the institute of teacher education. She completed her Master’s degree at Universiti Teknologi Malaysia. Her research interests are digital storytelling, literature, grammar and writing.
The Implementation of Communicative Language Teaching in Iraqi English Language Classrooms
Arkhawan Fattah and Aminabibi Saidalvi

The implementation of Communicative Language Teaching (CLT) has been debated by many researchers in the field of language teaching methodology. Much is done in this regard and literature confirms that the implementation of CLT in teaching English as a foreign language is challenging. Even though there are studies investigating the issue in Iraqi schools, little has been done in exploring the classroom practices of Communicative Language Teaching by the teachers. Thus, this study hopes to investigate how Iraqi English language teachers implement CLT in their classrooms. A qualitative method will be used to collect data through both classroom observation and interview with 10 in-service English language teachers. The collected data is hoped to explore the teachers' perceptions and understandings of CLT principles through the interview, and their classrooms practices through the observation of their classroom practices. The analysis and comparison of the two data sources will provide insights on English language teachers' implementation of Communicative Language Teaching in Iraq. The results from this study will contribute to the field of knowledge about Communicative Language Teaching, particularly in Iraqi public schools. The outcome of this study will support teachers to overcome the current challenges in language teaching and provide better recommendation for them to improve their teaching and implementation of CLT approach.

Biodata:
Arkhawan Fattah is currently a PhD student at Faculty of Education-Universiti Teknologi Malaysia. His fields of interest are Teaching Methodologies and teacher Education.
Aminabibi Saidalvi is a senior lecturer at University Teknologi Malaysia-Faculty of Academic Language. She holds her PhD in TESL field and her fields of interest are ELT Methodology, Online Integrated Language Learning, Online Classroom Interaction Analysis, Oral Communication Skills, and Second Language Research.
PowerPoint Presentations in the Tertiary ELT Classrooms: Help or Hindrance?
Thurairaja Sunmokasudram

In just about a decade, the PowerPoint Presentation tool reached the peak of global audience and wide success. National education policies in Malaysia strongly encourage teachers to tap into technology to ensure that lessons are delivered effectively. Indeed, even the framework for 21st Century Learning stresses the role of technology in meeting the needs of a tech-savvy generation of learners. In this paper, I investigate the practical utilization of PowerPoint Presentations for teaching and learning in the tertiary English language classrooms. I draw on discussions I have had with English language teachers who use PowerPoint in their classroom as well as the opinion of students. I reflect on the extent to which this widely used tool facilitates the teaching and learning process and draw particular attention to how English Language teachers can use PowerPoint in a way that benefits both teachers and learners.

_Biodata:_
Thurairaja Sunmokasudram is an English language teacher at SMK Toh Indera Wangsa Ahmad, Perak. He holds a Bachelor’s degree in Teaching English as Second Language (TESL) as a part of the twinning program between University of Portsmouth, UK and IPG Darul Aman, Kedah. He is currently pursuing his Master’s degree in Educational Leadership & Management (ELM) at the University of Nottingham (Malaysian Campus). Thurairaja is Deputy-Director of Special Interest Groups for Malaysian English Language Teaching Association (MELTA). His research interest is mainly in educational technology and professional development. He can be contacted via email: thurai_4042@yahoo.com
Learning process does not depend on cognitive aspect alone without considering the emotional aspect. According to Goleman (1995), emotional intelligence is a more reliable predictor of academic achievement than IQ alone. Students with a high level of emotional intelligence apparently perform better in academic tasks than other children. Brearly (2001) believes that successful learning is the combination of feeling, thinking and doing. Educators have been trying to understand how learning can actually help personal growth. In fact, teaching children in the twenty-first century is becoming more challenging for teachers with the advent of internet and a rapid updated technology taking place in our educational world. It is important to impart emotional skills to students, starting with the young learners as they need guidance in their emotional besides intellectual development. What is learnt in emotional literacy classes would enable the children later to apply and practise them in real life. This presentation will focus on fun and enjoyable literature activities for the pupils in primary school. These pupils learnt English through songs, rhymes, storytelling and drama. The activities are students-centred and place emphasis on providing opportunities for a wide range of contextualized activities for pupils of different proficiency levels. It is hoped that these fun and engaging activities can inspire them to become better learners, enjoy English lessons and at the same time, nurture their emotional intelligence.

Biodata:
Azlinda bt. Abd. Aziz is a language lecturer at Institut Pendidikan Guru, Kampus Dato’ Razali Ismail in Kuala Nerus, Terengganu. She has a Bachelor of Education (TESL) and Master of Education (TESL) degree from UiTM. She has over 13 years of experience teaching English in Primary schools and 10 years teaching in teachers training institution (IPG). Her research interest is in language learning and language art. Some of the papers she had presented were Creating Better Stories for Malaysian Schoolchildren to Read, Using Rhythm in Language Arts to Improve Language Learning and Motivation and Using Case Method to teach Classroom Management.
The Designing of an Automated Corpus-Aided Essay Grader (ACAEG): An E-Marking Tool for Syllabus-Based Composition Tests
Ibrahim Bashir, Kamariah Yusus and Tamer Mohammed Al-Jarrah

The evolution from web 1.0 to web 4.0 has brought a plethora of changes and transformation in the academic fields in the 21st-Century. Many researchers have carried out various projects all over the world, exploring issues related to e-learning in the 21st-Century showing its complexity and multidisciplinary nature. This paper has two folded aims to achieve at two phases. At the first phase it aims to give an overview on the application of corpora in the language pedagogy and other tools developed for e-marking either automated or semi-automated. While at the second phase it presents the development of an automated e-marking tool for language and syllabus-based composition tests, named as Automated Corpus-Aided Essay Grader (ACAEG). Different algorithms are used in the development of ACAEG tool, such as Heuristics, Waterfall model and Agile model. Recall and precision processes are used to evaluate its reliability and to test its applicability once it is completely developed. The expected outcomes of this paper are summarised as follows: ACAEG tool is expected to produce a high score of recall and precision in marking English language composition. As a corpus-based tool the evaluation of ACAEG is based on the Key Words in the Context (KWIC) annotation, part-of-speech (POS) parser (N-Gram) and errors detection calculated by recall and precision. ACAEG-
has potentially added value to 21st century e-learning. It will facilitate sound language testing useful for both ESL/EFL teachers and learners.

**Biodata:**

**Ibrahim Bashir** is a PhD candidate of English Language Studies specialising in Corpus Linguistics at Faculty of languages and Communication, Universiti Sultan Zainal Abidin, Malaysia. His areas of research interest include: corpus linguistics, computer-assisted language learning, e-learning, cognitive linguistics and ELT.

**Kamariah Yusus**, BA (El Paso), MA (Newcastle), PhD. University Malaya, was a senior lecturer and deputy dean academic and graduate affairs at Faculty of Languages and Communication of the Universiti Sultan Zainal Abidin. Her areas of expertise include Applied Linguistics, Corpus Linguistics, and cognitive Linguistics.

**Mohd Safwan bin Mohd Anuni** is a master student at Faculty Informating and Computing, Universiti Sultan Zainal Abidin, Malaysia. His area of interest is Robotic and website designing.

**Tamer Mohammed Al-Jarrah** was a PhD candidate specialising in the English Applied Linguistics at Centre for Fundamental and Liberal Education, Universiti Malaysia Terengganu (UMT), Terengganu, Malaysia. His areas of interest include EFL teaching, cognitive linguistics and computer-assisted language learning.
Effectiveness of Using Songs and Lyrics with Mind Maps to Brainstorm Ideas in Narrative Writing among Form 4 Students

Ruhi Fadzlyhana binti Jailani

Brainstorming is an important part of the writing process. However, ESL learners still face problems in generating ideas for writing, specifically for narrative writing. Despite the use of mind-maps as a brainstorming tool, students are unable to come up with narratives that are attention-grabbing and meeting the requirement of the instructions. It is a known fact that students love listening to various types of songs. A good song tells a story (Fulton, 2001). Ergo, this quasi-experimental action research, strives to (i) determines the effectiveness of songs and lyrics with mind-maps in scaffolding the narrative writing process through comparison of pre-and post-test scores; and (ii) discover the students' perception towards its incorporation. The results showed that there is a positive improvement in students' narratives, when songs and lyrics are incorporated with mind-maps for the brainstorming process. Students enjoyed it tremendously as well. In the end, this study resulted in one of the most creative narratives among the students who participated.

Biodata:
Ruhi Fadzlyhana Jailani is a teacher in SMK Dato' Haji Talib Karim. She has been teaching for 7 years and has a keen interest in the field of writing and teaching methods. She always try to find new ways to grab the learners’ attention in her lesson and continuously strives to improve her teaching ways.
Explicit Phonetics Instruction in Reducing Second Language Speaking Anxiety among a Group of Malaysian Undergraduates and an Analysis of the Phonological Variations That Exist among the Different Speakers of English in Malaysia

Surinder Kaur Satwant Singh

The research is a pilot study investigating the application of a specifically designed interventional programme which delivers Phonetic Instructions to a group of Malaysian Undergraduates at the National Defence University of Malaysia. The aim of the research is to establish a link between introducing phonetics to undergraduates with the idea of reducing second language anxiety levels and improving their overall speaking performance. The study will also reveal crucial phonological variation patterns that exist among the different speakers of English in Malaysia. This is the first part of the research, and findings from the pilot study will indicate areas that will be improvised for the actual study that will take place later. Several interesting findings reveal details about not only the pronunciation performance of our learners in Malaysia, but also on the types of second language anxiety experienced by the learners, along with their respective phonological variations that often takes place in their speech.

**Biodata:**

Surinder Kaur Satwant Singh is currently pursuing her Doctoral Studies with The University of Nottingham, Malaysia. She is also a Senior English language Instructor at the national Defence University of Malaysia. Having obtained a B.Ed TESOL from Macquarie University, Sydney Australia as well as her MA TESOL from The University of Nottingham Malaysia, the researcher shows sound interest in areas related to Second Language Acquisition, Phonetics and Sociolinguistics.
Writing is as Easy as Eating Peanuts
Ali Ahmad bin Seman

Writing can be an enjoyable learning experience if a student has something memorable to write about, and how write it well. However, many students find that mastering writing pose greater problems than other language skills. With the sequence of listening, speaking, reading, and writing accepted as the ascending sequence of difficulties in language learning; writing came up last in the list and deemed the hardest to master. Many students find writing difficult and daunting. They often have perceptions that they are not competent writers. They often believe that no matter how hard they try to master writing skills, they are still ineffectual writers. Their beliefs might be shaped from repeated frustrations and disappointments they had encountered while attempting to invent, express or organize their ideas, feelings and concepts into sentences as well as paragraphs to make up the substance of their text. Many approaches have been suggested to expedite writing amongst students. In a workshop carried out in a school in Putrajaya, an approach using peanuts as teaching aids was carried out amongst Form Two and Form Three to write short compositions. Peanuts were distributed amongst the students and the acts of opening the pods and eating the nuts were used as the sequence in pre-writing a simple composition. Eighty pupils, four EL teachers, and two lecturers were involved. Feedbacks from the workshop participants, especially the purported end classes students, revealed that a simple analogy of food and linked to a difficult task makes the latter easier and more interesting. The pupils reported that they can relate their ideas in more coherence arrangement and can produce better cohesive writing.

Biodata:
Ali Ahmad bin Seman is a Senior Lecturer at Islamic Teaching Campus of Teacher Training Institute, Bangi since 2007. He has been teaching since 1983: Kanowit Secondary School, Sibu Sarawak (1983 - 1999), and Bandar Baru Bangi Secondary School, Bangi Selangor (2002 - 2007) before coming to ITC TTI in 2007. Initially, he was trained to teach the National Language (BM) but opted to do ELS degree in UKM and to teach ELS in BBSSS and ITC TTI. He has also taught as a part time lecturer in KUIM, KUIS, UPM, UKM, and Sunway University College in various time of appointment.
Assessment is an important component of learning because it assists students in the learning process. The notion of wash-back effect of assessment in language learning and the principle of assessment for learning indicate that learners could and should benefit from assessments. Low-stakes assessments such as school-based assessments provide different kinds of opportunities for teachers and learners to engage in many classroom activities which could improve learning. One of the most important components of language learning is vocabulary acquisition since vocabulary and lexical units are at the core of language learning and communication. This paper discusses three types of low-stakes assessment which could enhance vocabulary learning among second language learners. The first assessment is portfolio - a collection of students’ work that demonstrates their effort, progress and achievement in given areas. The second is journals - a log or an account of a student’s thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form or correctness. The final assessment is self- and peer-assessments - students assess their own work or that of others for the purpose of developing their understanding of the intended learning outcomes. Since vocabulary acquisition is incremental in nature, these three low-stakes assessments could provide a good platform for teachers to increase students’ vocabulary.

Biodata:
Ahmad Affendi Shabdin is an Associate Professor of Second Language Vocabulary Acquisition at SLCP, Universiti Utara Malaysia. His research interests are vocabulary acquisition, vocabulary testing, and language assessment. His latest article is published in the Asia Pacific Journal of Academic Research in Social Sciences, Vol. 2, November 2017, entitled Engineering EFL learners’ Vocabulary Depth Knowledge and Its Relationship and Prediction to Academic Reading Comprehension.
Siti Jamilah Bidin is an Associate Professor of Applied Linguistics and Deputy Dean of the School of Languages, Civilisation and Philosophy (SLCP), Universiti Utara Malaysia. Her research interests are second language acquisition, and discourse-based grammar and her latest publication is entitled ‘Perspectives of EFL Doctoral Students on Challenges of Citations in Academic Writing’ in the Malaysian Journal of Learning and Instruction (2017).
An Investigation into Learner Autonomy Beliefs and Practices of First-Year Students at Hoa Sen University
Vo Thi Bich Phuong and Nguyen Thuy Truyen

The present paper reports the results of a descriptive study on learner autonomy beliefs and practices particularly concerning students’ understanding of the concept of learner autonomy and their practices as autonomous learners. The research involved 118 first-year students at HCMC University of Technology using questionnaires. It can be inferred from the results that although most of the participants reported to have the ability to learn the language and to be ready to accept the responsibility for their own learning as autonomous learners, their actual engagement in autonomous activities inside and outside classrooms is limited to some extent. Another important finding is that the current understanding and practices of learner autonomy of the participants in this study are characterized by a combination of proactive and reactive autonomy. Based on the research findings, the paper concludes with some pedagogical implications and gives some recommendations for further study in the line of research on learner autonomy.

Biodata:
Vo Thi Bich Phuong is currently teaching English at Hoa Sen University. She is always attracted by the concept of learner autonomy as a way to foster language learners’ ability to take responsibility for their own learning. Nguyen Thuy Truyen have been teaching English at Hoa Sen University for a year. Her ambition is to explore teaching methodologies which can help to motivate students to learn by themselves with a teacher in the role of a facilitator.
Changing the Game through Critical Pedagogy: Possibilities for Radical Engagement
Joanna Joseph Jeyaraj

Critical pedagogy in English language teaching attempts to bring forth social change through language education; and addresses one of the aims of Education 4.0 by promoting learner centeredness and ownership. This study focuses on the possibility of engaging with critical pedagogy by exploring students’ perceptions of this practice. Data were collected through interviews with 14 students from a university college in Malaysia. They shared their experiences of learning subjects relating to social justice issues and critical thinking; and also offered views on some of the underlying tenets of critical pedagogy in the context of English language education. It was found: 1. there was consensus about in-depth engagement with social justice issues, including those that were deemed controversial and radical 2. participatory forms of learning such as the co-construction of knowledge were embraced, and students recognised that teachers were not the only source of ‘authorised’ knowledge. They were interested in learning from their own research and peers and 3. there was a marginal voice of resistance towards the idea of learning about controversial issues. Students felt some ideas might risk safety and incite personal attacks from peers. Furthermore, they were sometimes cautious in providing dissenting views because of unequal teacher-student power relations. These findings reveal a general openness towards critical pedagogy in English language education, so teachers can draw on this approach to address some of the aims of Education 4.0. However, teachers need to carefully consider the socio-political conditions they are in, because this pedagogy could potentially disrupt order and harmony in the classroom.

Biodata:
Joanna Joseph Jeyaraj is a Senior Lecturer from Tunku Abdul Rahman University College. Her research interests include critical pedagogy in English language teaching and postgraduate research writing.
Using “Problem-Based Learning” Approach to Teach Simple Past Tense in Writing Performance among Year 5 Pupils

Foo Su Yi and Ang Chwee Pin

The purpose of this action research is to examine the impact of “Problem-Based Learning” (PBL) approach on English as Second Language (ESL) young learners’ performance in using the simple past tense in their writings. Previous researches have established that Chinese ESL learners are confused by regular and irregular verbs usage especially in their past tense forms. Thus, they have difficulty to perform well in high stake tests. The researcher will be recruiting eight Year 5 Chinese Intermediate learners through random sampling in a Malaysian primary vernacular school. The participants will be working in groups of four in a learner-centred classroom to discuss and solve some problems in irregular words through authentic materials given by their language teacher. This action research will adopt quantitative and qualitative methods. The data will be collected via pre-action and post-action tests to measure the young learners’ improvement in using the past tense forms of regular and irregular verbs in their writings. Significant differences in the total score of the pre-action and post-action tests are expected from this research. These findings will be consolidated by findings from the interview sessions with the respective teacher and questionnaire administered to the participants. This research will indicate that PBL has potential in enhancing Malaysian ESL young learners’ grammatical knowledge acquisition in second language classroom. The findings of this approach can be further investigated by implementing PBL approach to other groups of upper primary learners to generalise the findings.

Biodata:

Foo Su Yi is an undergraduate teacher trainee, who is currently pursuing a degree in TESL from IPTI. During her practicum experience, she found out her pupils problem in applying irregular verb forms in their writings.

Ang Chwee Pin has been an English teacher and teacher trainer for over 36 years, having worked with adolescents, and adults at local secondary schools and teacher education institute. Her main teaching focus are teacher education, professional development and communication skills. She is also an educator returnee of Yayasan Antarabudaya Malaysia. Her recent research have been published in the Jurnal Penyelidikan Temenggong Ibrahim 2017.
Formative Assessment to Support Motivation and Achievement
Norul Rafidah binti Hj Redzuan

Formative Assessment in education is generally acknowledged but it is not well understood by the learners. It has a powerful impact on students' motivation and achievement when certain key features such as feedback, feed-up and feed-forward are added. This study aims to investigate the effectiveness of using formative assessment on students' motivation and achievement. The identification of correct key features in formative assessment is able to gather important information about students' understanding and encourage active learning environment. Each of the key features enables students to get positive feedback and attain meaningful learning goals in their education. This study was carried out to answer two research questions: (1) How does the use of correct key features in formative assessment increase the students' achievement in learning, (2) What are the students' perception on the use of correct key features in formative assessment. The study was carried out on a group of 16 students from an Institute of Teacher Education in Malaysia. This was a case study utilised both quantitative and qualitative data. The data collection methods were survey questionnaire and semi-structured interview. The results of the study showed that the students found it easier to know their achievement in learning through the use of correct features in formative assessment.

Biodata:
Norul Rafidah binti Redzuan is an academic lecturer majoring in Teaching of English as a Second Language at the Institute of Teacher Education Tun Hussein Onn Campus, Malaysia. She has completed her study in Master in Education in University Kebangsaan Malaysia in TESL and currently doing her PhD in University Tun Hussein Onn Malaysia in her first year. Her research interests are language assessment and ICT.
The Impact of Classroom Spatial Arrangements on Learners' Anxiety and Speaking Performance
Wong Sing Tsun Derek and Harfitt, Gary James

Assuming that the spatial set-up of an examination setting is associated with examination stress and language learner anxiety, this exploratory study follows up on 10 trials in a speaking course conducted in a reduced-size class with 5 Form 5 (Grade 11) EFL students in Hong Kong. The 10 trials make use of 9 different classroom layouts to investigate whether changing classroom physical space mediates positive outcomes, with the first and final trials being the conventional examination setting to see whether positive outcomes sustained when the original set-up is reinstated. From the teacher’s observation notes and students' informal feedback, it could be seen that classroom physical space may affect students' perception of the teacher-student hierarchy and their association with the discussion context, which in turn may affect speaking performance. While there is no one-size-fits-all classroom layout, this research sheds light on the effects of classroom physical space on student anxiety and performance. This has a practical importance in assessments, such as the school-based assessment component (SBA) in the Hong Kong Diploma of Secondary Education (HKDSE) system, as ‘teachers should use their professional judgment to ... create a very supportive and low-stress environment.’ (HKEAA, 2016, p.11). In terms of classroom pedagogy, it brings into focus how flexible learning spaces, alongside other methodologies, may maximise student outcomes, and adds weight to those who support class size reduction to foster deeper learning.

Biodata:
Wong Sing Tsun Derek is currently a student teacher in the Faculty of Education, the University of Hong Kong. His main areas of interest include the use of metaphors in political discourse and educational discourse, classroom pedagogy and small class teaching.

Harfitt, Gary James is an Associate Professor in the Faculty of Education, The University of Hong Kong. He is currently the Associate Dean for learning and teaching and the Assistant Dean for Experiential Learning in the Faculty. He has been teaching in Hong Kong since 1989.
HOTS - High Order Thinking Skills
Tunzala Rzayeva and Sabirli Ramin

This presentation talks about High Order Thinking (HOTS) and Low order Thinking (LOTS) in the classroom and beyond. In this presentation we will discuss what the HOTS are, why to teach HOTS, how can HOTS be taught in EFL and ESL classrooms and beyond. The presentation will be in Power Point presentation form and there will also be some video samples and also live video materials. In this presentation we will also discuss higher order thinking skills and its strategies which can be applied in some fields.

Biodata:
Tunzala Rzayeva, the English teacher and instructor of CNED program at Baku French Lyceum. The expert of English Language Textbooks at the Ministry of Azerbaijan Education. The trainee of trainers of National Curriculum in Azerbaijan. The author of some English teaching methodology and the ways of teaching in classrooms. IELTS tutor and instructor. California University, Chico, USA, SUSI member. The present of some International conferences.
Sabirli Ramin, the chief accountant and also an accountant instructor at Gunesh kindergarten. The instructor of accountant teaching. The Towson University, USA, practitioner and learner. The owner of Educational Center in Azerbaijan. The presenter and participant of some International conferences.
Using the Improvised Monopoly Game to Improve the Vocabulary of Action Verbs among Year 3 Pupils

Vinisha A/P Rajendran and Kan Kwong See

Board games had made its marks in English teaching and learning since decades ago. Apart from motivating students to learn and improving students' retention on the subject matter taught, board games also provide a good ground for students to practise teamwork. Hence, the purpose of this action research was to use the improvised Monopoly game to enhance vocabulary of action verbs among Year 3 pupils, as well as to increase their motivation in mastering their vocabularies. The researcher found out that most of the pupils did not understand simple instructions and the instructions were mostly action words such as wave your hands, bow your head, etc. This preliminary investigation is done through mixed methods approach. The data collection instruments that will be used are pre-action and post-action tests, pre-action and post-action questionnaires and a journal entry. The researcher will be selecting 25 students from Year 3 pupil based on their pre-test results to play the board game which consist of action verbs. The finding will highly likely show that Monopoly is one of the effective ways in improving students' skills in using action verbs among Year 3 pupils. This research could be further developed by applying them to Year 4 until Year 6. Hopefully, this research would be able to provide some useful insights for the primary school teachers in Malaysia.

Biodata:

Vinisha Rajendran is an undergraduate teacher trainee in Teacher Education Institution Temenggong Ibrahim Campus Johor Bharu. She has 3 months of teaching experience during her practicum in 2017. She is interested in the field regarding board games in vocabulary teaching.

Kan Kwong See is the Head of English Studies Unit in a Teacher Training Institute, Johor Bahru. She is currently the Assistant Co-ordinator for Teach for Malaysia. Her research interests are on professional development. Her recent publications are in Jurnal Penyelidikan Temenggong (2017, co-authored with her students) and MELTA ISBN: 978-983-9411-04-1 (2016).
An Evaluation of the Implementation and Perceptions of English Teachers on the School Based Assessment System (SBA) in Kuching, Sarawak
Hugh John Leong Yik Kuan

Education systems around the world are going through reforms, with school based assessments being a key part of those reforms. There is a real focus now at raising student performance and closing the gap between higher and lower performing groups. This has seen a shift also in the way we assess students from high stakes standardised testing to school based assessment systems. While nationwide high stakes standardised testing still exists in Malaysia, the trend of the assessment system in Malaysia is changing as the school-based assessment (SBA) system has been implemented at primary and lower secondary level. SBA was introduced to the Malaysian education system in 2011. To date, no study has been done to evaluate its implementation in English language classes in Sarawak. Therefore this study intends to provide a multi-perspective view into the implementation of SBA in Sarawak. By means of administering an online questionnaire to English teachers (n=28) teaching in lower secondary forms in secondary schools in Kuching, Sarawak, this paper provides an insight to how SBA is implemented in the English language classroom; how English teachers are using/adapting to the SBA system and what challenges they are currently facing. This paper also analyses the English teachers' self-assessment on their competency in designing assessment tasks. An analysis of variance (ANOVA) and independent samples t-test were conducted on the variables in the questionnaire to illicit the correlation between the responses.

Biodata:
Hugh Leong is a lecturer at the Faculty of Business, Design & Arts in Swinburne University of Technology (Sarawak Campus). He holds a Masters of Education from the University of Manchester (UK). He has taught various subjects including TESOL, management & leadership and has been a researcher in both federal and state government funded research projects.
Exploring the VAW Method of Writing: Application of Scaffolding Theory in Improving Writing Skills
Dg Nursazwani binti Daud, Wardatul Akmam Din and Asmaa Alsaqqaf

In education, scaffolding can be defined as a variety of instructional techniques practised by the practitioners and educators in increasing pupils' understanding and eventually independence in the process of learning. Scaffolding is deliberated as a crucial element of effective teaching and learning to L2 primary school pupils which is commonly practised in fulfilling the learning gaps i.e., the variance between what pupils have learned and what they are expected to know and do at a certain point in their learning.

This paper reviews how the application of scaffolding theory could develop the method or module of writing. The problem of ESL pupils in Malaysia includes the hitches in understanding word implication and meaning, vocabulary as well as writing skills. Driven by the differences between writing in the first and the second language, the researchers propose a method with a writing module, the VAW Method, which is focuses on vocabulary enhancement in improving the writing skills among learners. This method that comprises of vocabulary enhancement (V), application and practice (A) and Writing (W) is projected to aid the learners to improve their writing skills. However, this method or module can only be implemented successfully by utilizing the cognitive process theory and most prominently the scaffolding theory in the process of writing.

Biodata:
Dg Nursazwani binti Daud is a Phd candidate in TESL, the Faculty of Psychology and Education, University Malaysia Sabah. Her passion for teaching the language has resulted her in her attempts to develop a writing module based on pupils’ most employed strategies to fit pupils’ levels. Her research interests include the strategies of vocabulary enhancement and methods of writing. She is an English teacher in Penampang District, and teaches rural primary school L2 pupils.

AP Dr. Wardatul Akmam Din is currently the Deputy Director at the Centre for Internalization and Global Engagement, Universiti Malaysia Sabah. She teaches courses on Second Language Writing Skill, Second Language Acquisition, English for Occupation Purposes and English for Academic Purposes. She also supervises students in the field of ELT and Linguistics.

Dr. Asmaa AlSaqqaf is a senior lecturer at the Faculty of Psychology and Education, Universiti Malaysia Sabah (UMS). She teaches Second Language Acquisition, Approaches to Language Teaching, and supervises a number of postgraduate candidates. Her research interests are TESL and development of research scales.
Community of Practice (CoP) as a Transformative Model of Continuous Professional Development (CPD) to Promote Heutagogy among Malaysian ESL Teachers
Cynthia C. James

Malaysian ESL teachers are reported as being not satisfied with their professional development— which are mostly transmissive rather than transformative - and that many do not take ownership of their own professional development (Nirmal, 2016; Kabilan & Vetharaju, 2013; Hughes, 2014; Barzey, 2014). It is paradoxical and counter-productive for educators to think that teacher professional development in the 21st century can remain the same as it was before while simultaneously advocating for 21st century education. This study will report on how the concept of heutagogy introduced by Hase & Kenyon (2013) was incorporated in various continuous professional development (CPD) activities for ESL teachers through community of practice (CoP). 30 ESL teachers in Kota Kinabalu, Sabah, Malaysia were engaged in a series of CPD activities where the domain is on promoting self-determined professional development. Examples of activities were engagement in action research and exploratory practices, participations in ELT conferences, and involvement in publications, teacher leadership and edupreneurship. This study will examine the teachers' trajectories of learning and the impacts of CoP on the teachers' 'sense of ownership' for their own professional development. Data for this study were gathered through a survey, interviews and written reflections. This study hopes to explore some insights on how CoP can be utilised to the fullest by education officers, coaches and mentors in designing and implementing more meaningful, impactful and sustainable CPD activities for ESL teachers.

Biodata:
Cynthia C. James has been involved in ELT for 13 years as a teacher, published author, teacher trainer and currently as the District English Language Officer of Kota Kinabalu District Education Office, Sabah, Malaysia. Her research interests include teacher professional development (TPD), computer-assisted language learning (CALL), social learning theory and creativity in the language classroom.
Speak through Your Mobile App
Fazilawati binti Harun and Supyan bin Hussin

It is important to remain relevant in this era of rapid change when there is a transformation in the style of communication from face-to-face (F2F) to a non-face-to-face (NF2F) scenario. In the era of the Industrial Revolution 4.0, practicing virtual communication skills using the latest mobile gadgets becomes the most desirable future scenario among new netizens. Hence, Education 4.0 requires the needs for 21st century communication competencies when approaching complex challenges in students' lifelong learning. This paper will share the findings from a study that examined the student acceptance and feedback on the changing game in speaking approach by using 'My MUET Speaking App. This app is a practical application that can be used by language learners at any time and - anywhere in a very flexible way. Language users would have a new experience with this interactive app which engages students by setting communication skills assessments that allow them to customize and record their own voice in the app. "My Speaking App" could be a part of 4.0 education drivers, which involves the integration of future soft skills, digital networks, and audio devices. The findings indicate that most students showed positive acceptance towards the changes in the approach used. Therefore, it is hoped that this paper could give an outlook of further steps that are needed for language learners to adopt new technologies in higher education as mobile application offers ubiquitous learning for language learners to prepare themselves not only as a skilled communicator but also confident language users.

Biodata:
Fazilawati Harun, a lecturer and head of English Language Unit at Kolej Matrikulasi Kejuruteraan Kedah. She is still pursuing her post-graduate studies at Institute of the Malay World & Civilization (ATMA), UKM. She has involved herself in teaching & learning for 20 years, presenting and writing in her interest fields such as blended learning, flipped classroom, and mobile learning.

Supyan Hussin, a Professor at the Sustainability of Language Sciences Research Center, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, is currently the Director of the Institute of the Malay World & Civilization (ATMA), UKM. Specializing in language education and technology, he has published more than 100 articles in chapters in books, journals, and proceedings at national and international levels. He has produced 31 Ph.D. students and was appointed as an examiner for 66 Ph.D. theses.