

# 6<sup>th</sup> My\_CASELT 2019

MALAYSIAN INTERNATIONAL CONFERENCE ON ACADEMIC STRATEGIES IN ENGLISH LANGUAGE TEACHING

EMPOWERING ELT PROFESSIONALS  
IN A GLOBALISED ENVIRONMENT

---

# 3<sup>rd</sup> LIID 2019

LANGUAGE INVENTION, INNOVATION AND DESIGN EXPOSITION

EMPOWERING PRACTITIONERS' INNOVATION  
IN LANGUAGE TEACHING

21 - 22 August 2019

The Pacific Sutera Hotel | Kota Kinabalu, SABAH



## Organised by

**UiTM Cawangan Sabah**

**Akademi Pengajian Bahasa**

## Strategic Partners :



US Embassy Malaysia



## FOREWORD

### MINISTER OF EDUCATION AND INNOVATION, SABAH



Assalamualaikum W.B.T.

Malaysia's vision to transform from a middle to high-income advanced nation is heavily dependent on the ability of its people to initiate, employ and exploit innovative ideas to drive and sustain economic growth. This requires a shift towards work processes that utilise technology and new practices to produce goods and services at lower costs and minimal time. Consequently, one of the initiatives in the Malaysian Education Blueprint is the development of an Innovation Ecosystem which seeks to equip graduates with the aspiration and ability to come up with new, creative ways of doing things and solving problems. Graduates can no longer be job seekers. Instead, they are the job creators in a global village, where English is the lingua franca. Proficiency in English is no longer an option but a necessity. This is where ELT professionals play a crucial role in equipping students with the necessary communication skills to excel in the workplace. Hence, ELT professionals need a certain degree of autonomy in exercising their professional judgement about what and how to teach.

To produce innovative graduates, educators must be innovative too. In this global era, ELT professionals have a number of innovative tools at their disposal to enhance the teaching and learning process. It is imperative that they adopt a liberal mindset that encourages exploration of novel ideas and out-of-the-box thinking when conducting classes, training, consultancy and research. However, for teachers serving in rural areas, particularly in Sabah, they are faced with the challenge of implementing creative and innovative teaching methods with limited resources. They have to be extremely creative in their teaching methods to sustain the interest of millenials. Greater teacher empowerment could possibly result in better learning outcomes. I am confident that this conference will provide the appropriate platform for teachers, researchers, industry and stakeholders to identify issues, propose ideas and set strategies to transform and enhance the education system in Malaysia. It is hoped that this conference would benefit all parties involved.

Lastly, I would like to congratulate UiTM and in particular, Akademi Pengajian Bahasa (APB) or the Academy of Language Studies for successfully organising this conference. As this is the first time My\_CASELT and LIID is held in Sabah, I do hope that you will take the opportunity to explore this beautiful place and enjoy your stay here.

Yang Berhormat Datuk Dr. Yusof Yacob  
Minister of Education and Innovation  
Sabah





## MESSAGE THE VICE CHANCELLOR OF UNIVERSITI TEKNOLOGI MARA



Selamat Datang! Welcome to all distinguished guests, speakers and participants of the 6th Malaysian International Conference on Academic Strategies in English Language Teaching (My\_CASELT) and the 3rd Language Invention, Innovation & Design (LIID) Exposition 2019 here in Kota Kinabalu, Sabah. I would like to take this opportunity to thank the Academy of Language Studies, Universiti Teknologi MARA Shah Alam and the Academy of Language Studies, Universiti Teknologi MARA Sabah, for their joint efforts in organising this academic event. Congratulations on successfully holding another conference on English language Teaching (ELT). You are carving another milestone in the landscape of ELT in the country.

Over the years, the conference serves as a platform for glocal synergies across multilingual and multicultural language learning environments. Now in the era of digital media, in a world without walls, where people are connected via social media, the role of English as a lingua franca has become even more prevalent. In addressing the increasing needs for cross-cultural communications, it is vital that ELT practitioners move in tandem with the development in the multi-ethnic, multilingual and multicultural glocal context.

Hence, being a centre of excellence, it is encouraging to see that the university is on track in positioning itself as a point of reference for the future. With the themes of “Empowering ELT Professionals in a Globalised Environment” and “Empowering Practitioners’ Innovation in Language Teaching” for this year’s My\_CASELT and LIID respectively, presenters and participants will have a unique and dedicated platform to share current practices and new perspectives with both scholars and practitioners. I believe that this event provides opportunities for multi-disciplinary collaborations which will create impactful research and innovations for the world. In future, I would also like to see more inclusive dialogues with a global audience that can develop into stronger networking and better synergies.

Before I bring this message to a close, I would like to extend my gratitude to all our sponsors who have contributed generously towards this event. Among them are the Sabah Ministry of Tourism, Culture and Environment, Sabah Ministry of Education and Innovation and Sabah Tourism Board. Your contributions are very much appreciated.

To everyone, I wish you a rewarding experience at My\_CASELT and LIID 2019. May you move forward with strategic and innovative ideas that can empower and transform the lives of the community.

Thank you.

YBhg. Emeritus Professor Ir. Dr. Mohd Azraai Kassim  
Universiti Teknologi MARA



## MESSAGE RECTOR UiTM CAWANGAN SABAH



Assalamualaikum W.B.T.

Welcome everyone to the 6<sup>th</sup> Malaysian International Conference on Academic Strategies in English Language Teaching (My\_CASELT) and the 3<sup>rd</sup> Language Invention, Innovation & Design (LIID) Exposition 2019. The conference is jointly organised by Akademi Pengajian Bahasa (APB) or the Academy of Language Studies, Universiti Teknologi MARA (UiTM) Shah Alam and UiTM Cawangan Sabah.

This year's My\_CASELT is significant in that it marks the first time this conference is held here in Sabah. The collaboration between APB and UiTM Cawangan Sabah has brought to fruition today's conference with the theme "Empowering ELT Professionals in a Globalised Environment." The conference is an avenue for language researchers and practitioners within the English Language Teaching (ELT) community from the Asian region and beyond to share expertise and forge professional connections. It also contributes to UiTM's aspirations to promote the culture of research and innovation among its academics and students.

I would like to take this opportunity to extend my heartfelt thanks to APB Shah Alam, for placing your trust and confidence in APB UiTM Cawangan Sabah to host this conference. Similarly, my sincere thanks go to the members of the organising committee, without whom the conference would not have materialised today.

Special thanks go to the Sabah Ministry of Education and Innovation, the Sabah Ministry of Tourism, Culture and Environment, Sabah Tourism Board and fellow sponsors for your willingness to sponsor the conference. We are indeed very grateful for your generosity.

To all conference participants, presenters and distinguished speakers of My\_CASELT and LIID 2019, I wish you a successful and productive time networking and discovering new avenues for further research and collaboration. To our visitors, enjoy the rich culture and beauty of nature in Sabah, the Land below the Wind!

Thank you.

Datuk Associate Professor Dr. Haji Abdul Kadir Bin Haji Rosline  
Rector  
Universiti Teknologi MARA Cawangan Sabah



MESSAGE  
DEAN  
AKADEMI PENGAJIAN BAHASA  
UNIVERSITI TEKNOLOGI MARA



Assalamualaikum W.B.T.

On behalf of Akademi Pengajian Bahasa (APB) or the Academy of Language Studies, it is my great pleasure to welcome all participants to the 6th Malaysian International Conference on Academic Strategies in English Language Teaching (My\_CASELT) and the 3rd Language Invention, Innovation & Design (LIID) Exposition 2019. I also wish to extend my heartfelt thanks and appreciation to the organisers, strategic partners, sponsors and everyone involved in making this conference a reality.

This is the 6th My\_CASELT organised by APB, UiTM. The aim is to gather leading researchers and ELT practitioners from the homeland and abroad to present and discuss new developments and current findings in the field of English Language Teaching (ELT). The theme chosen for this year's conference is "Empowering ELT Professionals in a Globalised Environment." The advances in digital technology have transformed the scenario of ELT classrooms at both the local and global levels. There is a growing need to utilise technological tools such as tablets and smartphones for language learning purposes. Hence, there is a greater need to empower ELT practitioners through a different learning approach such as Blended Learning, where learners interact with language instructors face-to-face and through platforms such as i-learn, Google Drive, Facebook and Edmodo. In meeting the needs of the younger generation in the digital era, empowerment is essential to ensure that ELT remains relevant and accessible to learners.

Parallel to My\_CASELT 2019, the 3rd Language Invention, Innovation & Design (LIID) Exposition is being held for researchers, language teachers and students to showcase their innovative and creative teaching and learning tools, in line with the theme, "Empowering Practitioners' Innovation in Language Teaching." We hope the conference will provide a platform for ELT practitioners to share and discuss current issues in ELT, and also to promote research collaboration and networking. It is also our hope that every participant will benefit from the presentations and discussions held during the two-day conference. May this conference be an enriching experience to all participants.

Associate Professor Dr. Haji Ahmad Mazli Muhammad  
Dean of Akademi Pengajian Bahasa  
Universiti Teknologi MARA





## MESSAGE CHAIR My\_CASELT 2019



Salam Sejahtera

Welcome to My\_CASELT 2019, the 6th Malaysian International Conference on Academic Strategies in English Language Teaching (My\_CASELT) and the 3rd Language Invention, Innovation & Design (LIID) Exposition 2019 of Akademi Pengajian Bahasa (APB) or the Academy of Language Studies of Universiti Teknologi MARA (UiTM). This marks the first time My\_CASELT is held in Sabah, in collaboration with its branch campus, UiTM Sabah.

I wish to extend my sincere thanks and appreciation to all our stakeholders, sponsors, and dedicated organising committee for their wholehearted commitment towards making this conference a reality. I would also like to take this opportunity to thank all the delegates of My\_CASELT and LIID 2019 for your participation and support, without which this conference would not have come to fruition.

The theme chosen for this year's conference is most relevant to the fast-changing global environment around us today. "Empowering ELT Professionals in a Globalised Environment" embodies the very essence of empowerment, where as noted by Townsend *et al.*, (1999), empowerment is not just a question of "power from within" but also, "power with others." Enhanced global connectivity enables ELT professionals around the world to connect with one another, and share their experiences and expertise in an effort to enrich the pedagogical practices in ELT.

At this conference, participants will get to showcase their innovative teaching ideas and highlight the impact of modern technology in ELT, in line with the theme of LIID 2019, "Empowering Practitioners' Innovation in Language Teaching." Thus, it is our hope that this conference will serve as a platform for ELT practitioners to network and showcase recent advances in language research and pedagogy to keep abreast with the most current tools and techniques to enhance the quality of ELT.

To all participants, presenters and distinguished speakers, I wish you a fruitful conference.

Aries Henry Joseph  
Chair of My\_CASELT and LIID 2019

# My\_CASELT

6th MALAYSIAN INTERNATIONAL CONFERENCE  
ON ACADEMIC STRATEGIES IN ENGLISH LANGUAGE TEACHING

**Empowering ELT Professionals  
in a Globalised Environment**

## OBJECTIVES

- To realise the vision and mission of UiTM towards academic excellence in English Language Education for greater dynamics among Bumiputeras in all areas of professional conduct
- To enable Akademi Pengajian Bahasa to carve a niche area in the “Teaching of English Language for Non-native Speakers”
- To develop and strengthen the teaching approaches of the English Language in UiTM to enhance the employability of graduates both in the local and international market
- To support national initiatives of making Malaysia a hub for world class professional English Language Education
- To become a centre for English Language Education research and development through collaboration and industrial linkage at both national and international levels
- To create an English Language Research Centre and English Language Teaching & Learning Reference for non-native speakers in this region
- To discuss the future of English Language Education in Malaysia

# LIID

3rd LANGUAGE INVENTION,  
INNOVATION AND DESIGN EXPOSITION

**Empowering Practitioners’  
Innovation in Language Teaching**

## OBJECTIVES

- To provide a platform for academics, industries and students to highlight their innovations, inventions and designs in the field of language learning and teaching
- To support the initiatives of academics, industries and students in developing their ideas and creativity



# TABLE OF CONTENTS



	Page
Keynote Speakers	1
Plenary Speakers	3
Conference Schedule	8
Welcome Dinner Programme	9
Floor Plans of the Grand Ballroom, the Pacific Sutera Hotel	10
Abstracts	12
Organising Committee	138



## Keynote & Plenary Speaker

Dr. Linda New Levine  
US Embassy



Dr. Linda New Levine is a consultant for public school teachers of language learning children and for programmes for teaching English as a Foreign Language in both primary and secondary classrooms. She holds a Masters in TESOL and a PhD in Applied Linguistics from New York University. She has been a teacher of English as a Second Language and a Staff Development Facilitator for the Bedford Central school district, New York. Dr Linda was an adjunct assistant professor of ESL Methods and Materials for school-age children at Teachers College, Columbia University. She was also a Fulbright Professor in Tienjin University, Peoples Republic of China and a Peace Corps volunteer in the Philippines. Dr. Levine has conducted numerous workshops with ESL, EFL and mainstream teachers, supervisors and faculties of education in the United States, South America, Europe, Africa and Asia. She was the foreign language expert on the USAID Design team in Egypt (2002) where she analysed English language education programmes and designed a format for future USAID funding. She has written graduate school texts, Elementary ESL/EFL curriculum, teacher development programmes and supervisory training materials and conducted numerous workshops with ESL, EFL and mainstream teachers in the United States, Europe, Africa and Asia. Her recent publications include, *The 6 Principles for Exemplary Teaching of English Learners* (TESOL, 2018) and *Teaching English Language and Content in Mainstream Classes* (2013, 2nd Ed., Pearson).



Keynote & Plenary Speaker

Associate Professor Dr. Atta Gebril  
American University in Cairo



Atta Gebril is an Associate Professor and MATESOL programme director at the Department of Applied Linguistics, American University in Cairo (AUC). He also serves as chair of the Institutional Review Board (IRB) at AUC. He obtained his PhD in foreign language and ESL Education with a minor in language testing from the University of Iowa. He previously worked for American College Testing (ACT, Inc.) from 2005 - 2006 where he was part of the Workkeys team. In addition, he has been working as an assessment and evaluation consultant and has participated in several test development projects in many parts of the world. His research interests include writing assessment, reading-writing connections, assessment literacy, and test validation. His dissertation work focused on score generalisability of academic writing tasks. He serves as an associate editor of Language Assessment Quarterly since 2018 and he is also on the editorial boards of the Journal of Language Testing, Assessing Writing, and TESOL Journal. His work has appeared in top-tier journals including Language Assessment Quarterly, Language Testing, Assessing Writing, Second Language Writing, Assessment in Education, Journal of English for Academic Purposes, and Teacher Development. His book entitled *Assessment Myths*, co-authored with Lia Plakans was published by the University of Michigan Press in 2015. He has also written *Applied Linguistics in the Middle East and North Africa* and it was published by John Benjamins in 2017. In 2019, he won the 'Best Article in the Field of Language Testing' award from the International Language Testing Association (ILTA).





Plenary Speaker

Professor Dr. Othman Ismail  
UiTM Shah Alam



Professor Dr Othman is an experienced speaker. He received his PhD in Instructional Technology and MA in Computer-Based Education from Southern Illinois University of Carbondale, USA. He obtained his Diploma of Education (TESL) and B.Ed. (Hons) in TESL from Universiti Kebangsaan Malaysia (UKM) and Brock University, Canada respectively. He specialises in computer-based education training, Instructional System Design (ISD), Interactive Multimedia Developer, Webmaster and TESL. The professor was Head of Postgraduate Programmes at Akademi Pengajian Bahasa (APB) or in English, Academy of Language Studies, UiTM Shah Alam (2009 – 2014). Since 1987, the professor has been lecturing various English subjects in UiTM Shah Alam. He has also been teaching courses in Multimedia Production, Web Publishing, Introduction to Open Source (PHP), and Academic Writing and Research Methods since 2004. From 2002 – 2004, he was ICT Director at the Centre for Integrated Information Systems, UiTM. He has received many awards and among them are, Developing Listening Skills Via Mobile Application: ElisSpeak from Ildex 2018 (Gold) and the Best Invention Award and Gold recipient at the Research, Invention, Innovation and Design (RIID) held in Melaka in 2012. Among his publications are, *Theories into Practices: Bloom's Taxonomy, Comprehensive Learning Theories (CLT) and E-Assessments* (Othman et al., ICEAP, 2018) and *Social Media and Classroom Engagement: Students' Perception* (Othman et al., 2016).



## Plenary Speaker

Yang Berhormat Jenifer Lasimbang  
Assistant Minister in the Ministry  
of Education and Innovation



YB Jenifer Lasimbang was recently elected as Assistant Minister in the Ministry of Education and Innovation, Sabah. She has a Master of Science in Human-Computer Interaction from Indiana University, USA and BA in Information Technology (Hon) from University Utara Malaysia, Kedah. YB Jenifer was a consultant for UNICEF Malaysia from 2014-2017 and UN's Development Programme (Bangkok, 2008–2009). She also served as a freelance consultant, researcher and volunteer for JOAS, PACOS Trust, TONIBUNG, KadazanDusun Language Foundation and MERCY Malaysia. YB Jenifer was an IT lecturer at University Malaysia Sabah (2000-2001) and Informatics College from 1999-2000. She has written and published *Red and Raw: Indigenous Rights in Malaysia and the Law* (JOAS, 2015) and reported on *Asia Indigenous People's Perspectives on Development* (2011) among others. She has contributed to Malaysian indigenous communities in the area of IT empowerment by designing sustainable models, implementing community-based projects and organizing trainings. Besides advocating for ICT literacy among rural communities, she has also fought for children's rights in Sabah and helped establish the Children's Rights CSO coalition. In 2007, she was involved in The Second Malaysian Indigenous People's Conference on Education (MIPCE II). Currently, she is actively involved in the Malaysian political scene as an advocator for women, children and the indigenous people of Sabah.



## Plenary Speaker

Professor Dr Supyan Hussin

Director of the Institute of the Malay  
World & Civilization (ATMA), UKM



Professor Dr. Supyan Hussin is a Professor at the Center for Language and Linguistics, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia (UKM) cum Director of the Institute of the Malay World & Civilization (ATMA), UKM. His research interests include teacher education, e-learning, computer-assisted language learning, mobile learning, and pedagogical approaches in materials development. He has served as Deputy Dean of the Faculty of Language Studies, the Head of the E-Community Research Center, Senior Fellow at ATMA, UKM, Deputy Director of the Center of Teaching and Learning Technologies, UKM, Deputy President of the Malaysia Mobile Learning Association, and Panel member for the Malay Language Distinguished Scholar Award, Ministry of Education Malaysia (ATABM). Professor Dr Supyan was a visiting lecturer for the Teaching & Learning Programme at Yogyakarta State University (2015) and visiting professor of Mobile Learning at the Language Academy, Universiti Teknologi Malaysia (2016). An experienced speaker and trainer, Professor Dr Supyan has been a master trainer in the Interactive Lecture Programme for AKEPT Ministry of Higher Education Malaysia since 2013. He was also an invited speaker/trainer for teaching and learning using technologies, in addition to human development and training programmes in interpersonal communication for effective teaching and learning, e-learning and mobile learning at UKM and at other educational institutions since 1995. He received a Fellowship Award from the Japanese Society for the Promotion of Science - Vice Chancellor's Council. He has published seven books and more than 200 articles in chapters in books, journals, and proceedings at national and international levels.





Plenary Speaker

Associate Professor Dr Arshad Abd. Samad  
Universiti Putra Malaysia (UPM)



Associate Professor Dr. Arshad Abd. Samad holds a PhD in Applied Linguistics from Northern Arizona University and a BSc and MA in Secondary English Education and TESL respectively from Indiana University. Currently he is attached with the Faculty of Educational Studies, Universiti Putra Malaysia (UPM), where he teaches courses in the TESL programme. He has supervised more than 30 doctoral and master theses in his field of specialization and has also served as an internal and external examiner for more than 30 postgraduate student theses. At present, he is the Director of the Centre for the Advancement of Language Competence (CALC) at UPM after having served as Department Head and Deputy Dean at the Faculty of Educational Studies at the university. He has also contributed to the Malaysian Ministry of Education (MOE) in various capacities, most notably as an appointed member of the English Language Standards and Quality Council from 2012 to 2016. His research interests broadly focus on education at the secondary and tertiary levels with an emphasis on language education, especially in the areas of assessment, learner agency and grammar instruction. He has published numerous articles in journals and has two major publications: *Essentials of Language Testing for Malaysian Teachers, 2<sup>nd</sup> Edition* (to be published) and *Essentials of English Grammar for Malaysian ESL Teachers* (2016), both published by UPM Press.



## LIID Sharing Session

Tuan Sirhajwan Idek  
Keningau Vocational College  
Sabah



Sirhajwan is an English language teacher at Keningau Vocational College, Sabah. He graduated from IPG Gaya and UiTM Shah Alam with a bachelor's degree in TESL and master's degree in research. He has won several global education awards including the ISTE Literacy Network Award (Philadelphia, 2019), SEAMEO Australia Education Links Awards (ASEAN, 2018) and Innovation & Entrepreneurship Excellence in Teaching Award (Paris, 2017). Sirhajwan is also an avid researcher and a passionate educator. He has led his school teams (comprising teachers and students) to win 11 innovation medals and five research awards in Italy, South Korea, Thailand, Indonesia, Brunei and Singapore. His areas of interests are innovation and entrepreneurship, public speaking, research and pedagogical approaches in ESL as well as professional development for teachers.

# PROGRAMME SCHEDULE



## My\_CASELT

**21 AUGUST 2019 (WEDNESDAY)**

<b>7:30 AM</b>	Registration (My_CASELT)
<b>8:00 AM</b>	My_CASELT Academic Research Presentation and Judging
<b>10:00 AM</b>	Refreshments
<b>10:15 AM</b>	Opening Ceremony
<b>11:15 AM</b>	Keynote Speech 1
<b>12:00 NOON</b>	Plenary Session 1
<b>1:00 PM</b>	Lunch
<b>2:15 PM</b>	Keynote Speech 2
<b>3:00 PM</b>	Plenary Session 2
<b>4:00 PM</b>	Tea Break
<b>4:30 PM</b>	Rest
<b>6:30 PM</b>	Welcome Dinner for My_CASELT participants at Magellan Sutera Resort
<b>10:30 PM</b>	End of Day 1

## LIID

**22 AUGUST 2019 (THURSDAY)**

<b>7:30 AM</b>	Registration for LIID
<b>8:00 AM</b>	LIID Academic Innovation Pitching and Judging
<b>10:00 AM</b>	Refreshments
<b>10:15 AM</b>	Sharing Session: "Innovative Language Teaching and Learning"
<b>11:15 AM</b>	Closing and Prize-Giving Ceremony
<b>1:00 PM</b>	End of My_CASELT Conference and LIID 2019



# My\_CASELT

6th MALAYSIAN INTERNATIONAL CONFERENCE  
ON ACADEMIC STRATEGIES IN ENGLISH LANGUAGE TEACHING

**Empowering ELT Professionals  
in a Globalised Environment**

**Welcome Dinner**

**Programme**

*"Celebrating Multiculturalism Through Education"*

**Date: 21 August 2019**

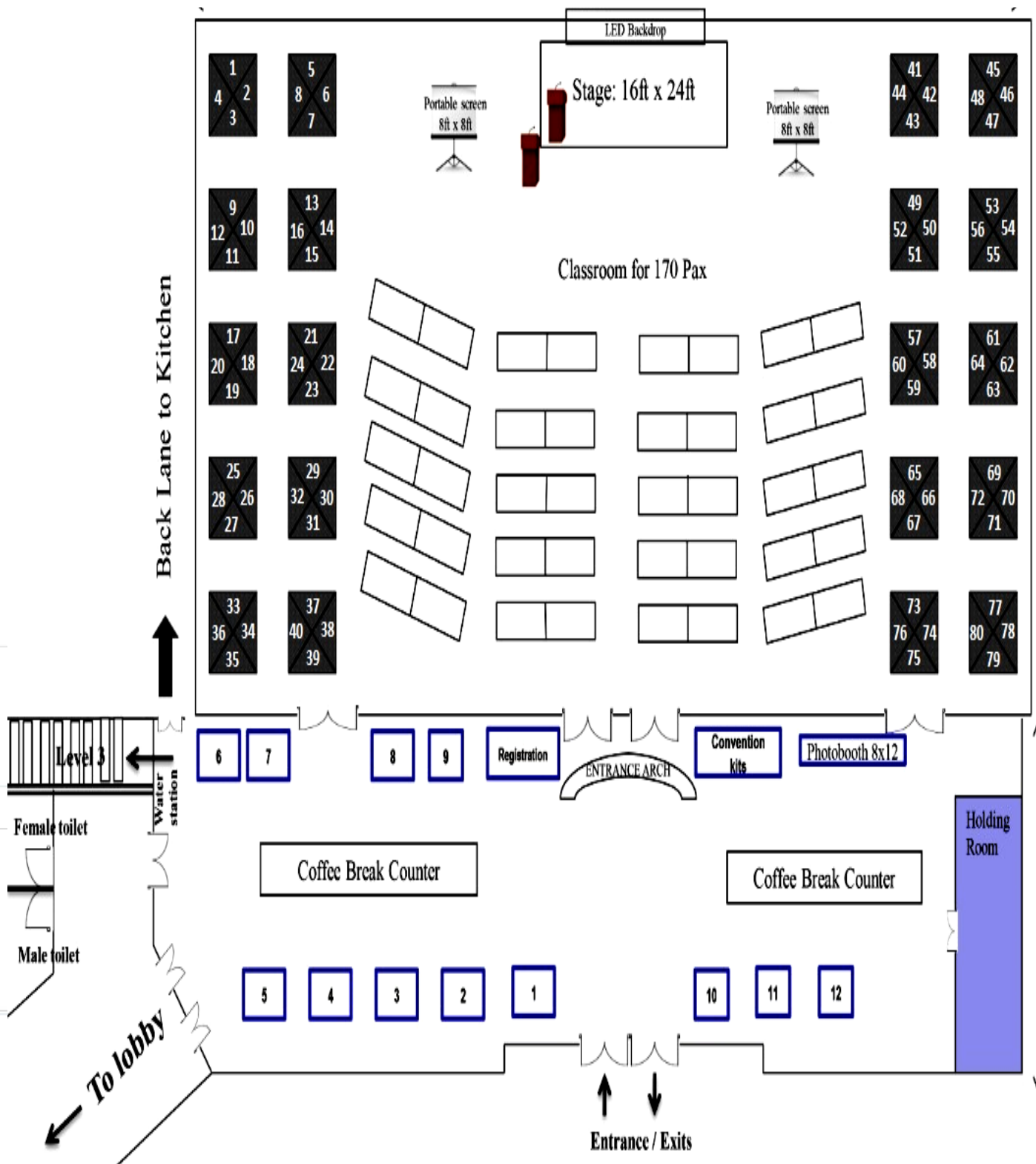
**Time: 6:30 PM**

**Venue: Grand Ballroom, The Magellan Sutera Resort, Kota Kinabalu**

6:30 PM	Arrival of participants, conference delegates
7:00 PM	Arrival of VIPS and invited guests
7:15 PM	Arrival of the Guest of Honour
7:30 PM	Opening Speech by Datuk Associate Professor Dr. Haji Abdul Kadir Bin Haji Rosline Rector of UiTM Sabah
7:45 PM	Welcome Speech by Datuk Christina Liew Minister of Tourism, Culture and Environment of Sabah
8:15 PM	Food Presentation by The Magellan Sutera Resort
8:20 PM	"Destination Sabah" Video
8:40 PM	Performances by Sabah Tourism Board
9:30 PM	Special Appearance by Amy Dangin (Aunty Patrin) Lucky Draw Multimedia Show on Asia Plantation Capital Announcement for the Best Traditional Costume winners
11:00 PM	Programme ends

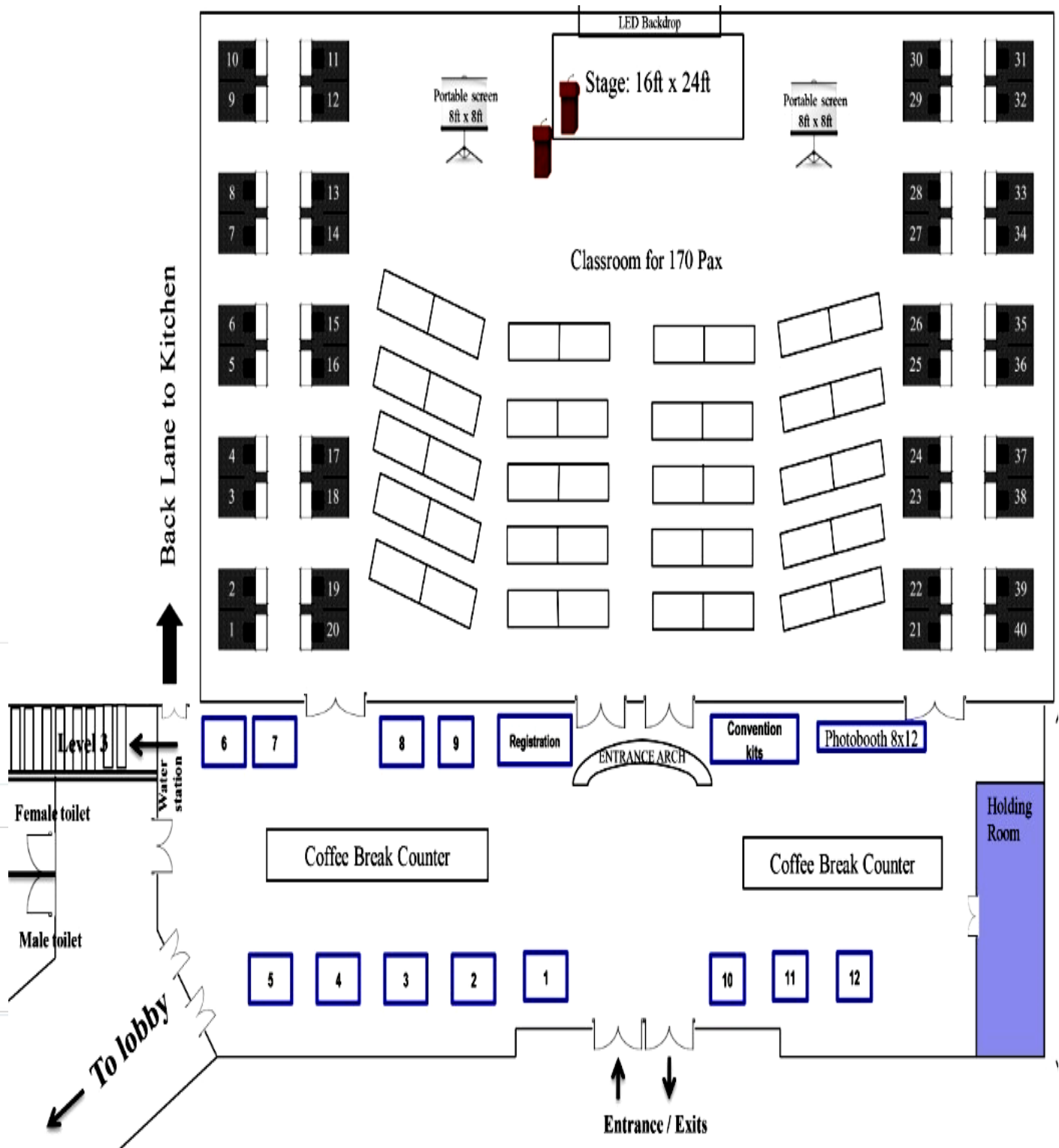
# Floor Plan of the Grand Ballroom, the Pacific Sutera Hotel

## Day 1 : My\_CASELT



# Floor Plan of the Grand Ballroom, the Pacific Sutera Hotel

## Day 2 : LIID





# **My\_CASELT 2019 ABSTRACTS**





### **An Analysis of Linguistics Sexism Used by Malaysian Hip Hop Artists**

Ainal Maziah Salleh  
Universiti Teknologi MARA, Shah Alam  
ainalmaziah10@gmail.com  
Amir Lukman Abd Rahman  
lukmanamir28@gmail.com  
Zarina Suriya Ramlan  
zarinas@uitm.edu.my  
Faizah Mohamad  
fareema88@gmail.com

Linguistic sexism used in song lyrics has been a controversial issue. Thus, this study explored the evidence of linguistic sexism used in song lyrics by Malaysian hip-hop artists and how the effects of linguistic sexism used in these lyrics on intended listeners would impact the Malaysian music industry. A mixed-method approach was used: analysing the content of six samples of song lyrics by Malaysian hip-hop artists and using survey questionnaires. Based on the framework of Feminist Stylistics (Mills, 1995), the findings showed that the six samples of song lyrics by Malaysian hip-hop artists have three elements for the analysis at word-level; the use of markers on women, the evidence of naming and androcentrism and the need for terms of endearment, and an element for the analysis at sentence-level (the use of presupposition and inference). The findings also showed a moderate positive significant correlation between linguistic sexism and the effects of linguistic sexism used in song lyrics. Future research may analyse other types of music genres such as pop, rock, or jazz in the Malaysian context.



### **Constructing A Discourse of Renewal Through Image Repair Strategies: The Cadbury Malaysia Halal Certification Issue**

Nor Azyyati Md Saad  
Universiti Teknologi MARA, Shah Alam  
azyyati@uitm.edu.my  
Ramesh Nair  
Shairah Hana Sulaiman  
Puspalatha C. Suppiah  
Nur Maizura Lin

Image is central to the success of any organisation and the responsibility to maintain, if not enhance. An organisation's image lies with its public relations department. When a crisis descends upon an organisation, the department's swift action is imperative, and immediate action often takes the form of press conferences and press releases. Therefore, the assertion naturally follows that language use at press conferences and in press releases is an important tool for the defence in times of crisis. In this paper, we examine the rhetorical strategies in press releases by Cadbury Malaysia when they were accused of failing to comply with halal certification standards for two of its products. The accusation was followed by a serious backlash that included calls for the boycott of Cadbury products by Muslims in Malaysia. We drew on image repair theory and the concept of the ideological square to analyse how rhetorical strategies are realised through language use to repair image. The analysis reveals how the organisation moved beyond mere denial to employ other rhetorical strategies as it dealt with unnamed enemies who were allegedly out to tarnish its reputation. The analysis also shows how language is used to construct the Positive Self and Negative Other as Cadbury Malaysia promotes a discourse of renewal through the press releases to reassert its position within a highly lucrative halal market.



# MY\_CASELT 2019

## ABSTRACTS



### **VOCATHON – The Use of Board Games in Vocabulary Learning through the Multiple Intelligences Approach**

Lilly Metom  
lillymetom@uitm.edu.my  
Amelia Alfred Tom  
ameliaalfred@uitm.edu.my  
Saira Joe  
saira03@uitm.edu.my  
Universiti Teknologi MARA Sarawak

This paper presents a survey study of an innovation project titled 'VOCATHON'. It is a language board game that is specifically designed for learning vocabulary at the tertiary level by adapting psychological basis of the Multiple Intelligences Theory by Howard Gardner. Past research has identified that learners' predominant intelligences are significant predictors for language learning that can be manipulated to motivate acquisition and obtain effective outcomes. Vocabulary learning is a crucial process of language acquisition in which it engages learners' knowledge of word definitions, word formation, collocation, synonyms, and others. Thus, this innovation project comprises two sets of board games, which include lexicons from two fields of discipline, namely, Social Sciences and Science and Technology. This project focuses on the employment of providing the learners with vocabulary items which reflect their multiple intelligences. For this purpose, this study aims to identify the diploma students' acceptance and feedback of the board game by employing the survey method towards the learning of vocabulary through the use of VOCATHON. Based on the survey conducted after playing the board game, a majority of the participants gave positive responses. By adapting the right approach, it is important to guide students with diverse multiple intelligences in acquiring vocabulary in order to make language learning more effective and fun.

# MY\_CASELT 2019

## ABSTRACTS



### **Refining the Terminology of At-risk Students in the Context of the Menuju Destini Anak Bangsa (MDAB) Programme**

Imelia Laura Daneil  
Universiti Teknologi MARA, Sarawak  
imelialaura@uitm.edu.my  
Anealka Aziz Hussin  
anealka@uitm.edu.my  
Tang Howe Eng  
lily@uitm.edu.my

Matching of instructional materials to the intended learners is vital for learning to take place effectively. Knowing the needs and language ability of the students can assist language instructors to select appropriate instructional materials and design instructional activities for the students. A quick reference to the terminology used to describe a specific group of students can provide some ideas about the students' background, language ability and preferences, which are useful in determining the materials and activities to be used with the students. The study focuses on students from the *Menuju Destini Anak Bangsa* (MDAB) programme as these students may require specific approaches to teaching and learning. To a certain extent, the characteristics of the MDAB students are similar to the at-risk students. This study intends to investigate whether the characteristics of the MDAB students fit into the definition of at-risk students. A mixed method is used to gather more information about the background, academic level, language ability and preferences of the students. The findings of the study help the researcher to define the terminology of at-risk students in the context of the MDAB programme. Confirming the conceptual definition of the MDAB students helps the course instructors search for suitable instructional methods, materials and activities to be adopted to teach this group of students.

# MY\_CASELT 2019

## ABSTRACTS



### **Mind Your Craft with Minecraft!** **A Study on How Minecraft Improves Student's Ability to Write a More Descriptive Essay and How They Interpret Information**

Haslindah Syarifuddin  
SK Muhibbah Raya, Sabah  
lindasyar@gmail.com

The aim of this study is to investigate these questions: will Minecraft able to improve students' understanding of any information given? Would it be possible for them to interpret the raw information into more refined ones? Would it be possible for them to write a descriptive essay based on what they implement in the Minecraft itself? Does Minecraft, in the end, improve the student's proficiency in the English language, their vocabulary, as well as their ability to describe in detail what they have constructed? The participants were 33 Year 5 students with mixed abilities in a public primary school in Malaysia. In this study, the teacher used Minecraft as a project-based lesson aligned with the 21st century demands. Students completed the project, in and outside of the classroom (flipped classroom). To evaluate students' performance, a pre-test and post-test were administered. The results of the of the study showed how Minecraft helps students to interpret information and eventually write descriptive essays.



# MY\_CASELT 2019

## ABSTRACTS



### **Critical Discourse Analysis on Promotional Discourse in the Print Media**

Angelina Subrayan  
Universiti Teknologi MARA ,Shah Alam  
angiesubrayan67@gmail.com

Critical Discourse Analysis (CDA) is a developing area of language study which views discourse as 'a form of social practice', in which the context of the language use is of high significance. Central to CDA, is the relationship between language and power. The objectives of this research are to analyse the implementation of 'manufacture of consent' through visual and verbal text in a newspaper advertisement promoting a branded wrist watch and to expose the ideologically-based choices underpinning a particular discourse. The promotional discourse in the print media is examined using Fairclough's (1989, 1995) model for CDA which consists of three inter-related processes of analysis connected to three inter-related dimensions of discourse. The findings showed that the link between the 'global icon' and the watch presupposes social norms and values, hence introducing social and political ethics. The patterns of manufacturing consent are therefore, already in place even if the presentation in the advertisement appears new and distinctive. The influence of dominant tendencies of the mainstream media is found to be elusive with the use of creative linguistic forms.

# MY\_CASELT 2019

## ABSTRACTS



### **Effective Communication in Classroom Needs Amongst Content Lecturers in a Tertiary Setting: A Pilot Study**

Ahmad Mazli Muhammad  
Universiti Teknologi MARA, Shah Alam  
a.mazli@uitm.edu.my  
Noor Ahnis Othman  
Noor Hanim Rahmat

The globalised environment requires teaching and learning to be done in English. In the institution of higher learning, a good ecosystem for learners involves having competent lecturers. While many lecturers are competent in their language and teaching abilities, there are some lecturers who may have encountered difficulties in language and/or content abilities. As such, Ahmad Mazli Muhammad (2019) reports that there is a need to bridge the gap between the linguistic elements learned in English language classrooms and the speaking abilities. Some content lecturers may need language skills to deliver their content in English. According to Ahmad Mazli Muhammad and Noor Hanim Rahmat (2018), the needs of language lecturers and content lecturers differ. This quantitative pilot study was done to identify the needs amongst content lecturers in a tertiary setting. The instrument used is rooted from needs analysis model by McGhee and Thayer (1961) and challenges faced by content lecturers by Hung and Lan (2017). 30 lecturers participated in this study. The results of this study have pedagogical implications in the teaching and learning of content subjects.

# MY\_CASELT 2019

## ABSTRACTS



### **Nurturing Preschool Children's Language & Literacy Development through the Board Game "D-Mat"**

Janeveralenne Marcel  
Keningau Vocational College, Sabah  
sirhaj87@gmail.com

The objective of this study was to examine the feasibility of D-Mat in helping preschool children acquire English language proficiency through the concept of interactive play. D-Mat is a board game designed to familiarize children with words and phrases of the language in a fun and engaging way so that they will become motivated and comfortable of using and learning it in a way that is less formal and mechanical. Most children find learning English language difficult as the language appears foreign and unfamiliar to them since most of them come from diverse backgrounds with different native tongues. D-Mat contains questions, prompts and information that are consistent with the six aspects of children's development: mathematical, scientific, aesthetic, linguistic, physical and spiritual growth. In this study, the children's parents and teachers were interviewed in order to elicit their responses on the usage of D-Mat among the preschool children. The findings showed that the parents and teachers were positive about the implementation of the game and they considered it convenient, easy and engaging. They claimed that it helped to foster the children's social and communication skills including their usage of English words and phrases. D-Mat will help teachers create an engaging and exciting activity for children to get involved actively while fostering their language skills.



# MY\_CASELT 2019

## ABSTRACTS



### **Vocabulary Retention through Online and Printed Dictionary among Students of ELC151: Integrated Language Skills 2 in UiTM Cawangan Kelantan**

Azzieatul Syazwanie Binti Azmi  
Universiti Teknologi MARA, Kelantan  
azzie168@uitm.edu.my  
Lai See May  
laiseemay@uitm.edu.my  
Mimi Mazlina Binti Mohamad  
mimi782@uitm.edu.my  
Siti Khadijah Binti Omar  
siti khadijah7547@uitm.edu.my

Vocabulary learning is dominant in language acquisition, whether the language is a second or a foreign language. The use of dictionaries is a great help in vocabulary learning and nowadays the emergence of online dictionaries has added a new and valuable resource for vocabulary learning among ESL students. This study aims to explore the effectiveness of online and printed dictionary in the retention of unfamiliar words among ESL learners. In this study, pre and post tests were conducted. 100 students of UiTM Cawangan Kelantan, who enrolled in the ELC151 (Integrated Language Skills 2) course were selected as the participants of the study. The participants were later assigned to two groups for vocabulary searching tasks using a printed dictionary and an online dictionary. In order to check the vocabulary retention, both groups were instructed to take part in an immediate post-test and delayed post-test. The result showed students who utilised an online dictionary retained more vocabularies than their counterparts who used the printed version.

# MY\_CASELT 2019

## ABSTRACTS



### **Emotional Dimension in Challenges of Developing Assessment Materials for English for Specific Academic Purposes (ESAP) Courses for Engineering Students and its Mitigating Strategies**

Norkhairi bin Ahmad

Universiti Kuala Lumpur Malaysia France Institute

norkhairi@unikl.edu.my

Ahmad Mazli bin Muhammad

Universiti Teknologi MARA, Shah Alam

Asiah binti Jamil

Universiti Teknologi MARA, Shah Alam

Fulfilling requirements of ESAP courses is challenging for English lecturers as many are comfortable working with English for General Academic Purposes (EGAP) instead of handling materials at English for Specific Academic Purposes (ESAP) in the field of engineering. Developing ESAP assessment materials for quizzes, tests and project prompts leave many lecturers with a sense of apprehension and pressure. This emotional dimension significantly influences the way the lecturers view ESP assessments and their choice of practices. Fourteen ESP lecturers teaching engineering students from eight engineering related universities reflected on this scenario and emotional dimension via interviews and self-reflections. Their ESAP assessment practices, particularly test development were scrutinised via qualitative approaches which include socio-cultural analysis tools like Cultural Historical Activity Theory (CHAT). It is emotionally less favourable for lecturers working in an environment where their roles are perceived as deliverer of non-core support courses, This emotional discomfort is further compounded when they have to continuously grapple with longstanding issues of students' lack of proficiency for ESAP, inadequate training on ESAP assessment, lack of ESAP assessment guidelines, incompatible course placement and lack of specific input and feedback from engineering circles. On the other hand, it is emotionally more stimulating for ESAP lecturers working in an environment where they are accorded complementary roles in delivering their equally important courses. Albeit grappling with almost similar issues, they are provided with adequate opportunities to propose changes in their ESAP curriculum and chart out university level English enhancement programmes. Based on this emotional dimension and challenging circumstances, an integrated mitigation effort in the form of Collaborative ESP Test Implementation Framework (CETIF) is put forth and discussed in this study.

# MY\_CASELT 2019

## ABSTRACTS



### **What if I am Wrong: The Influence of Attitude, Subjective Norm, and Perceived Behaviour Control on Undergraduate Students' Intention to Read Critically**

Nadia Anuar

Universiti Teknologi MARA, Shah Alam

nadiaanuar91@gmail.com

Ahmad Mazli Muhammad

Universiti Teknologi MARA, Shah Alam

a.mazli@uitm.edu.my

Critical reading was named a key aspiration in the Malaysian Education Blueprint (2015-2025) and is an essential skill that students must acquire. However, the literature has reported an increasing trend in the number of students that lack the ability to read and think critically. Thus, this study aims to investigate the effect of attitudes, subjective norms, and perceived control in influencing students' intention to read critically. This quantitative study uses a cross-sectional approach wherein questionnaires were distributed to collect responses from 250 undergraduate students. The structural model of the inter-relationships among attitude, subjective norm, perceived behavioural control, and intention was developed and executed using Structural Equation Modelling (SEM). Subjective norm had the highest effect on intention. Perceived behavioural control was found to have a low effect on intention. Surprisingly, the attitude construct had the lowest effect on intention which is different from what was primarily reported in the literature. The results indicated the importance of students' social factors and opinions of others as this encourages them to use critical reading skills. These findings can assist educators and relevant parties to help improve undergraduate students' level of critical reading.



# MY\_CASELT 2019

## ABSTRACTS



### **Discovering Environmental Aspects in Language Teaching Practices: The Case of Low Enrolment Schools**

Norazrina Ag-Ahmad  
Universiti Teknologi MARA, Sabah  
noraz329@uitm.edu.my  
Bernadette Peter Lidadun  
Universiti Teknologi MARA, Sabah

This paper presents a study on the aspects or concepts identified as helpful in English Language Teaching (ELT) as well as problems that are faced by a group of language teachers in a rural area in Sabah, Malaysia. This study adopted an exploratory qualitative case study which involved English language teachers who have more than five years of teaching experience and who are currently teaching in low enrolment schools known as *Sekolah Kurang Murid* (SKM). Most of the schools typically have fewer than 150 students. A set of semi-structured interview questions were formulated to elicit data on the concepts underlying successful language teaching and the conditions that could help or challenge the incorporation of those concepts in ELT. Qualitative analysis of participants' interviews indicates that exposure to the target language, motivation and support are pertinent in affecting the teachers' beliefs of successful language learning. These are the environmental aspects of language teaching and learning that affect students' success in second language acquisition. The study also found that the participants expressed tension between what they believe to be good practices or important aspects and what they are restricted to do due to contextual barriers. Thus, this study recommends that policy makers and curriculum developers need to find ways to help teachers and learners overcome these barriers while creating a positive environment that would help learners progress through such challenges.

# MY\_CASELT 2019

## ABSTRACTS



### **Interrater Reliability of the Universiti Teknologi MARA (UiTM) English Exit Test (EET)**

Nor Shidrah Mat Daud  
Universiti Teknologi MARA, Shah Alam  
norshidrah@uitm.edu.my  
Zarina Suriya Ramlan  
zarinas@uitm.edu.my  
Teoh Swee Ai  
teohswee@uitm.edu.my  
Faizah Mohamad  
fareema@uitm.edu.my  
Normah Abdullah  
norma034@uitm.edu.my  
Turisiana Ahmad Buhari  
turisiana@uitm.edu.my

One way to measure the accuracy of a test score is by checking the interrater reliability of the test. The scoring consistency check is crucial especially for standardised tests involving a large number of test takers and examiners. The English Exit Test (EET) is a graduation requirement test for students of Universiti Teknologi MARA, Malaysia. The test which aims to gauge the students' workplace English speaking and writing proficiency, is taken by students every semester, and thus the need for a considerable number of examiners. This calls for interrater reliability check. The scoring of the EET is guided by the Common European Framework of Reference (CEFR) which is an international standard for assessing language ability. To ensure high interrater agreement, benchmarking workshops are held every semester by trainers of the EET involving all UiTM campuses. In the present study, data collected from the most recent workshop that was the sixth semester of the EET implementation, were used. These involved ratings made by 15 trainers, and 146 raters from 12 campuses nationwide. It was found that the raters' scorings of 12 speaking and 14 writing samples had good consistency estimates based on Intraclass Correlation Coefficients (0.88 and 0.85 respectively). T-Test results on the mean scores of each campus and the mean scores of trainers indicated significant difference only for two campuses for each skill. All were stricter than the trainers. T-Tests and One-Way ANOVA were also run to see if there were any significant difference in the scorings by raters of different genders, the EET rating experience and teaching experience. There was no significant mean difference in the scorings by raters of different genders and the EET scoring experience of the raters were considered. However, a significant mean difference was found in the scorings by raters of different teaching experience, particularly between those with little teaching experience (1 to 3 years) and average teaching experience (4-6 years experience) ( $p=.032$ ), with the former being more lenient. Overall, the results suggest that there is a good interrater agreement in the scoring of the EET of UiTM.

# MY\_CASELT 2019

## ABSTRACTS



### **The Effectiveness of Using Creative Words Activity to Promote the Learning of Basic Lexicology**

Anealka Aziz  
Universiti Teknologi MARA, Shah Alam  
anealka@uitm.edu.my

The word “lexicology” always creates fear among the first semester students. Collins Online Dictionary defines lexicology as “the study of the overall structure and history of the vocabulary of a language”. The word sounds so technical, complicated and boring. Little do they know, the subject of Lexicology will change their way of looking at a word. The study intends to show how Creative Words activity would change the students’ view on the subject of Lexicology and to present their feedback about the effectiveness of the activity. The learning outcomes of the activity are to encourage the students to demonstrate their understanding of the concept of an associative field of a word and to demonstrate their skills in conducting a lexical analysis of a word. The approach used in this activity was an improvisation of real-life and hypothetical examples. The theories of constructivism and social learning were the fundamental grounds of the activity, while the 4Cs skills (Communication, Creativity, Critical thinking and Collaboration) were the main pillars of the activity. A step-by-step explanation of the activity and samples of students’ work were provided. The results of the study have important implications.



# MY\_CASELT 2019

## ABSTRACTS



### **Language Expression Difficulties Among Course Lecturers in the Classroom**

Eliyas S. Mohandas  
Universiti Teknologi MARA, Shah Alam  
elias9154@uitm.edu.my  
Ahmad Mazli Muhammad  
a.mazli@uitm.edu.my  
Janudin Sardi @ Hj. Mohd Yusop  
janudin@uitm.edu.my  
Muhammad Aizat Azhari  
Aizat7686@uitm.edu.my  
Salwa Othman  
salwa\_othman@uitm.edu.my  
Nik Mastura Nik Ismail Azlan  
nikmastura@uitm.edu.my

The use of English as the Medium of Instruction (EMI) among course lecturers has always been the focus of various studies particularly in the area of language expressions. This study aims to identify the difficulties in language expressions faced by course lecturers in the classroom. A questionnaire consisting of code switching, language pacing, vocabulary and grammar was administered. The results show common verbal expressions used in the classroom. This information is useful for training purposes.

# MY\_CASELT 2019

## ABSTRACTS



### **Secondary Students' Achievement of Algebraic Knowledge**

Roselah Osman  
Universiti Teknologi MARA, Shah Alam  
roselah@uitm.edu.my  
Nurul Latifah Samso Anuar  
latifah311@gmail.com  
Zuraidar Badaruddin  
zuraidar@uitm.edu.my  
Hamidah Ayub  
hamidaha@uitm.edu.my

Algebra is a sort of knowledge which has its own word language, expression, and difficulties. Considering the effect of understanding Algebraic knowledge in two different divisions of mathematics subjects of a specific school, this study aims to determine the achievement of Form 4 female students in Mathematics and Additional Mathematics related to Algebraic knowledge. Seventy-seven (77) students who came from two class streams of a suburban school in Kelantan participated in this study. Forty (40) of the participants were from the science stream while thirty-seven (37) were from the accounting stream. Data were collected through two different sets of Algebra tests, and were then analyzed quantitatively using Statistical Package for the Social Sciences (SPSS) software version 23.0. Overall, the results showed that there was a significant difference with regard to the students' achievement related to Algebra knowledge in both Mathematics subjects. Based on the type of Algebra problems, there was a significant difference with regard to the students' achievement in solving quadratic equation in Mathematics, as well as solving word and graphical type problems in Additional Mathematics. However, there were no significant difference with regard to the students' achievement in forming quadratic expressions, solving word and graphical type problems in Mathematics as well as solving quadratic equations in Additional Mathematics. In conclusion, the level of achievement among Form 4 female students related to Algebraic knowledge in Mathematics seems to be above average but below average level in Additional Mathematics. It is hoped that the findings of the study will guide academicians and mathematics educators to enhance students' achievement related to Algebraic knowledge.

# MY\_CASELT 2019

## ABSTRACTS



### **The Utilisation of Critical Thinking Abilities Among Undergraduate Students in Finding Solutions to Problems**

Eliyas S. Mohandas  
Universiti Teknologi MARA, Shah Alam  
elias9154@uitm.edu.my  
Anealka Aziz Hussin  
anealka@uitm.edu.my  
Mohammad Radzi Manap  
moham830@uitm.edu.my

The fostering of critical thinking abilities among students in higher learning institutions is now crucial particularly when Malaysia Ministry of Education decided to include the 4Cs namely Critical Thinking, Creativity, Collaboration and Communication for the 21<sup>st</sup> Century Learning skills in its education blueprint. This study investigates the critical thinking abilities such as Systematic, Judicious, Analytical, Confidence in Reasoning, Open-minded, Inquisitive, and Truth-seeking (Facione, 2015; Chance, 1986; Lipman, 1995; Ennis, 2015) exhibited by undergraduate students. A questionnaire consisting of critical thinking abilities was administered. The results provide significant information on the critical thinking strategies employed by the students in solving problems. The implications of these results in teaching and learning are presented.



# MY\_CASELT 2019

## ABSTRACTS



### **Benchmarking Undergraduates Listening Standard**

Irma Ahmad

Universiti Teknologi MARA, Negeri Sembilan

irmaahmad@uitm.edu.my

Mohamad Jafre Zainal Abidin

Universiti Sains Malaysia

jafre@usm.my

Mohd Nur Fitri bin Mohd Salim

Universiti Teknologi MARA, Negeri Sembilan

mohdn8158@uitm.edu.my

Afni Anida Adnan

Universiti Teknologi MARA, Negeri Sembilan

afnianida@uitm.edu.my

This study aimed at benchmarking and profiling undergraduates' listening performance. Since 2010, reports from Malaysian University English Test (MUET) showed a worrying trend in listening component. Most of the candidates scored level 2 and below indicating limited and very limited users. To benchmark, a listening comprehension test was developed based on Weir's framework for validating tests, and Geranpayeh and Taylor's cognitive processing model. The test consisted of 50 items with seven types of response formats was administered to 380 first year undergraduate students from a public university. The participants' listening performance were benchmarked against their test scores and listening performance. From the findings, 78.4% of the participants met the listening performance expectations. 82 of them were categorized as below expectation users, 136 of them had met the expectations and 162 exceeded the expectations. Benchmarking and profiling the students help identifying at-risk students.

# MY\_CASELT 2019

## ABSTRACTS



### **Acceptance of Google Classroom for Learning English Exit Test**

Tuan Sarifah Aini Syed Ahmad  
Universiti Teknologi MARA, Negeri Sembilan  
tsyaini@uitm.edu.my  
Zarina Suriya binti Ramlan  
Universiti Teknologi MARA, Shah Alam  
zarinas@uitm.edu.my  
Shashi Kumar Krishnan  
Universiti Teknologi MARA, Negeri Sembilan  
shashi@uitm.edu.my

Online learning has been implemented at the tertiary level by using many platforms such as the university learning management system, massive open online courses (MOOCs) and mobile applications. Online learning permits personalisation and autonomous learning. Since English Exit Test offers neither face-to-face nor non face-to-face class, an initiative was made to provide an online platform for learning the course by using Google Classroom. Google Classroom can be accessed as a mobile application on a smartphone or on the web by using a computer. It is essential to support the students in learning the course since it is the requirement of graduation for degree students at Universiti Teknologi MARA. This study aimed to determine the level of acceptance in using Google Classroom for learning English Exit Test among students. The sample was selected by using purposive sampling. The data were collected using a survey that was designed based on Technology Acceptance Model (TAM) The data were then analysed using Social Sciences Statistical Package Version 21 and Partial Least Squares Structural Equation Modelling (PLS-SEM). The results indicated that students positively accepted the use of Google Classroom in learning English Exit Test.

# MY\_CASELT 2019

## ABSTRACTS



### **Assessing Critical Thinking Skills through Social Learning Network**

Fathiyah Ahmad @ Ahmad Jali  
Universiti Teknologi MARA, Kedah  
fathiyah@uitm.edu.my  
Syakirah Mohammed  
Universiti Teknologi MARA, Kedah  
syakirah@uitm.edu.my  
Rafidah Amat  
Universiti Teknologi MARA, Kedah  
rafidah408@uitm.edu.my

Critical thinking skills is a very crucial skill to master as students are often bombarded with so many information these days. For all the information that they received, is it possible for them to comprehend the issue with the help of online-based-media? In this study, students taking a critical reading class participated in this study. The fourteen-week course had a combination of face-to-face meetings and blended learning sessions. The course not only required students to read critically, but also evaluate academic articles as well as present their ideas critically in a forum. This study examines whether the learning processes and outcomes of students' higher order thinking skills of the students improve through the use of blended session using one of the social learning networks.



# MY\_CASELT 2019

## ABSTRACTS



### **Recasts, Prompts and Noticing: A Comparative Study**

Choo Siow Chin  
choos379@uitm.edu.my  
Universiti Teknologi MARA, Sabah  
Stefanie Pillai  
University of Malaya  
Siti Zaidah Zainuddin  
University of Malaya

Awareness or noticing has been regarded as an important theoretical construct in the mechanism of how CF facilitates second language acquisition (Loewen, 2012). However, to date, only a paucity of CF research has examined the cognitive activity of noticing induced by corrective feedback. In particular, noticing triggered by different types of CF (i.e. recasts vs. prompts), is still scarce in the body of CF research. This study is intended to fill in the gap by examining the relationships between the type of CF and level of awareness. Through four communicative tasks, participants were provided with recasts and prompts contingent upon the encounter of past tense errors. In addition, a triangulated method was employed to elicit awareness whereby awareness data from a variety of sources including diary writing, stimulated recall and exit questionnaire. The results of the study revealed that both recasts and prompts were able to induce noticing the corrective intent, noticing the target of CF or form, noticing the gap and noticing the rule. However, contrary to what was expected, recasts were able to promote higher levels of noticing across all noticing categories. Moreover, the greatest difference between recasts and prompts was found in the noticing the gap category. The study suggests that CF that provides exemplars of the target linguistic feature may promote higher levels of noticing the gap which may in turn increase the effectiveness of CF in L2 acquisition.

# MY\_CASELT 2019

## ABSTRACTS



### **Exploring Constructivism in ESL Speaking Class**

Bazrina Ramlyad  
Universiti Teknologi MARA, Dengkil  
bazrina6784@uitm.edu.my  
Janaki Manokaran  
Nur Amalina Zaharudin  
Fadhlina Che Arshad

The ability to communicate in English has been one of the qualities that is required by today's world. Students' performance, motivation and learning interest can be increased by applying the correct learning theories in the language classrooms. A recent trend in the educational world today is constructivism. Applying constructivism in teaching and learning promotes cooperation, hinders competition among students and stimulates multiple intelligences through group work. Additionally, teachers could act as the facilitators to reach the goal of the teaching and learning process. This study aimed to explore the constructivism approach in ESL speaking class to find the influence of the approach in developing speaking skills. This study employed a quantitative data collection method with 200 Semester 2 Foundation in Law students of UiTM Dengkil. Results indicated that there was a significant difference between female and male students' speaking skills scores, but there was no significant difference between female and male students' constructivism scores.



### **Reframing CEFR-Aligned Assessment in Malaysia: A Conceptual Paper**

Noor Azli bin Affendy Lee  
Universiti Teknologi MARA, Pulau Pinang  
azli.affendy@gmail.com  
Aini Akmar binti Mohd Kasim  
Universiti Teknologi MARA, Shah Alam

The Common European Framework of Reference for Languages (CEFR) has a reflective influence on language teaching, learning and assessment not only in Europe but also in other countries worldwide. Its introduction within the Malaysia English Language Roadmap (2013-2025) could establish an essential and consistent system of assessment. However, in spite of centrally-planned in-service professional training programmes, there is a disparity of how teachers utilize and implement CEFR into their ESL classrooms due to the common assessment framework that overlooked learners' ethnic and socio-economic conditions. This conceptual paper aims to compare the mechanism used by various countries in the adaptation and implementation of CEFR to fulfil their respective education policies. For this purpose, a detailed investigation into the existing literature was carried out. Based on the comparative analysis of literature, several disparities as well as strengths and limitations of CEFR implementation in several counties have been emphasized, which propose needed information to reframe the implementation of CEFR in Malaysia in order to attain the crucial objective of refining English teaching, learning and assessment. The paper ends with recommendations on future research of CEFR and the need to standardise pedagogical practice in order to improve the quality of teaching English and to establish forms and methods of assessment for the further development of language skills of Malaysian students.





### **The Semai Folktales Cultural Heritage in the 21st Century: Preservation through Innovation**

Sharina Saad  
Universiti Teknologi MARA, Kedah  
sharina854@uitm.edu.my

In Semai society, folktales constitute a form of entertainment, relaxation, advice and education for the children. This study intends to examine the situation of folktales which is one of the aspects of folklores in Semai community found in the lowland of Perak. Due to modernization and extreme influence of western cultures, there is a risk that these oral folktales will be forgotten and become extinct. Therefore, there is an urgent need to embrace this oral tradition. The study looked into the situation of folktales in the Semai communities to see: (1) what the situation of folktales in the past, (2) what has become of it in this dispensation, and (3) what moral values are portrayed in selected tales to see the relevance in the present society and what implications are due to the abandonment of this beautiful and educative culture. In this study the researchers used a snowball sampling technique to collect the stories from the village folks in Pos Dipang Perak. The stories in the Semai language were translated verbatim with the help of a Semai teacher. The data were analyzed to find out the narrative features in the Semai folklores. It was discovered that the folktales are filled with the elderly Semai's intent of instilling good values to the younger generation of Semai. The findings have important implications for the respective community and educators.



### **Thematic Evolution of Malaysian Literature in English and Its Significance in the Malaysian Classroom**

Syazliiyati Ibrahim  
syazliiyati@uitm.edu.my  
Universiti Teknologi MARA, Kedah  
Mohamad Rashidi Mohd Pakri  
Universiti Sains Malaysia  
rashidi@usm.edu.my

The literary coterie in Malaysia especially the one which witnesses writers using English as their medium of writing is admittedly diminutive. Even though the history of this literary tradition has started as early as the late 1940s with the publication of the students' journals, the number of writers contributing to the pool of writings has remained small. Significantly affected by the language policy change in Malaysia, now it is even categorised as sectional literature. Nevertheless, despite its current status, Malaysian Literature in English (MLIE) continues to thrive and is now seeing younger and more vibrant Malaysian authors writing in English. It is the focus of this paper to trace the developments of the themes which have occupied the writers of MLIE starting from the late 1940s to the early 2000s. These themes categorised according to the different generations of writers in the tradition were compared to the existing literary texts chosen to be read by the secondary school students in the country. Findings from such a comparison illuminates the significance of MLIE in our education system.

# MY\_CASELT 2019

## ABSTRACTS



### **Digital Storytelling: An Influential Creativity Tool for the 21st Century Language Classroom**

Rofiza Aboo Bakar  
Universiti Teknologi MARA, Penang  
rofiza@uitm.edu.my  
Farina Nozakiah Tazijan  
Universiti Teknologi MARA, Penang  
farina762@uitm.edu.my

Digital storytelling is an influential language teaching and learning tool that engages both language teachers and students' creativity. However, little emphasis has been given to the theoretical framework that could be used to increase the effectiveness of creativity as a tool in a language classroom environment. The history of digital storytelling and how it is used as a creative tool in a language classroom is discussed. The theoretical framework and how the model may be used with digital storytelling are also described.



# MY\_CASELT 2019

## ABSTRACTS



### **The Ontology of Transmedia Narratives Design**

Farina Tazijan

Universiti Teknologi MARA, Penang

farina762@uitm.edu.my

Universiti Teknologi MARA, Penang

Rofiza Aboo Bakar

rofiza@uitm.edu.my

Nor Fazlin Mohd Ramli

Universiti Teknologi MARA, Shah Alam

norfa707@uitm.edu.my

Transmedia narratives are stories told across multiple platforms. Popular examples of such stories are like Star Wars, Marvel, The Walking Dead, 13 Reasons Why and Harry Potter. These are some examples of transmedia narratives that evolve from books to movie screens to merchandise and social medias. Writers of transmedia narratives develop expansive narratives and innovative using different technologies to share the stories, grow audiences and create stories which involved community of fans. It is important to identify the key aspects and the many different elements that went into transmedia narratives. As such this paper shares the ontology of transmedia narratives from various researchers across this field. It answers the research question of how transmedia narrative designers and developers are able to tell effective stories across multiple media platforms. The ontology provides a framework that links together the diverse elements of narrative, user engagement, and interaction designs. The design provides three key factors to create effective story using the transmedia approach.

# MY\_CASELT 2019

## ABSTRACTS



### **Testing the Test: Exploring the Content Validity of the English Exit Test**

Chai Moo Hung  
Universiti Teknologi MARA, Shah Alam  
chaimoohung@gmail.com  
Mazura Anuar  
Raihan Musa  
raihanmusa25@gmail.com  
Suchithra Nair  
suitm2004@yahoo.com.sg  
Nurzeti Ghaffar

The English Exit Test (EET) is a high stake language test designed and developed in Universiti Teknologi Mara (UiTM) to gauge undergraduate students' preparedness for the workplace. EET was conceived with the intention of equipping undergraduates with the specific language skills to prepare them for the workplace. At the onset of the test development process, a content framework was developed to distinctly delineate the constructs to be tested. The EET content framework was constructed by triangulating information derived from the English language proficiency levels of fresh graduates, the expectations of potential employers and the actualities confronting course designers. Based on this framework, a comprehensive test specification was developed. This study sought to evaluate the degree to which EET items adhere to the test specification standard and explain the complexities surrounding the process of establishing content validity. A team of content experts comprising test moderators and examiners were asked to evaluate the match between the test items and the test specifications using a checklist grounded on the EET specifications. The EET items were found to be valid across raters and can be used as a good indicator of undergraduates' English preparedness for the workplace. However, the results also indicated that future development of EET test items must take into account the changing language landscape in the workplace and the millennials' language preferences. The utility of a content validation exercise using test raters and recommendations for future research are outlined.

# MY\_CASELT 2019

## ABSTRACTS



### **Validating the Use of an EOP Group Meeting Task to Assess Interactional Competence**

Priscilla Shak  
Universiti Malaysia Sabah  
priscillashak@gmail.com

Test validation is undeniably a necessary step in ensuring the integrity of an assessment task and often demands the scrutiny of all aspects of the test from conception to completion and beyond. The aim of this case study is to investigate the use of a classroom-based group oral assessment task in an English for Occupational Purposes (EOP) context to gauge the efficacy of the test task in producing the targeted interactional competence (IC). To achieve this, audio recorded data of undergraduate students participating in a meeting assessment task of an EOP course were obtained and subjected to a language function analysis to examine the language functions (LFs) elicited. Results indicated that the meeting task was able to elicit LFs that were prevalent and unique to this genre, which sets it apart from other forms or dyadic and group assessment tasks. The LFs identified were then utilised to form the Group Meeting Validation Checklist (GMVC). The GMVC is divided into three main categories; *informational*, *interactional* and *managing interaction* functions, and contains a list of 33 LFs with a total of 40 operations embedded in them. Although constructed for validating a meeting assessment task, the GMVC can be adapted for validation purposes in other similar group oral task or assessment settings. Overall, the findings of this study have empirically demonstrated that meeting assessment tasks can elicit discourse that reflect EOP. This denotes the validity of its use in assessing the students' IC for workplace related interaction.

# MY\_CASELT 2019

## ABSTRACTS



### **An Investigation into the English Teachers' Understandings and Practices of Formative Assessment in the Malaysian Primary ESL School: Three Case Studies**

Vivemarlyne F. Mudin  
marlynevive85@gmail.com

Formative assessment has gained increasing prominence in international educational discourse and practice as a promising way to promote student learning (Black and Wiliam, 1998). However, its implementation represents complexities, as the term and effectiveness are still contested. While a great deal of research has been conducted on formative assessment in primary and secondary Western schooling, limited research has been done in primary English as Second Language (ESL) context in Asian settings. Drawing on the interpretivist paradigm, this exploratory, qualitative case study research investigated understandings and assessment practices of three primary ESL teachers. Analysis is based on data collected by classroom observations, semi-structured interviews, field notes, and documents. The findings indicate that primary ESL teachers' understanding of the notion of 'formative assessment' appeared to be obscure. The participants seemed to lack comprehensive, profound understanding of the vital importance of formative assessment and its potential to facilitate learning. There were noticeable gaps, variations and confusions in their articulated understanding of formative assessment. Despite the disjuncture between the teachers' understandings and actual practices, there was evidence to suggest that they attempted to incorporate elements of formative assessment in their practices, although not consistent with their espoused understandings. The findings suggest that the teachers engaged, to some extent, in formative assessment practices such as oral questioning, observation, and oral feedback to promote learning in their classes. In spite of the teachers' significant efforts, factors such as conceptual constraints, traditional means of language assessment, lack of professional development, contextual constraints, teachers' beliefs, and examination-oriented culture considerably affected their assessment practices. Findings of this study support the recommendation that there is a need to develop appropriate forms of formative assessment strategies that are more applicable to the Malaysian primary ESL context.





### **Establishing Predictive Validity of English Exit Test: Students' EET Performance and Academic Achievement**

Faizah Mohamad  
fareema88@gmail.com  
Normah Abdullah  
normaapbuitm@gmail.com  
Turisiana Ahmad Buhari  
turisianab08@gmail.com  
Zarina Suriya Ramlan  
zarinas399@gmail.com  
Nor Shidrah Mat Daud  
shidrah@gmail.com  
Teoh Swee Ai  
teohsa@gmail.com6

Universiti Teknologi MARA, Shah Alam

English Exit Test is an exit requirement for graduating students of UiTM and its objective is to gauge students' English proficiency level and their readiness for the workplace. Since the test is administered before students finish their studies, it is important to examine if EET has a predictive validity in determining the academic performance of UiTM students. We use the students' CGPA (Cumulative Grade Point Average) to gauge their academic performance and English language proficiency since English is used as a medium of instruction at UiTM. A four-part predictive validity study was conducted on the relationship between students' EET performance and academic achievement. A sample of 1,436 students' EET results and CGPA from various faculties were analysed based on the results from four semesters which were 2016/2, 2016/4, 2017/2 and 2017/4. The relations among the scores were summarised with correlation coefficients and a series of one-way ANOVA tests were run to see if there were any significant mean differences in the scores based on faculties in the span of two years. The findings revealed that there were positive correlations between students' EET results and their CGPA. Thus, it can be concluded that EET has the predictive validity for students' academic achievement which is represented by their CGPA. The present study also found that EET can be considered a good test as the results for all four semesters have a normal distribution which indicates that EET could differentiate good students from weak ones. One-way ANOVA tests also revealed that faculties whose students had high English proficiency level scored better in EET than those whose students had low English proficiency level. Therefore, the findings indicate that EET has a potential in differentiating high English proficient students from low English proficient students for their language readiness at the workplace.

# MY\_CASELT 2019

## ABSTRACTS



### **Empowering Language: 1E3R Strategy Explained**

Tg Nur Liyana Binti Tengku Mohamed Fauzi

Universiti Teknologi MARA, Kelantan

nurliyana2701@uitm.edu.my

Associate Professor Dr Ahmad Mazli Bin Muhammad

Universiti Teknologi MARA, Shah Alam

a.mazli@uitm.edu.my

Dr Muhammad Saiful Anuar Bin Yusoff

Universiti Teknologi MARA, Kelantan

Saiful673@uitm.edu.my

Siti Ainul Ayzan Binti Ayub

Universiti Teknologi MARA, Kelantan

ainul058@uitm.edu.my

This paper outlines a strategy for designing and creating English language teaching materials founded on the mediational processes introduced by Albert Bandura (1977) in Social Learning Theory. Teachers often seek strategies to help students gain a comprehensive understanding of a new concepts and ideas. But in language teaching and learning, the objective is beyond that. The ultimate aim is to ensure that learners are able to communicate effectively and apply the new language to socialize. Therefore, in order to engage learners, motivate and guide them towards developing English language skills, a strategy which modifies and incorporates mediational processes is introduced and it involves four steps; 1E3R (expose, rewrite, repeat and refer). Basically, the aforementioned strategy is the combination of learning strategy and social learning theory which are interrelated. The study involves 200 undergraduate students from two public universities in Malaysia. They are divided into two groups; the first group had a one-day workshop while the latter had three months experience with 1E3R strategy. Students from both groups were exposed to the same teaching style which implements the strategy. Their reactions from the questionnaire survey indicate their acknowledgement of the strategy in both short and long term courses. The items in the questionnaire, however, could be further improved to maximize the validity before they are employed in the evaluation form to determine the value of a teaching using 1E3R strategy. Moreover, the interrelationship between language learning strategy and social learning theory should be further discussed in the field of applied language studies.

# MY\_CASELT 2019

## ABSTRACTS



### **‘Does Practice Make Perfect?’**

#### **Repeated Exposure to Vocabulary Websites and Academic Vocabulary Retention**

Josephine Mirador  
drjomi2013@gmail.com  
Timothy Ellsworth  
Lucas Dickerson

More recent advances in technology-based language learning saw the increase in the number of specific websites to help students acquire target vocabulary. While most of the websites are fun and get students ‘hooked into the learning process’, the question that needs addressing is whether or not the use of the websites actually results in increased and long-term vocabulary improvement. This paper reports the findings of four phases of investigation which attempted to determine whether two vocabulary websites worked to increase our students’ academic vocabulary following post-practice vocabulary test scores. The site was a foreign studies university in Japan and the participants were year 1 students in the university. The investigation mainly adopted statistical tools following the setting up of experimental and control groups to determine whether the performance of students in consecutive post-practice tests would actually improve. The findings revealed moderate gains in scores only in the initial phases for the groups. This research is relevant in that it adds on to the body of literature investigating the efficacy of language learning websites in language acquisition and provides empirical data that support the use of websites in-class. However, the results found were also highly interesting in that the gains found were not fully sustained in most of the cases examined.

# MY\_CASELT 2019

## ABSTRACTS



### **A Review of Learning Theories for Gamification Elements in Instructional Games**

Tuan Sarifah Aini Syed Ahmad  
Universiti Teknologi MARA, Negeri Sembilan  
tsyaini@uitm.edu.my  
Anealka Aziz Hussin  
Universiti Teknologi MARA, Shah Alam  
anealka@uitm.edu.my  
Ghazali Yusri  
Universiti Teknologi MARA, Shah Alam  
ghazaliy@uitm.edu.my

The design and development of instructional games need to be based on learning theories since the purpose of creating instructional games is principally for learning. Sound learning theories have to be taken into consideration in explaining the selection of gamification elements that are applied in the game design. This paper explores seven gamification elements namely score, life, level, time, corrective feedback, praise feedback and explanatory feedback. The paper explains how three learning theories that are Behaviourism, Cognitivism and Constructivism support the gamification elements in term of promoting learning. It is crucial to understand how the gamification elements function in making instructional games meaningful to learning. Instructional game developers and instructors can benefit from this understanding. It can facilitate instructional game developers in selecting the most appropriate gamification elements that meet the different learning needs of students, while instructors can apply the understanding in choosing appropriate instructional games according to their students' learning needs.



# MY\_CASELT 2019

## ABSTRACTS



### **Students' Perception on the Use of Display and Referential Questions in ESL Classroom**

Lai See May  
Universiti Teknologi MARA, Kelantan  
laiseemay@gmail.com  
Ng Siew Foen  
Universiti Teknologi MARA, Kelantan  
siewfoen@umk.edu.my

The use of questioning as a method to promote ESL proficiency has always been an important part of the teaching technique. The focus on teacher's questioning is relevant because it offers the opportunities for students to be actively involved in classroom. This study aimed to examine students' perceptions on their lecturers' use of display and referential questions in language skills classroom. 215 students had responded to an online survey to identify students' perceptions on lecturers' questions and their perceptions on the functions of lecturers' questions in ESL classroom. 10 students participated in a focus group interview to determine reasons why students possessed particular preference on the types of lecturers' questions preference. Majority of the respondents displayed positive responses towards the use of questions by their ESL lecturers, they also agreed that lecturers' questions offers benefits in promoting their ESL proficiency. The respondents agreed that display encouraged them to answer questions dynamically as the answers were well-discussed earlier. Besides, they felt motivated to ask and answer questions to achieve the teaching and learning objectives. Additionally, high proficiency students preferred referential questions because it encourage them to think critically. Moreover, referential questions allowed students to express and share their thoughts without limitation in ESL classroom. Finally, good questioning promotes accurate and intelligent questions from learners. This study is important to provide insight views and recommends effective questioning techniques that can improve students' performance.

# MY\_CASELT 2019

## ABSTRACTS



### **GRAMM O' THRONE : Grammar We Conquer!**

Aiza Johari  
aiza@uitm.edu.my  
Affidah Morn  
affidah75@uitm.edu.my  
Siti Huzaimah Sahari  
huzaimahs@uitm.edu.my  
Thalany Kamri  
thalany@uitm.edu.my  
Mohd. Zaki Mohd. Fadil  
mzaki330@uitm.edu.my  
Universiti Teknologi MARA, Sarawak

Some second language learners may find grammar lessons unpleasant as learning grammar means understanding the rules of grammar, which can be boring and intimidating. To tackle this dilemma, a board game, Gramm O' Throne on fun grammar lesson was created. Gramm O' Throne is hoped to provide a fun and meaningful journey of grammar lesson to the learners. Gramm O' Throne is designed for beginners to intermediate level learners of English and is also superficially ideal to be played among family members. Hence, to capture learners' feedback on the use of the board game in learning grammar, a study was conducted. The objectives of the study are to find out learners' perception on the effectiveness of learning grammar through a language board game and to promote a non-threatening environment for the teaching of grammar. The subjects of the study were students from Diploma in Quantity Surveying and Diploma in Accountancy. The results revealed that all students agreed that learning grammar is effective and made easy through Gramm O' Throne. The findings also revealed that a majority of students agreed Gramm O' Throne is a fun game and has helped rooted out their negative perception in learning grammar. In conclusion, Gramm O' Throne will be a great option for the lecturers and school teachers in teaching grammar meaningfully through a different context.

# MY\_CASELT 2019

## ABSTRACTS



### **The Use of Voice-to-text Speech Recognition Feature through Whatsapp to Improve Grammatical Competence**

Alia Najaa Md Nor  
Universiti Malaysia Pahang  
alianajaa@ump.edu.my

The advancement of technology in this modern era sees the birth of a copious amount of mobile applications and features. In an attempt to integrate mobile applications to English Language Learning (MALL), the current work aims to assess the use of Voice-to-text Speech Recognition feature through Whatsapp among intermediate English language learners and determine whether it improves learners' Grammatical Competence. The sample of this study will be a group of 4 to 5 students taking Foundation English during their Diploma course at Universiti Malaysia Pahang and the research will commence during their short semester in 2019/2020 session which starts in June and ends in August 2019. They will be added to a Whatsapp group, administered by the course Instructor throughout the semester and use the platform for all ongoing discussions for their group project. The learners' interaction will be analysed in terms of their grammatical aspects using Canale and Swain Grammatical Competence model (1980,1981). As this study takes a qualitative approach, the analysis of the data will be done thematically or also known as Thematic Analysis where focus will be given on Syntax and Vocabulary and how the learners' pronunciation affects these grammatical aspects. The result of the study is expected to show some improvements in terms of the learners' grammatical competence and hence enable them to become better speakers of English.

# MY\_CASELT 2019

## ABSTRACTS



### **The Big C's: Implementing Collaborative Learning as A Catalyst to Enhance Creativity in the ESL classroom**

Jacqueline Susan Rijeng  
jacquelinesusan@uitm.edu.my  
Imelia Laura Daneil  
imelialaura@sarawak.uitm.edu.my  
Tang Howe Eng  
lily@uitm.edu.my  
Siti Faridah Kamaruddin  
faridah8543@uitm.edu.my  
Universiti Teknologi MARA, Sarawak

In recent years, creativity is often emphasised as one of the main impetus for educational transformation. The need for collaborative skill is vital in encouraging flexible thinking among learners to remain relevant in this era of rapid changes. In the present study, collaborative learning was used as an approach to encourage creativity in the ESL classroom. The study employed a mixed-method research design and quasi-experimental methodology. The sample was obtained through cluster random sampling technique to get the experimental and control groups. Data was then collected through the creativity test and analysed. The findings indicated that the experimental group showed higher improvement in creativity compared to the controlled group. Students displayed increased creativity particularly for the fluency and elaboration indicators. It can therefore be concluded that collaborative learning, with the intervention of educational materials, has positive impacts on students' creativity.



# MY\_CASELT 2019

## ABSTRACTS



### **Metacognitive Online Reading Strategies (MORS) of Students in Technical Skill Institute**

Saripah Anak Sinas  
Universiti Teknologi MARA, Sarawak  
saripah.sinas@mara.gov.my  
PM Dr Suthagar A/L Narasuman  
Universiti Teknologi MARA, Puncak Alam  
suthagar@uitm.edu.my  
PM Dr Sandra Sim Phek Lin  
Universiti Teknologi MARA, Sarawak  
sandarasim@uitm.edu.my

This study attempts to determine the metacognitive online reading strategies that technical skills students use when reading the online texts. A total of 106 students were randomly selected as sample to get feedback or responses for this study. Online Survey of Reading Strategies questionnaire was used to gather data. The Online reading strategies have three main categories: global strategies, problem strategies and support strategies. Findings indicate that the students were more focused in using support strategies in the classroom as compared to global strategies and problem strategies in reading the online texts. In addition, findings also reveal that students mostly used reference materials such as visuals, pictures, e-dictionary and click on keyword when reading online texts from the Internet. This paper also holds a discussion on the implications to students, teachers, parents and education sector on the use of strategies when reading online texts from the Internet. This study is relevant as students are more interested to read and learn through visual and pictures online. It encourages interactive learning and cultivates self-learning approach among students to improve their language performance. Nevertheless, there is a need to teach students to read the online texts using the online reading strategies to make learning resourceful and meaningful.

# MY\_CASELT 2019

## ABSTRACTS



### **Evaluating Listening Comprehension Among Year 2 ESL Rural School Pupils**

Salwani Mohd Salleh  
salwani63@uitm.edu.my  
Nazatul Shahreen Zainal Abidin  
nazatul@uitm.edu.my  
Anis Idayu Aziz  
anis818@uitm.edu.my  
Universiti Teknologi MARA, Kelantan

Second language (L2) listeners are a very much under-researched group of learners due to various noticeable factors, among which are difficulties of researching listening and the misconception of listening to hearing. Though considered as the most ephemeral of the macro-skills, studies have shown its significant role in facilitating second language acquisition. Considering listening complex nature and the skill's much unfounded answers, this paper seeks to gain insights into one of the most intricate strands of listening web, which is listening comprehension. In so doing, the study reports a descriptive observation of Year 2 ESL pupils from a rural school in Kota Bharu, Kelantan, Malaysia engaging in listening activities – Sing Along and Story Telling - in an ESL classroom. The objectives are to determine their listening proficiency level, evaluate their listening comprehension and recommend suitable listening tasks which can improve learners' listening comprehension. It was found that exposure to English alone was a challenge and listening to the target language was too much of a task to bear. However, selective pre, while and post listening tasks injected with some fun elements helped to boost interest and motivation thus, making them became more at ease with English. Though very limited comprehension was noted, the pupils enjoyed listening to the song and short story. With retained momentum, such attitude is promising for language comprehension to increase and language acquisition to occur.

# MY\_CASELT 2019

## ABSTRACTS



### **‘What is Love?’: Interpreting Love based on a Selection of Love Poems through the Process of Transitivity**

Shamsul Harbi  
shamsulh@ump.edu.my  
Alia Najaa Md Nor  
Nursyaheedah Muhammad Isa  
Mohd Shafiq Abdul Jabar  
Universiti Malaysia Pahang

Love has always been a subject of discussion. However, it is still very subjective and there is no definite answer to this overly asked rhetorical question; *‘What is Love?’* Thus, this study attempts to interpret *Love* based on a selection of love poems through transitivity analysis point of view. Transitivity analysis acts as one of the clause analysis methods in an ideational function of language. There are six processes in transitivity analysis as proposed by Halliday; Mental, Material, Relational, Verbal, Experiential, and Existential. For each of the processes, it is divided into three main components which are known as Process, Participant, and Circumstance. Since love poems have always acted as vessels to express ones’ love, therefore, application of transitivity analysis on the selected love poems could concurrently interpret love especially by examining the processes that are involved. Content analysis is conducted on a selection of ten love poems which were written by five male poets and five female poets as the data of this study. The focus of this analysis is on the transitivity processes involved in love poems. By examining these processes, it enables the interpretation of love based on the assumption that the findings through linguistics medium of transitivity is not accidental, but performs a purposive communicative function. Moreover, the interpretation of love is demonstrated from the perspective of male and female poets from a transitivity point of view.

# MY\_CASELT 2019

## ABSTRACTS



### **Oral Presentation Anxiety: Face to Face vs Video Presentation**

Nor Suhardiliana binti Sahar  
Universiti Malaysia Pahang  
liana@ump.edu.my

Is the anxiety felt during a video presentation similar to face to face presentation? Do students feel more comfortable in face to face oral presentation compared to video presentation? These are the questions that linger in my mind as both forms of oral presentations are part of my course assessments. This action-based research aims to look at the anxiety that students face in oral presentations – both face to face and video presentation. A mixed method using a questionnaire that consisted of 25 questions and an interview was used in this study. A total of 60 second semester diploma students from Universiti Malaysia Pahang participated in the study. The first part of this study looks at language anxiety in oral presentation while the second part looks at anxiety in both face to face and video presentation. It is hoped that the findings of this study will contribute to the development of strategies in managing anxiety in oral presentation.



# MY\_CASELT 2019

## ABSTRACTS



### **‘Sayang Kinabalu: What Keeps Urban-Originated English Teachers in Rural Sabah Schools?’**

Ameiruel Azwan Ab Aziz  
Universiti Teknologi MARA, Melaka  
ameiruelazwan@yahoo.com  
Suyansah Swanto  
Universiti Malaysia Sabah  
sswantospss@gmail.com  
Sheik Badrul Hisham Jamil Azhar  
Universiti Teknologi MARA, Melaka  
sheik835@uitm.edu.my

The complexity of teaching English as a second language in multilingual rural areas has been widely discussed, especially the shortage of trained teachers in schools. Most English teachers in Malaysia are reluctant to work in rural schools due to a number of challenges they face. Nevertheless, the purpose of this paper, which is based on the results of research studies conducted in Sabah, is to describe the reasons behind long-term urban-originated English teachers who chose to teach in rural secondary schools. This phenomenological case study explored the life experiences of ten urban-originated teachers teaching in rural secondary schools through in-depth semi-structured interviews. Data gleaned were thematically analysed following Ryan and Bernard's (2000) recommended procedures. The results showed that despite operating in a non-supportive environment, the participants did not consider this as the reason for them to leave rural schools. The positive social and students' support are vital factors for teachers to continue their service in rural schools. Moreover, teachers' positive emotions were indicators of their persistence. The contributions and implications of the study are discussed.

# MY\_CASELT 2019

## ABSTRACTS



### **English Language Challenges Faced and Convergent Strategies Used by Malaysian Nurses**

Aditya Karuthan  
Universiti Malaya  
adityakaruthan@gmail.com

Studies show that good communication between nurses and patients is essential as it greatly contributes to the ability to provide better care for the patients. However, miscommunication between nurses and patients are bound to occur especially when one or both speakers converse in their second language (L2) or weaker language. This can lead to increased stress, anxiety, and dissatisfaction among patients. This can even be life-threatening in a worst-case scenario. This study aims to investigate the English language communicative challenges faced by Malaysian nurses and to identify the accommodating strategies used when interacting with L1 or L2 English-speaking patients. In this study, a questionnaire adapted from Itesh Sachdev, Giles, Pauwels and Sabourin (2012) and Leclerc, Lapierre, Burkholder, and Brien (2016) was used. A total of 120 nurses from a hospital frequented by English-speaking patients participated in this study. The findings indicated that a majority (60% to 70%) of Malaysian nurses faced English language communication barriers. To overcome these barriers and to accommodate the patients, convergent strategies such as code-mixing, direct translation, non-verbal gestures and other paralinguistic features were used. The findings of this study have pedagogical implications.

# MY\_CASELT 2019

## ABSTRACTS



### **'Integrating Theory and Practice in a Language Teaching Practicum Checklist**

Arshad Abd Samad  
Universiti Putra Malaysia  
arshad.samad@yahoo.com

The teaching practicum is often the showcase of a trainee teacher's potential in becoming an effective classroom teacher. Many education programmes have a standard observation form or checklist to assess the trainee's performance during the practicum. While this practice is understandable as it provides standardization across programmes, it will not be able to focus on important aspects of the teaching of specific subjects. Language teaching, for example, requires focus on aspects that are unique to the subject such as the generation of natural language use and interaction amongst students and teacher treatment of and feedback to errors in class. This paper will discuss the development of the observation checklist used in a recently developed TESL Internship course at a local Malaysian university that was designed to capture both theoretical and practical aspects of language teaching. It will describe how the checklist evolved through use and after discussion with relevant parties including the mentor teachers and the trainees who were being observed.



### **The Usage of Reading Strategies between Male and Female Malaysian Undergraduate Students: A Preliminary Study**

Eugenia Ida Edward  
eugenia.ida@ums.edu.my  
Wardatul Akmam Din  
wardadin@ums.edu.my  
Chelster Sherralyn Jeoffrey Pudin  
chelster@ums.edu.my  
Universiti Malaysia Sabah

The purpose of this study is to determine the practical use of reading strategies among English as Second Language (ESL) learners. It also attempts to determine the most effective reading strategies used by male and female students. One hundred and twenty undergraduate students with different proficiency levels participated in this study. Data was collected using a reading questionnaire. Descriptive statistics was used to analyze the data to identify the most effective strategies used by both genders. In order to determine how the use of reading strategies varied according to gender, Independent T-test was employed to get the significant differences between genders. According to the findings, Malaysia ESL learners both, male and female students, are high strategy users and most of them prefer to use RME14 ( $M=3.8182$ ). From this study, it was revealed that there are significant differences between male RME14 ( $M=3.9206$ ) and female RME13 ( $M=3.7586$ ) Malaysia ESL learners in the use of reading strategies. This research hopes to provide students with the best practice in utilizing these strategies by enlightening ESL instructors on the strategies employed by ESL learners in Malaysia.





### **Curriculum Review @APB: Seeking What is Best!**

Ahmad Mazli bin Muhammad

a.mazli@uitm.edu.my

Aini Akmar binti Mohd Kasim

ainik695@uitm.edu.my

Maisarah binti Ahmad Kamil

maisarah@uitm.edu.my

Marina binti Ismail

marinai@uitm.edu.my

Norhayati binti Idris

norhayati557@uitm.edu.my

Nor Azah binti Mohd Rathi

noraz081@uitm.edu.my

Turisiana binti Ahmad Buhari

turisiana@uitm.edu.my

Zaemah binti Abdul Kadir

zaemah@uitm.edu.my

Universiti Teknologi MARA, Shah Alam

Curriculum is defined as an articulation of knowledge, skills and attitudes in the context of intentional and organised programmes of study. The content of curriculum may be organised through learning areas and subjects, as well as through activities or tasks. This study focuses on the needs analysis of a curriculum review of its modern languages (English, Arabic, Mandarin, Korean, Japanese, French, German, and Italian) at Akademi Pengajian Bahasa, UiTM with consideration to Education 5.0, Fourth Industrial Revolution (4IR), and Sustainable Development Goals (SDGs). The objectives of the curriculum review and the needs assessment are to validate the curriculum with the contemporary developments in the world. Twenty-four stakeholders from various faculties and industries, as well as representatives of UiTM alumni were invited to a two-day pre-workshop on how the future of language curriculum should be. Their opinions and feedback on the current language skills and courses were recorded and transcribed. Thus, common themes were identified. Amongst the suggestions given were to increase opportunities to speak, to build character and image, and to bridge courses based on new media needs. This also includes the need to focus on the ability to discuss and express ideas clearly in group discussions. The implications of this exercise serve as the guideline of a framework for relevant and future language skills and courses, which will fulfill the needs of the 21st century communication skillsets.

# MY\_CASELT 2019

## ABSTRACTS



### **ESL Learners' Perspectives of Teacher-Written Feedback in L2 Writing**

Suzie Wong @ Suzie Rahman  
suzie@uitm.edu.my  
Roslan Mokhtar  
lanalive@sabah.uitm.edu.my  
Universiti Teknologi MARA, Sabah

This study explores the perspectives of 40 Malaysian ESL learners towards teacher-written feedback on multiple drafts of expository essays. It uses the quantitative approach by gathering data through a self-evaluation questionnaire to shed light on the students' general attitude to teacher-written feedback, their preferences on the features of teacher-written feedback that encourage revisions and the students' preferred type of teacher-written feedback. These participants were enrolled in an English Language course that runs for 14 weeks in which they had to produce multiple drafts of an expository essay that are reviewed and commented by their respective instructors. The results of this study revealed that the students had a positive attitude towards teacher-written feedback with a greater preference for language-focussed feedback that promotes revisions. Additionally, the praise-type of teacher-written feedback was preferred over criticism-type. Findings from this study suggest that while written feedback focussing on language is favoured, content-focussed comments are viewed as equally significant in encouraging revisions. Likewise, the criticism-type and advice-type of feedback should not be overlooked in providing teacher-written feedback in attempts to encourage revisions and expand students' language and ideas in writing.

# MY\_CASELT 2019

## ABSTRACTS



### **An Analysis of Academic Papers by Novice Writers**

Megawati Omar  
megawati@uitm.edu.my  
Muhammad Amirul Sadikin  
Zuraidar Badarudin  
zuraidar@uitm.edu.my

Universiti Teknologi MARA, Shah Alam

This paper examined 40 papers published in online conference proceedings by novice academic writers in Asia. The analysis focused on the essential elements of an academic paper compared to scholarly papers published by experienced writers in academic journals. It was found that there were marked differences between papers written by novice writers and the papers published in recognised academic journals. It is believed that there are serious challenges for Asian academic writers to publish their work at the level required.

# MY\_CASELT 2019

## ABSTRACTS



### **Posterized it!: I'm loving It.. or Not?**

Najlaa' Nasuha binti Mohd Radin  
najla4935@uitm.edu.my  
Norhayati binti Husin  
Aileen Farida binti Mohd Adam  
Nooryuhanis binti Hashim  
Nur Athirah binti Mohamad Hatta  
Universiti Teknologi MARA, Terengganu

This research was carried out to investigate students' perception and acceptance on the use of poster as a visual aid for oral commentary presentation. Specifically, the objectives of this research are to identify students' perception and attitudes in using poster as visual aid as the medium of oral presentation. The research also seeks to identify students' preferences between slide or poster when conducting their oral presentation. A set of questionnaire was adapted and distributed to 49 UiTM Cawangan Terengganu kampus Dungun students who enrolled in ELC231 subject. In addition, 29 respondents were interviewed to further validate the findings. The result revealed that a majority of students have positive perception and attitude towards the use of poster as a visual aid for presentation. However, results from the interview indicated that a majority of students preferred using slide presentations compared to poster as a visual aid for their oral presentation. Despite this, it can be concluded that the minority preference on using poster presentation could be further investigated. It is hoped that this study will allow language practitioners and learners to explore the use of poster in their future presentations and expose students of all levels to effective techniques in poster presentation.



# MY\_CASELT 2019

## ABSTRACTS



### **Validating the English Exit Test: the Test Taker Perspective**

Saidatul Akmar Zainal Abidin  
saidaza61@gmail.com  
Noraida Kassim  
Suhaila Sulong  
Universiti Teknologi MARA, Shah Alam

Weir (2005) stipulates that a test is considered valid only when it undergoes several important stages: it is developed on a set of specifications, the context or conditions in which performance is measured is spelled out and, after the test is administered, data that is generated are statistically analysed to see how dependable the results are. In *Universiti Teknologi MARA* Malaysia, the English Exit Test (EET) is administered to graduating students to gauge their language preparedness for the workplace. Since its inception, the EET has undergone internal validation: items are vetted, test scores are compared and statistically analysed, and raters are trained. However, a more thorough validation process is needed; thus, the EET is currently being validated using Weir's (2005) framework for test development and validation including test taker characteristics which affect the internal/cognitive processing, the test context or for performance and scoring considerations. This paper looks into the test taker characteristics and how these influence test takers' performance on the EET. A web-based questionnaire survey was carried out to investigate test takers' perceptions of EET for both components: Speaking and Writing. The questionnaires were designed to measure test takers' perception of different aspects of EET, including perceived relevance and test difficulty. All items were rated on a 5-point Likert- scale ranging from totally agree to totally disagree. To date, the results proved the test to be a reliable measure of student exit level proficiency; however, a lot more needs to be discovered before more conclusive decisions can be made of the EET.

# MY\_CASELT 2019

## ABSTRACTS



### **The Impact of e-Speaking Guideline on ESL Students' Speaking Performance**

Suzie Wong @ Suzie Rahman  
suzie@uitm.edu.my  
Norazrina Ag-Ahmad  
Bernadette Peter Lidadun  
Universiti Teknologi MARA, Sabah

Speaking is one of the major skills in the learning of English as a second Language (ESL). Assessments in ESL commonly include speaking tasks that measure students' ability and performance in using the language orally including the Malaysian University English Test (MUET) – *a national examination for individuals who plan to pursue their education at tertiary level*. Based on a preliminary study on ESL students' readiness for MUET Speaking tasks, it was found that 57.8% of participants expressed their preferences for a digital speaking guideline (Ag-Ahmad, Rahman & Lidadun, 2017). This study seeks to investigate the impact of using e-Speaking guideline on students' speaking performance in speaking tasks that resemble the MUET speaking component using an embedded experimental model that utilises quantitative and qualitative data. Thirty ESL students were pre-tested and post-tested on group discussion speaking tests. The speaking test scores were tested against a null hypothesis and analysed for level of significance by means of paired-samples t-test. The results indicated that there was a statistically significant difference in the group discussion speaking test scores before and after intervention (e-Speaking guideline) with a *p*-value of .000. Qualitative data derived from participants' perceptions supported the idea that e-Speaking guideline is found to be useful in helping to improve their speaking skills. It can be concluded that the e-Speaking guideline has contributed to a positive improvement in the students' overall speaking performance in group discussion tasks. This calls for more development of digital guidelines in preparing students for speaking assessments.

# MY\_CASELT 2019

## ABSTRACTS



### **Visualisation through Monroe's Motivated Sequence of Events for English: A Case Study on Aspirants at Formation House, CAC, Kota Kinabalu**

Bernadette Peter Lidadun  
bernadette@uitm.edu.my  
Norazrina Ag-Ahmad  
Universiti Teknologi MARA, Sabah

This case study explores how visualisation through Monroe's Motivated Sequence of Events provides the scaffolding to help learners build their schemata upon their completion of given tasks. Developed by American psychologist, Alan Monroe, Monroe's Motivated Sequence of Events has since been a well-used and time-proven method to organise presentations for maximum impacts. A pilot study on the use of this method was done qualitatively on six participants between November and December 2018. Employing the abductive approach, a study was then conducted exhaustively on ten participants between February and June 2019. Data collection was done in three stages and four themes which emerged from the data were discussed extensively. It was concluded that visualisation through the features of Monroe's Motivated Sequence of Events provides learners the guidance to do their reading tasks effectively. This was reflected when the participants were more geared to sharing orally their newly-acquired knowledge on various topics using MS PowerPoint. The findings of the study were found to be in alignment with Vygotsky's Social Developmental Theory (1978) on the Zone of Proximal Development (ZPD). This study further describes why the method should be adopted as the basis for a module for an English course which may satisfy the needs of ESL learners particularly the aspirants at the Formation House. It suggests that employing the concept of visualising knowledge through Monroe's Motivated Sequence of Events may create a holistic module which enhances the development of communication skills as well as analytical and critical thinking skills among ESL learners in general.

# MY\_CASELT 2019

## ABSTRACTS



### **The Agriculture Undergraduates' Awareness on Generic Skills for Employment Use: A Preliminary Study**

Shakiratul Hanany Abd Rahman  
hanany@ums.edu.my  
Wan Hurani Osman  
wanosman@ums.edu.my  
Rosmah Murdad  
rosmahm@ums.edu.my  
Universiti Malaysia Sabah

A survey conducted in 2015 by Jobstreet.com showed that 70 percent of employers in Malaysia are disappointed with the quality of Malaysian fresh graduates as they do not live up to the employers' expectations (Kalra, 2015). In terms of English proficiency, there is still a major problem among job seekers, especially fresh graduates as many of them struggle to use proper English during job interviews, and some candidates even reply in the Malay language despite being prompted in English (The Star, 2017). This preliminary study explored the Agriculture undergraduates' awareness of their generic skills for employment that includes English language proficiency. This study employed a quantitative approach in which a survey method was used to gather information from fourteen Agriculture undergraduates in the Faculty of Sustainable Agriculture, Universiti Malaysia Sabah (UMS). The findings from this study revealed the undergraduates' awareness of their generic skills which are significant in helping us gauge their readiness to face the reality in the working world in the near future.



# MY\_CASELT 2019

## ABSTRACTS



### **Types of Common Errors in Middle Eastern Students' Opinion Essays: A Case Study**

Nursyaheedah Muhammad Isa  
Universiti Malaysia Pahang  
syaheedah@ump.edu.my

Analysing students' written errors is an approach to better understand the challenges that second and especially foreign language learners encounter while writing in English. This study aims to investigate the common errors in English essays made by English as a foreign language (EFL) learners focusing on students from the Middle Eastern countries. Participants were ten male students who attended a preparatory intensive English programme at a public university, and they were required to write an opinion essay at the beginning of the programme. The errors were analysed, identified and categorised using the parameter of types of errors set by Carl James, i.e. general grammatical, substance, lexical, syntactic and semantic errors. The findings showed that students committed various types of errors with a substantial percentage on general grammatical, substance and syntactic errors. It was also found that some students did not adhere to the standard structure of writing an essay. By identifying the common errors, it has become an essential strategy to assist teachers to understand students' weaknesses in writing, and their needs in order to prepare appropriate strategies and learning materials to help the students.

# MY\_CASELT 2019

## ABSTRACTS



### **Exploring Students' Perceptions on Synchronous Video Conferencing in Enhancing Communication Skills**

Nor Ashikin Yusof  
Norkamruzita Saadon  
Hanith Iskandar  
Nurhafizah Ali  
kinyusof@uitm.edu.my  
Universiti Teknologi MARA, Terengganu

With the emergence of the 4th Industrial Revolution (4IR), Malaysia has taken steps to make changes in many sectors, including education. The framework of Education 4.0 was introduced to meet the challenges of the 4IR. Universities should prepare their students for future jobs, requiring more tech-savvy employees. Hence, technology should be incorporated in the teaching and learning process so that students, particularly those in rural areas, are well-equipped with technological skills. However, to ensure the success of technology applications in class, two issues need to be addressed — the learners' attitudes in accepting the technology and the effects of technology on students' communication skills. The current study is aimed at exploring the students' perceptions of synchronous video conferencing in learning English communication skills. A free software, known as ZOOM Meeting, was used in a speaking practice and 40 semester two students were chosen as respondents. The format of the speaking practice is similar to that of MUET, which takes 30 minutes per group. The students' perceptions were gathered through a set of questionnaires which was answered through a Google form. The findings revealed the acceptance of the Engineering students in using ZOOM Meeting software in their learning, and how they perceived ZOOM in enhancing their communication skills. Findings in this study are believed to provide some insights on technology applications in teaching and learning.

# MY\_CASELT 2019

## ABSTRACTS



### **Volunteerism in English Language Learning**

Lindey Easter Apolonius

lindey@uitm.edu.my

Aries Henry Joseph

Joseph Alagiaraj Thambu Raj

Jasman Jaafar

Universiti Teknologi MARA, Sabah

The role of volunteering in higher education has recently been underscored. There is, indeed, a growing belief that advocating student volunteerism is beneficial for undergraduates, higher education institutions and the communities in which they volunteer. This article reviews the rationale of recent moves to promote volunteerism and the empirical evidence of the impact that volunteering has on undergraduates, higher education institutions and communities. Yet the benefits of student volunteering are assumed rather than proven, and in light of this conviction of the need to promote volunteering, it is vital that we examine the motivations behind this practice. Thus, this paper reveals the evidence in the area of English language learning.

# MY\_CASELT 2019

## ABSTRACTS



### **The Correlation between English Language Proficiency and Statistics Achievement**

Aries Henry Joseph  
Lindey Easter Apolonius  
lindey@uitm.edu.my  
Roseline Michael  
Jenna Desiree Robert  
Universiti Teknologi MARA, Sabah

Numerous correlational studies of English and Statistics courses have shown that the relationships between both courses were evident. Hence, failure to answer statistics questions could be a result of students' low English language proficiency. Therefore, a similar investigation using a different English language component was conducted. This study aimed to determine whether there is a relationship between an English language course that focuses on the speaking component and the statistics course. The respondents in this study consist of students in the third semester from the Faculty of Business Management. The Chi-Square test of independence is used to determine if there is a significant relationship between the achievements of the two courses. The result of this study indicated that there is a low positive linear relationship between both courses. This suggests that there are other variables that may also contribute to good results in the Statistics course. It is then confirmed that there is a low correlation between the English language course specifically, the speaking component, and the statistics' course achievements. In comparison with previous studies, there were significant positive correlations with English language proficiency for other components such as reading and writing. To sum up, the finding of this study shows no support to the existing findings of similar studies.



# MY\_CASELT 2019

## ABSTRACTS



### **Code-Switching in the Multilingual ESL Classrooms in Sabah**

Johan Severinus Tati  
Universiti Teknologi MARA, Shah Alam  
joessyca@gmail.com  
Liza Longgat  
Politeknik Kota Kinabalu, Sabah  
lizalonggat@polikk.edu.my  
Suthagar Narasuman  
Universiti Teknologi MARA, Shah Alam  
suthagar@uitm.edu.my

The phenomenon of combining and shifting between languages among multilingual ESL learners in the second language classroom has become one of the main concerns of sociolinguists. Such phenomenon, commonly known as code-switching usually occurs in a multilingual setting such as ESL classrooms in Sabah. There is inadequate research done on the occurrence of code-switching in classroom interaction of ESL learners. This has prompted the researchers to study the dominant language engaged by Sabahan ESL learners, the reasons for code-switching and the frequency of code-switching in classroom interaction among the learners. A quantitative research design was employed and a survey questionnaire was administered to obtain data on the dominant language used, reasons to code switch and the frequency of code-switching by the ESL learners. Respondents comprised 122 ESL learners from seven community colleges in Sabah who were enrolled in various certificate programmes and taking Communicative English as one of the compulsory courses in semester one. The data obtained from the questionnaire were analysed using Statistical Package for Social Science version 24.0 (SPSS 24.0) and presented in mean and percentages. The findings indicated that Sabah Malay dialect is the dominant language engaged by the ESL learners. The ESL learners engaged high frequency of code-switching and the main reason to code switch is to facilitate communication that enables them to be engaged in communicative English activities. Code-switching plays a crucial role as a communicative tool among Sabahan ESL learners, especially in multilingual classrooms.

# MY\_CASELT 2019

## ABSTRACTS



### **Ready for 'Bekwoh'?**

Anis Shazreen Dzulkafli

Universiti Teknologi MARA, Shah Alam

ereenshazofficial@gmail.com

Faizah Eliza Abdul Talib

Institute of Leadership and Development (ILD) Negeri Sembilan

eliza210@uitm.edu.my

In Malaysia, English is the second language (L2). Along with Bahasa Melayu as the mother tongue (L1), there are also other various dialects spoken. One of them is the Kelantanese dialect. When English is used as L2 the influence of mother tongue occurs. This research aims to investigate whether the mother tongue interference occurs in the use of English in the Kelantanese dialect. The aims of this study are thus to identify the English words that occur in the Kelantanese dialect, the influence between L1 Kelantanese and the production of L2 sound, and the effect of the interference in their conversation. To elicit the result, two research instruments were used, namely observation and interview. The observation was carried at a Kelantan food restaurant - Nasi Kak Wok Restaurant, Shah Alam. A semi-structured interview was conducted with five respondents consisting of Kelantanese workers and students in Shah Alam area, lasting for 10-15 minutes each. The interviews were carried out in Bahasa Melayu as the respondents refused to do it in English. With their consent, the recorded audios were then translated and transcribed. There were 30 words identified in this study. It is found that the main reason for this interference is due to the frequent use of their mother tongue and the surrounding factor that somehow affected the interference. Several factors were also discussed in depth, making the study more relevant and worthwhile in understanding L1 influence and its impact on spoken English.

# MY\_CASELT 2019

## ABSTRACTS



### **Language and Gender – A Case of Malaysian Vloggers**

Iylia Syahirah Faisal

Universiti Teknologi MARA, Shah Alam

[iyliaofficial@gmail.com](mailto:iyliaofficial@gmail.com)

Faizah Eliza Abdul Talib

Institute of Leadership and Development (ILD) Negeri Sembilan

[eliza210@uitm.edu.my](mailto:eliza210@uitm.edu.my)

Language and gender are two most common topics that are usually discussed together. Language is a medium of communication and gender refers to their physical features but they can also be differentiated by their use of language. Some argue that the way men and women are brought up affects their use of language. By combining the topic on language and gender, this study investigated the language used by different gender among Malaysian vloggers. This study was a qualitative study. Vlogs were taken from YouTube videos using purposive sampling and the features and functions of the Vlogs were analysed. This study is grounded on Lakoff's theory for language used by women. According to Lakoff (1975), women have ten (10) features of language which are, hedges, superpolite, tag questions, empty adjectives, use of intensifiers, hypocorrect grammar, use of direct quotations, special vocabulary and questions. The findings in this study revealed that women used more expressive features, fillers and hedges. On the contrary, men used expressive features only when necessary. Women vloggers are found to use more expressive functions too. Based on this study, emotional expressions were the most used language features. The study of language used by men and women in vlogs are very new in Malaysia, hence the findings promote understanding on why men and women say things differently and the reasons behind their choice of words.

# MY\_CASELT 2019

## ABSTRACTS



### **Designing and Developing Academic Writing Materials for Undergraduate Students: A Collaborative Partnership**

Nancy Chiu @ Noemi  
Universiti Teknologi MARA, Sabah  
nancychiuh@uitm.edu.my

Lee Kean Wah  
The University of Nottingham Malaysia Campus, Semenyih  
KeanWah.Lee@nottingham.edu.my

This paper outlines the designing and development of academic writing materials for undergraduate students in Universiti Teknologi MARA (UiTM). It emphasises on collaboration between the researchers, undergraduate students, subject instructors and experienced materials developer. This close collaboration was practised from the initial identification of academic writing needs, to designing and developing the materials, implementation, and finally, the evaluation of the writing materials. Various data sources which comprised 110 UiTM students, UiTM subject instructors and experienced materials developer were involved in the study. Data was also collected through various methods, namely questionnaires, focus groups, key informant group interviews, observations and document analysis. The analysis in the needs analysis stage revealed that the students needed much help in various academic writing skills. This study has shown that by employing multiple sources (e.g. learners, instructors and documents) and methods (e.g. questionnaires, interviews, observations and document analysis) in conducting needs analysis, the real needs of the learners could be identified. This was made possible through the triangulation of sources and methods. The findings also revealed that a collaborative partnership between the researcher, students, subject instructors and experienced materials developer plays a vital part in the process of developing academic materials. Hence, collaborative partnership needs to be taken into account in the process of designing and developing academic writing materials.



# MY\_CASELT 2019

## ABSTRACTS



### **To Be Good 'at' or 'in' Something: Match Me!**

Arutchelvi Kumaran  
arutchelvi@uitm.edu.my  
Angeline Ranjethamoney Vijayarajoo  
Evelyn Sharminnie Vasuthavan  
Universiti Teknologi MARA, Negeri Sembilan

Grammar has been the most challenging aspect for ESL learners. Though ESL learners have been exposed to prepositions from primary to secondary education, they find it difficult to grasp and master the usage of prepositions (Tetreault & Chodorow, 2008). In this regard, the researchers aimed to design a game that can help learners understand prepositions better. This study assessed the use of games to help learners grasp the correct usage of prepositions a fun and non-threatening manner. Methodology comprised quantitative and qualitative modes. Data were gathered via pre and post-tests, questionnaires and interviews. Respondents were undergraduate students studying in a public university. They participated in a game called 'Match Me'. Data comprised the test scores and responses from the questionnaires and interviews. The findings revealed a remarkable improvement in the test scores, which translated to a better understanding of prepositions, as well as the sense of enjoyment in learning through games. These findings suggest that games, specifically 'Match Me', should be considered as a complementary tool in ESL classrooms.

# MY\_CASELT 2019

## ABSTRACTS



### **The Cthulu Mythos and Malay Ghost: Fear as a Tool for Descriptive Writing**

Ahmad Muhyiddin bin Yusof  
ahmadmuhyiddin4@gmail.com  
Nurul Ain binti Hasni  
Syaza binti Kamarudin  
Nurul Munirah binti Azamri  
Airil Haimi B Mohd Adenan  
Universiti Teknologi MARA, Perak

UiTM students in Seri Iskandar Campus are found lacking the ability and creativity in describing and elaborating topics in class, especially during their in-class assessments. Prior to this, the Cthulu mythos and the Malay ghosts are used as an alternative tool to enhance students' ability in descriptive writing. The objective of this paper is to adopt The Cthulu Mythos and Malay ghost figures as a tool and a subject to train descriptive writing among UiTM students. These horrific figures are a reflection to the shadow archetype. Hence, the Jungian concept of the shadow is used to point out the characteristics of the shadow characters. By adopting this concept to point out the characteristics of the Cthulu monster and Malay ghosts, students get to practice their vocabulary and use it in their descriptive writing exercise. Furthermore, the subject of horror can increase the students' imagination in both writing and story-telling. Therefore, this simulation allows students to write creatively and smoothly since the students are equipped with vocabularies and imagination. Prior to this, the students were taught on the lessons of descriptive writing.

# MY\_CASELT 2019

## ABSTRACTS



### **The Application of Pictorial Vocabulary for ESL Students' Vocabulary Learning**

Mohd Haniff Bin Mohd Tahir  
nurhi9087@uitm.edu.my  
Airil Haimi Bin Mohd Adnan  
Dianna Suzieanna Binti Mohamad Shah  
Nurhidha Irawaty Binti Kasmaruddin  
Mohamad Safwat Ashahri Bin Mohd Salim  
Universiti Teknologi MARA, Perak

Vocabulary is often neglected despite being one of the most crucial aspects in language acquisition. This scenario of neglect is proven as teachers only stress on the four primary skills which are listening, speaking, reading and finally writing. Due to this neglect, ESL students have issues in learning the English language effectively which resulted in low level language proficiency. Although multiple exercises have been conducted on the four skills, the results remain constant. Hence, this paper attempts to tackle this problem by introducing Pictorial Vocabulary to learn the target words. This is essential for them as they are required to have an extensive English vocabulary at their disposal. To investigate the effectiveness of the use of the Pictorial Vocabulary, 60 students of Form Two from sub-urban schools in Ipoh and Teluk Intan, Perak were selected. These students were instructed to learn a total of 45 target words and Pictorial Vocabulary was applied to assist them to learn and simultaneously understand the meaning of the target words. The independent sample t-test, paired sample t-test and descriptive statistics were used to analyse the scores of the pre and post-tests. The score comparison and total improvement score in percentage were also presented. The qualitative data from the semi-structured students' interview was transcribed, categorised and coded by using content analysis. The paired sample t-test results are ( $t=-17.85$ ,  $df=29$ ,  $p<.05$ ) for the experimental group and ( $t=-4.85$ ,  $df=29$ ,  $p<.05$ ) for the control group. Based on the stated results, both experimental and control groups improved significantly ( $p=.000^*$ ) in the post-test with a mean difference of 15.62. The results of this study confirm the effectiveness of Pictorial Vocabulary in learning and understanding the target words. Thus, it is highly recommended to apply this approach to increase the success rate of vocabulary learning especially among ESL learners.

# MY\_CASELT 2019

## ABSTRACTS



### **The 'ELSA 360-Degrees Immersive Interactive Videos Project' - Exploring the Future of English Teaching and Learning**

Airil Haimi Mohd Adnan  
airil384@uitm.edu.my  
Nurul Nadiah Mustafa Kamal  
Muhamad Khairul Ahmad  
Muhammad Anwar Mohd Kamal  
Universiti Teknologi MARA, Perak

The 'ELSA 360° Project' (or English Language Simulations Augmented with 360-degrees immersive, interactive videos) is an initiative to transform the teaching and learning of English beyond the constraints of traditional classrooms. Utilising state-of-the-art 360-degrees or spherical video technology, we created instructive contents for a degree-level course focusing on English for Professional Communication. The ELSA 360° Project managed to release 15 teaching and learning videos using 360-degrees video technology, and one virtual reality or 'VR experience', to date. These videos were then uploaded onto YouTube and VeeR (for the VR experience) both as a primer for learning, and also as a 'flipped classroom' initiative to prepare 78 undergraduates from four lecture groups for two tests that they have to face. Comments and opinions were collected from the 78 participants in this project using a 25-items survey questionnaire and 20 focus group discussion sessions. The survey questionnaire contains Likert-scale items that deal with the experience of the participants as they took part in the ELSA 360° Project. The survey was analysed based on percentages and frequencies, and part of the quantitative data is presented in this paper. The focus group discussions, on the other hand, gave an opportunity to the participants to highlight the positives and negatives of 360-degrees video technology as part of the teaching and learning process at university. Analysis of both quantitative and qualitative datasets are very positive, and *all* the participants believe that technologies like 360-degrees video should become the future of teaching and learning at Malaysian universities.



# MY\_CASELT 2019

## ABSTRACTS



### **An Analysis of Six Perspectives of Visual Communication: a Malaysian Skincare TV Advertisement**

Amir Lukman Abd Rahman

lukmanamir28@gmail.com

Ainal Maziah Salleh

ainalmaziah10@gmail.com

Faizah Mohamad

fareema88@gmail.com

Zarina Suriya Ramlan

zarinas@uitm.edu.my

Universiti Teknologi MARA, Shah Alam

The rise of digital advertising will make cosmetic brand advertisers come up with creative advertising in order to gain target market attention. Hence the purpose of this study is to examine viewers' perspectives and controversial consideration on a Malaysian skincare TV advertisement. SlimmeWhite TV advertisement was used as the sample. A quantitative approach was used in answering the five (5) research questions. Lester's (2013) Six Perspectives of Visual Communication was used as the framework; the findings show that personal perspective, technical perspective and ethical perspective influenced each other in terms of the viewer's perspectives on a Malaysian skincare TV advertisement, but cultural perspective had the highest perspective consideration made by viewers when watching the TV advertisement by SlimmeWhite. Furthermore, SlimmeWhite TV advertisement was considered highly controversial by the viewers. Gender, however, had no significant influence in determining the viewers' perspectives and controversial consideration of a Malaysian skincare TV advertisement. The findings will benefit advertising students, advertisers and companies involved in TV advertisements by making them aware of viewers' perspectives and controversial consideration on a Malaysian skincare TV advertisement.

# MY\_CASELT 2019

## ABSTRACTS



### **Familiarising English as Second Language Speakers with the Syntax of Newspaper Editorials**

Muhammad Nasiruddin Aziz  
muhammadnasiruddin95@yahoo.com  
Chai Moo Hung  
mhchai@uitm.edu.my  
Universiti Teknologi MARA, Shah Alam

Newspapers have long been argued to be a potential platform for the learning of English among the non-native users of English (Belge & Slowik, 1988; Edfelt, 1990; Rafael, 1995; Nunan, 1999; Tomlinson, 2002; Hadley, 2003; Bonyadi & Samuel, 2013). Apart from being highly accessible, newspapers offer insights into the practices of writing in different newspaper genres. The study investigated editorials in newspapers for the reasons that (i) editorials are the second most-read page after the front, and (ii) editorials shape today's reality. The study examined the structures or syntactic patterns of editorials published in four widely read newspapers to determine the most frequently used verb types. It conducted a descriptive qualitative study of editorials published by The Star (2018, August 1), The Straits Times (2018, August 1), The Sun (2018, August 1), and The Wall Street Journal (2018, August 1) editorials. Through Morenberg's (1991) syntactic model, the study textually examined the structures of the sentences in the four newspaper editorials, which were grouped in accordance with Morenberg's (1991) six (6) verb types. The analysis of the four editorials revealed all six verb types were used and that main transitive (VT) and BE verb were the two most-employed verbs across the editorials. Therefore, familiarising English as Second Language speakers with the two verb types and their usage in newspaper editorials would equip them with reading and writing skills appropriate for the genre, and encourage them to produce similar types of writing.

# MY\_CASELT 2019

## ABSTRACTS



### **Speaking Skills among Police Officers: A Need Analysis**

Nur Athirah binti Mohamad Hatta  
tierahatta@uitm.edu.my  
Norhayati binti Husin  
Najlaa' Nasuha binti Mohd Radin  
Nur Syikri bin Harun  
Universiti Teknologi MARA, Terengganu

Being able to communicate in English has become one of the essential requirements needed at the workplace. Working in an environment where interaction with English speakers is considerably demanded, employees with low proficiency in English speaking skills seem to face a great constraint. With that, designing an ESP-based course for employees is significant to develop effective communication skills. To work towards this goal, examining employees' problems and needs is very much a necessity. Therefore, this study aimed at identifying the needs in English speaking skills of the police officers, investigating the problems in speaking encountered by them when dealing with English speakers and exploring the different types of communication strategies used in coping with the problems. A questionnaire adopted from Siti Ruhana (2017) was used for this purpose and distributed to the police officers serving in PULAPOL Dungun. Data was collected and analyzed. The results revealed that majority of the police officers agreed that they are in need of English speaking skills for their work. Majority of them also responded that they sometimes and seldom had problems when dealing with English speakers. Finally, it was discovered that the police officers occasionally used different kinds of communicative strategies to understand and to respond confidently despite the difficulties they had during interaction with English speakers. The result of this study would benefit the course designers in recognizing the exact needs of police officers when designing a suitable English course for them.

# MY\_CASELT 2019

## ABSTRACTS



### **Using Social Media as a Learning Platform: Strengths and Weaknesses**

Nur Faathinah Binti Mohammad Roshdan

faathinah@uitm.edu.my

Soo Kum Yoke

Sooku607@uitm.edu.my

Norwati Binti Hj Roslim

norwati@uitm.edu.my

Nor Haniza Hasan

norha207@uitm.edu.my

Universiti Teknologi MARA, Negeri Sembilan

Social media has brought about a shift in 21<sup>st</sup> century education. Its usage has been notably acknowledged by educators where the millennials appear as the key players in the current integration of the learning process. Millennials as digital natives are rapidly advancing in tandem with the current use of technology. The purpose of this study is to investigate the feasibility of using social media as a platform for learning. It was carried out to determine the strengths and weaknesses of social media as a learning platform for today's generation. A survey by means of questionnaires was conducted among 30 respondents selected through a random sampling method. Students were required to give their opinions about the usage of social media in the learning process. The findings indicate that most undergraduates have a very close affiliation with the usage of social media. The results also indicated that there were more weaknesses to the use of social media compared to strengths. Thus, it can be concluded that students perceived that the use of social media is more relevant for social purposes rather than as a platform for learning. For future research, it is recommended that further studies in this area of research be conducted on a wider range of respondents on the use of social media. Further, the respondents can also be among teachers and instructors for a more comprehensive view of the subject matter.



# MY\_CASELT 2019

## ABSTRACTS



### **English Language Course Creation Utilizing the Common European Framework of Reference**

Gary Cook

Hiroshima Bunkyo University, Hiroshima, Japan  
gcook@h-bunkyo.ac.jp

Language courses at universities are often created separately from each other in terms of goals, content and assessments. Since 2012, staff at Hiroshima Bunkyo University have been endeavoring to collaborate on course curricula utilizing the Common European Framework of Reference (CEFR). This presentation will investigate the creation of one particular course designed for students in their third-year of English language studies. Selection of course-book, assessments, assignments and supplementary materials will be discussed with feedback from students interspersed where appropriate. Recommendations from the author will be given with the hope that his experience can help other educators who may be considering, or indeed are already utilizing the CEFR for their English language curricula.

# MY\_CASELT 2019

## ABSTRACTS



### **Students' Preferences of Themes and Topics in Malaysia's High-Stake Examination Papers**

Syaza Kamarudin  
Universiti Teknologi MARA, Perak  
syazakama@uitm.edu.my  
Kaarthiyainy Supramaniam  
Universiti Teknologi MARA, Shah Alam  
Mohamad Safwat Ashahri Mohd Salim  
Universiti Teknologi MARA, Perak  
Muhd Syahir Abd Rani  
Universiti Teknologi MARA, Perak  
kaarthiyainy@uitm.edu.my

High-stake examinations hold a notion that it has impact on society. Spolsky (1995) referred to tests as “the encroaching power” that can transfigure education. However, studies related to high stake examination papers in relation to students' preferences of test items are not abundantly available yet in Malaysia. This paper explored on one aspect of items in SPM 1119 English Examination papers from 2006 to 2015. SPM is a part of high-stake examination in Malaysia and the results from this examination plays a role in determining candidates' future decision in choosing suitable career paths, whether to secure a place at tertiary level or for job opportunities. The objective of this study is to identify students' preference in test items with regards to themes and topics. These items are analyzed in relation to i) students' preference of test items ii) similarities and differences between male and female students' preference in test items, and iii) comparison between students' preferences with actual SPM 1119 English examination papers. Descriptive analysis is used in determining students' preferences in test items. The respondents were Form 4 students from SMK Kg Dato Seri Kamaruddin, Perak. Questionnaire was used to collect data from respondents. The finding shows that these exam papers did not cater to students' preference in the test items. According to AAUW Education Report (1992), balancing male and female students' preference in test items might help in boosting average test scores of both genders. Thus, these findings can be a starting point in acknowledging and recognizing the importance of students' preference in test items to educators, examination writers and examination syndicate unit and further improve the questions tested in reading test papers.

# MY\_CASELT 2019

## ABSTRACTS



### **Songs as Spelling Tools for Young Second Language Learners**

Norhidayu binti Rosman  
Sekolah Kebangsaan Bugaya, Semporna, Sabah  
hidayu1409@gmail.com

Introduction to spelling of specific word categories such as numbers, months and days can be challenging for second language learners. Employment of songs technique in introducing such words offers not only fun learning but also a boost to enhance their memorisation of new words. Thus, this study was conducted to assist second language learners, involving 100 pupils aged seven and eight years old in learning new words by using famous songs such as Photograph by Ed Sheeran, Sha La La by Venga Boys and Menang by Faizal Tahir. The song lyrics were adapted to suit aimed content knowledge and musical instrument such as guitar was used to enable learners to internalise the songs. This action research study utilised pre-test and post-test to determine if the use of songs enhance participants' learning and a survey to collect their perception. Result indicated that the employed technique has successfully guided participants in acquiring the lesson evident through increment of their marks. Future research should endeavour more on adaptation of songs as well as producing other kinds of tests to see further progress in a long-term duration of time.

# MY\_CASELT 2019

## ABSTRACTS



### **Enhancing ESL Learners' Vocabulary Achievement via Environmental Problem-based Learning Method**

Zachary Farouk Chai  
Universiti Malaysia Sabah  
farouk2210@gmail.com

Environmental education (EE) has long been introduced in the Western countries, as early as the 18<sup>th</sup> century. However, in Malaysia, EE is still evolving as it was only introduced in 1979. Various programmes have been conducted by the Malaysian government to increase the level of environmental awareness among the public. However, awareness amongst Malaysians is still far behind compared to those of developed countries such as Singapore and Japan. In the Malaysian education system, particularly at the elementary level, there are a few topics on environment that should be taught by teachers and environmental education is also considered as a cross-curricular subject. The present study aimed to investigate the effects of environmental problem-based learning (PBL) on primary school learners' vocabulary achievement. Environmental PBL is an instructional method that provides learners the opportunities to learn cooperatively in groups to find solutions of any problem. This study employed an experimental research design which involved 20 ELL intermediate students. They were randomly divided into experiment group and control group. The experiment group was treated with environmental PBL in learning new vocabulary, while the other group was taught using the conventional memorisation method. A set of vocabulary test (pre and post) was used to measure learners' vocabulary achievement and the data were analysed using independent sample t-test. The results portrayed that the learners who were taught using environmental PBL improved their vocabulary acquisition significantly as being compared to the control group. It is suggested that English teachers should use environmental PBL as an effective method in teaching vocabulary to young learners.



# MY\_CASELT 2019

## ABSTRACTS



### **The Integration of S.I.S.T.E.M to Enhance Pupils' Vocabulary Retention and Sentence Construction in English Subject**

Muhammad Saufi Firdaus bin Sabudin  
SK Ulu Tungku, Lahad Datu, Sabah  
saufirdaus.sabudin@gmail.com

Lacking vocabulary and problems with constructing sentences are among the concerning issues faced by some pupils in Malaysia primary schools especially in the rural areas. Pupils were having issue in understanding the meaning of words they have learned thus making it difficult for them to memorize the words. Due to this problem, it affects their ability to construct correct sentences which is a must for Malaysian pupils by the end of their primary school schooling years. Therefore, in order to find a possible solution for these issues, an action research is conducted to investigate how Saufi Interactive Sentence Template (S.I.S.T.E.M) kit could improve pupils' vocabulary retention and sentence construction by integrating this kit in their writing lesson. This kit is developed in close reference to the CEFR-aligned English KSSR documents with the integration of 21<sup>st</sup> century technology called Augmented Reality to make it more interactive and engaging for pupils. The participants of this study were year 6 pupils in SK Ulu Tungku, Lahad Datu. The participants were engaged in a two-week lesson according to the Scheme of Work devised by the Malaysian Ministry of Education with the integration of S.I.S.T.E.M kit. Pre-Test and Post-Test data were analysed to find out any significant changes before and after the implementation of S.I.S.T.E.M. The result was promising as majority of the participants shown some positive improvement at the end of the study.

# MY\_CASELT 2019

## ABSTRACTS



### **Lemag Tools to Teach Vocabulary Among Lower Primary Pupils in Rural Area**

Sylvester Phillip  
Sekolah Kebangsaan Kemabong, Tenom, Sabah  
syl.apple@gmail.com

This research was carried out to study the outcome of using LEMAG tools on pupils' vocabulary development and the views of the pupils on the use of LEMAG tools in their learning of vocabulary. After the purposive sampling was prepared, a total of 27 pupils of Level 1 from the rural area of Tenom, Sabah were taken as participants. LEMAG tools were used as a mechanism to teach vocabulary in this research. The data was collected using measurement through a pre-test and post-test that was given before and after intervention. Data gathered from the pre-test and post-test were analyzed descriptively. Then, a survey with a 5-point Likert scale questionnaire and interview with structured interview questions were also used as instruments to verify the findings. The test scores were analyzed using percentage and mean percentage. The questionnaire was analyzed using mean. The interview data was interpreted descriptively using content analysis. The research findings showed an increment in the pupils' test score in mean percentage. This showed that LEMAG tools had a positive effect on pupils learning of vocabulary. Pupils who practiced vocabulary with games felt more motivated and what they were doing. It is suggested that the use of games in learning of vocabulary be actively promoted as a successful way of acquiring vocabulary competence. Thus, this research also indicates that the strategy of using LEMAG tools can be considered as a mechanism to improve the vocabulary development among lower primary pupils.

# MY\_CASELT 2019

## ABSTRACTS



### **Gender Representation in the Language of SPM 1119 English Examination Papers**

Syaza Kamarudin  
Universiti Teknologi MARA, Perak  
syazakama@uitm.edu.my  
Kaarthiyainy Supramaniam  
Universiti Teknologi MARA, Shah Alam  
Mohamad Safwat Ashahri Mohd Salim  
Universiti Teknologi MARA, Perak  
Muhd Syahir Abd Rani  
Universiti Teknologi MARA, Perak  
kaarthiyainy@uitm.edu.my

The portrayal of gender in educational materials such as textbooks has been plentifully studied locally and internationally, and most researchers have found that school textbooks still contain gender inequality. However, studies related to gender in high-stake examination papers are still scarce. Sijil Pelajaran Malaysia (SPM) is part of high-stake examination in Malaysia and the results from this examination plays a role in determining candidates' future decision in choosing suitable career paths, whether to secure a place at tertiary level or to find for a job. Thus, it is timely to examine SPM 1119 English Examination papers for its gender representation. The aim of this study was to identify the representation of gender in the language of SPM 1119 English Examination papers, in regards to the characterization of male and female characters. Content analysis was used in this study. Both SPM English Examination Paper 1(119/1) and SPM English Examination Paper 2(119/2) from the year 2006 until 2015 were analyzed for its language discourse. The findings show that gender stereotyping in the characterization of character did occur in the examination papers and it gravitated more towards female. Therefore, the students will have a certain mindset and notion regarding male and female genders. By continuing to depict a gender-biased portrayal of male and female characters and situation, society is legitimizing the ideology that this is the natural order of things (Haque & Chandran, 2004). Hence, these findings will be useful for educators, test setters, examination writers and examination syndicate unit in identifying and acknowledging the issues arise in high-stake examination.

# MY\_CASELT 2019

## ABSTRACTS



### **Vocabulary Size of Malaysian Secondary Students**

Alice Su Chu Wong  
lizze@uitm.edu.my  
Jocelyn Yee Yun Lee  
Marianne Estabella Fung  
Octavia Willibrord  
Universiti Teknologi MARA, Sabah

Vocabulary is fundamental in second language acquisition and is crucial in comprehension of various texts. Without a threshold level of vocabulary proficiency, English Language Learners (ELLs) will have difficulties in processing texts due to a lot of unknown words. Indeed, it is well conceded that vocabulary is a good predictor of second language proficiency. While sizable studies have examined ELLs reading skills, little is known about the vocabulary size of Malaysian secondary school students and whether they are prepared for tertiary level education. The current work is part of a larger study that examines the relationship between vocabulary size and critical reading ability. It aims to investigate ELL secondary school students' vocabulary level and determine whether they are equipped with sufficient vocabulary proficiency for tertiary level education. Eighty-five (85) participants from a public school in Kota Kinabalu, Sabah were involved in the study. A set of receptive vocabulary test was administered during a two-period lesson. Results showed that most of the participants have not mastered vocabulary proficiency beyond the 2000-level. The findings have pedagogical implications for the teaching of vocabulary at the secondary school level.



# MY\_CASELT 2019

## ABSTRACTS



### **Project-Based-Learning: Pupils have a Choice and a Voice!**

Lim Lai Poh

Sekolah Kebangsaan St. Francis Convent, Sabah  
trlimlp@gmail.com

The main aim of this paper is to highlight the success of using Project-Based Learning (PBL) in the teaching and learning of the English Language in a Year Five classroom. Specifically, it is to find out if PBL will facilitate pupils' critical thinking and problem-solving skills. The teacher's attempt on PBL with the class began after attending a course advocating 21<sup>st</sup> Century Teaching and Learning. PBL offered pupils choice in the type of project they wanted to carry out. It was found that PBL support the development of pupils beyond the classroom. Firstly, students were able to present what was taught by translating it effectively into reality through planning and organizing a Family Day event, a Self-Protection exhibition and by publishing a book with self-directed thinking. Secondly, by collaborating and communicating with others, pupils were able to make effective decisions. Thirdly, by fostering effective communication, the pupils were able to work as a team, assume responsibilities, delegating and compromising as well as solving problems and generating ideas. The teacher hopes to encourage other teachers to adopt PBL as an approach in their lessons. PRL provides the pupils with a voice to be heard.

# MY\_CASELT 2019

## ABSTRACTS



### Scrabble on the Wall

Ann Michelle Selvi Pakinathan  
Sekolah Kebangsaan Kebaya, Telipok  
ann2905@gmail.com

Malaysian students usually experience difficulties in learning vocabulary. It does not excite them. Why is it so? Vocabulary lessons are often passive as teachers explain the words to students. As a result, students fail to learn new words. To help students learn vocabularies in a more interesting way, I introduced a single out word game to Year 3 pupils from a primary school in Sabah. After playing the game, I interviewed pupils to elicit their reactions and feelings. Students' enthusiasm showed the effectiveness of *single out word game* in vocabulary learning. A *single out word game* effectively improve pupil's vocabulary.

# MY\_CASELT 2019

## ABSTRACTS



### **Exploring the Extrinsic Motivation in English language Learning: A Case Study of Afghanistan Postgraduates in Malaysia**

Dr Nor Fazlin Mohd Ramli  
norfa707@uitm.edu.my  
Dr Noor Ahnis Othman  
Dr Mohammad Radzi Manap  
Dr Aini Akmar Mohd Kasim  
Universiti Teknologi MARA, Shah Alam

This study investigates and explores the extrinsic motivation among the multidisciplinary postgraduate Afghan students in learning English as a foreign language at Universiti Teknologi MARA. To fulfil the UiTM postgraduate requirements, the students must undertake 14 week bridging English course in order to prepare them to sit for IELTS or its equivalent. A quantitative recent study showed that generally the students are extrinsically motivated rather than intrinsically motivated. Therefore, this qualitative study interviewed 2 male and 1 female postgraduates in order to understand their extrinsic motivation inclination in learning English. Semi-structured questions were used in the recorded face-to-face interview sessions. The results of the present study reveal that the students are mainly extrinsically motivated since for example they view that the language helps them to make full use of the Internet. They feel they were able to use, download and learn useful online applications from like google translate and Waze which make their life easier. In fact, they expressed that the language opens a lot of opportunities like making an online hotel reservation. These are among the extrinsic motivations of Afghan postgraduates in Foreign Language Acquisition. Such findings would be significant to language teachers to prepare modules and materials that would be of interest to these Foreign Language learners.

# MY\_CASELT 2019

## ABSTRACTS



### **Making the Transitions: so How do I Write in the University?**

Nur Huslinda binti Che Mat  
Universiti Teknologi MARA, Shah Alam  
nurhuslinda@uitm.edu.my

Given that writing is one of the forms used to measure student outcomes and learning in higher education (HE), I argue that rather than criticising students by asking them '*What did you learn from 11 years of learning English in school?*', it would be more constructive for teachers to understand what students bring to the university writing classrooms and how they experience the transition from school to HE, in terms of academic writing. Therefore, by adopting an ethnographic case study approach this paper draws data from students voices gathered from interviews and classroom observations. Informed by Academic Literacies lens, I explore undergraduate students' views on academic writing practices and the challenges they encountered when writing. The findings show that in a university context where English is used as medium of instruction (EMI), student writers navigate the new writing context by bringing in their past writing experience from school. Student writers grapple to write firstly, by making sense of their existing skills and strategies they bring from their school experience, using these to 'cross the bridge' to academic writing in the university. As student writers make sense of what *is* academic writing or writing in the university, the transition also involves a change in writing identity. The research findings also call attention to tensions in the feedback processes between both student writers and their academic writing teachers and between peers, and how power relations and authority are involved in learning to write in the university context.



# MY\_CASELT 2019

## ABSTRACTS



### **Smart Sight Reading , Authentic Learning in the 21st Century**

Lai Mui Kyun @ Josephine Lai  
Sekolah Kebangsaan Unggun, Kota Kinabalu  
joelai70@yahoo.com

The young L2 learners in and around Sepanggar district might not find mastering English language an easy task to do. Most of these primary school learners do not have the advantage of early learning experiences to begin with. Smart Sight Reading is a refined remedial programme stemmed from the 2004 programme called Smart Reading Programme which used sight-reading technique. This technique was initiated by Pn. Jagjit Kaur from BTPN Sabah with the cooperation of Pn. Josephine Lai from SK Unggun. The process of learning included repetitions of reading words on sight for at least 5 to 7 times by flipping over the word cards. The purpose of this lesson was to enable pupils who were not able to read fluently to read on sight words that were commonly used in texts. The programme should last for about 10 minutes or less. The original programme, back in 2004, was a success. It was one of the first few earlier Action research at that time that had earned a recognition at national level. The current proposed programme is being restructured and refined to cater the needs of the current generation of pupils and teachers. No doubt, with the influx of new innovative ideas and latest technological trends, the challenge to fit in this programme will be something that needs to be looked into and recounted. What makes this programme seriously possible for the pupils with poor command in English language, are its potential to adapt and blend into the 21<sup>st</sup> century learning.

# MY\_CASELT 2019

## ABSTRACTS



### **Using Creative Activities to Enhance Understanding and Participation in Literature Lessons**

Dayang Dewi Haikal Bte Awang Tusof  
Sekolah Menengah Kebangsaan Paris, Kinabatangan, Sabah  
missdewihaikal@gmail.com

Literature is a tool for language. It helps learners to understand the language better as well as to arouse the interest of students to read and to explore more about the language. Comics and graphics can enhance students' interest and motivate them. This research investigated the use of comics and creative activities such as: quizzes, chained messages, creative projects and role play to teach literature for Form Four students in one of the secondary schools in Kota Kinabatangan. The data were collected from classroom observations and questionnaire to both students and teachers involved in teaching and learning of literature, and the researcher's reflections. Research findings found that comics and creative activities did increase the students' interest, understanding and participation in learning literature in the ESL classroom. The findings have important implications to the teaching of English literature.

# MY\_CASELT 2019

## ABSTRACTS



### **Profiling Written Responses in Relation to the Common European Framework of Reference (CEFR): The Effort of a Malaysian University**

Noor Laili binti Mohd Yusof

[lailymy@yahoo.com](mailto:lailymy@yahoo.com)

Rofiza Aboo Bakar

[rofiza@uitm.edu.my](mailto:rofiza@uitm.edu.my)

Universiti Teknologi MARA, Penang

Language assessment will be more notable with the advent of the Common European Framework of Reference (CEFR) for the learning, teaching and assessment of English Language in the Malaysian Education system. There have been revitalised calls for the utilisation of the CEFR model in language testing and second language acquisition from foundation to tertiary level by Ministry of Education in Malaysia. Therefore, the profiling of written responses was initiated to describe the features of language that L2 learners employ in completing the writing tasks as defined by the CEFR scales. For this purpose, L2 learners writing scores were recorded from university undergraduates who are undergoing English language classes for academic purposes by using a communicative L2 writing tasks. The text produced were assessed for their proficiency on a standard six-point scales by prominent evaluators across the country before they are labelled as distinguished writing texts. The strengths of the writing skills were analysed and the remarkable features were highlighted for future references. Consequently, a special profile was built based on the assessed features of the fluency of the written texts.

# MY\_CASELT 2019

## ABSTRACTS



### **Mastering Tenses Using Corporate Annual Reports**

Nazhatulshima Nolan  
Universiti Teknologi MARA, Johor  
nazhatulshima.nolan@uitm.edu.my

Corporate annual report is an important document that is prepared yearly to report the financial performance of a company. The financial statements are accompanied by the narrative parts of the corporate annual reports. For public listed companies, it is an important requirement to be submitted to the specific regulatory bodies such as Bursa Malaysia in the Malaysian context. Business related courses can use the corporate annual reports as a learning material. While reading the authentic materials, the learners could identify the usage of tenses in these reports. Using genre analysis, this study investigated how the different tenses are used in the specific communicative purposes in this specified genre. The study focused on selected corporate annual reports, the findings suggest how corporate annual reports can act as pedagogical tools for the ESL teachers, teacher educators and material writers.





### **Technology, Media and E-Language Course: Preparing Applied Linguistics Learners' for 21st Century Skills**

Nor Fazlin Mohd Ramli

[norfa707@uitm.edu.my](mailto:norfa707@uitm.edu.my)

Othman Ismail

[othmani@uitm.edu.my](mailto:othmani@uitm.edu.my)

Noraini Ahmad Basri

[noraini013@uitm.edu.my](mailto:noraini013@uitm.edu.my)

Nurzeti Abdul Ghafar

[norze308@uitm.edu.my](mailto:norze308@uitm.edu.my)

Universiti Teknologi MARA, Shah Alam

The purpose of this paper is to investigate the motivational disposition of learners of Applied Linguistics, Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam in learning technology, media and e-language course. Motivation plays an important role to spur the learners forward in achieving their academic goals. A survey based on the ARCS (Attention, Relevance, Confidence and Satisfaction) model by Keller was administered to 70 semester 3 and 4 learners to understand their motivational influences. To further understand these learners and help them prepare for the 21<sup>st</sup> Century education, the survey also included statements on the Four Pillars of 21<sup>st</sup> Century Education learning skills which are Critical Thinking, Creative Thinking, Collaborating and Communicating. The results of the survey revealed that while learners feel that they are motivated in terms of Attention, Relevance and Satisfaction in their technology, media and e-language courses, they still lack Confidence. Similarly, although they agreed that the technology, media and e-language courses promote team work and creativity, the learners are not sure that the courses helped in terms of problem solving. It can also be seen that the Semester 3 learners are more motivated compared to their Semester 4 counterpart. Thus, it can be concluded that the Applied Linguistics students of Akademi Pengajian Bahasa under investigation were motivationally disposed to learning a technology, media and e-language course and that they do perceived the courses to be considerably helpful in equipping them with 21<sup>st</sup> century skills.

# **LIID 2019 ABSTRACTS**



# LIID 2019

## ABSTRACTS



### **The Effectiveness of Using Mobile Solution (Application) to Assist Students' Speaking Performance of UiTM Cawangan Kelantan Students**

Anis Idayu Aziz  
anisidayu8@gmail.com  
Raja Nur Hidayah Raja Yacob  
hidayah795@uitm.edu.my  
Amanina Abd Razak  
amanina81@kelantan.uitm.edu.my  
Mohd Faiez Suhaimin  
mdfaiez821@uitm.edu.my  
Mohd Zafian Mohd Zawawi  
zaffian@uitm.edu.my  
Universiti Teknologi MARA, Kelantan

Speaking competence marks an evident proof of success in the process of second language acquisition. Hence, the syllabus of speaking has become a burgeoning aspect in many English courses. Realizing the importance of speaking fluency and accuracy in the target language, language professionals and instructors have never stopped to find practical ways to enhance the learners' speaking skill. Reflecting upon the many sessions of teaching English to students at UiTM Kelantan Branch, more often than not, the students admitted to having fear in speaking lessons as compared to lessons on other skills. They find it difficult to express their feelings in the target language as their native language stands as a barrier. This has prompted some language instructors to put much effort in providing various communicative activities to help students overcome their fear, among which is through role-play activities. In this study, role-plays are compiled in the form of video recordings and prepared as a supplementary material in the form of mobile solution (application) for both teachers and students to be used in and out of classrooms. The research main objective is to determine the relationship between the effectiveness of the use of mobile solution and students' speaking performance. Part one students of UiTM Kelantan Branch are selected to be the respondents of this study since they have Role-play assessment for speaking component. Simple random sampling is used, and questionnaires are distributed for data collection. The finding shows there is a significant, strong positive relationship between the effectiveness of the use of mobile solution (application) and students' speaking performance.



# LIID 2019

## ABSTRACTS



### **VOCATHON**

Lily Metom

[lilymetom@uitm.edu.my](mailto:lilymetom@uitm.edu.my)

Amelia Alfred Tom

[ameliaalfred@uitm.edu.my](mailto:ameliaalfred@uitm.edu.my)

Saira Joe

[saira03@uitm.edu.my](mailto:saira03@uitm.edu.my)

Universiti Teknologi MARA, Sarawak

Past research has identified that learners' predominant intelligences are significant predictors for language learning, which can be manipulated to motivate learning and achieve effective outcomes. Being a crucial process of language acquisition, vocabulary learning engages learners' knowledge of word definitions, word formation, collocation, synonyms, and etc. Hence, based on the importance of vocabulary learning, the main objective of this project, called VOCATHON, is to device an alternative solution to help students learn English lexicons in a fun and effective way based on the psychological basis of Multiple Intelligences Theory by Howard Gardner. VOCATHON is an effective and practical language board game because it manipulates the learners' multiple intelligences as a learning strategy for enhancing their vocabulary skills. This innovation project comprises two sets of board games, which include lexicons from two fields of discipline, namely, Social Sciences and Science and Technology. This product can be used by the English language educators as a fun and effective teaching tool in their language lessons, and it is especially useful in teaching vocabulary. Families can also utilize this board game to enhance their children's vocabulary skills. Potential customers for the product are English language teachers in schools and higher learning institutions, particularly, and the public (i.e. students and families), generally. This board game is highly recommended for every school or resource centre to provide a teaching aid for a practical, fun and educational means of teaching and learning vocabulary. The board game is also attractive to any individuals who wish to enhance and sharpen their vocabulary skills.



# LIID 2019

## ABSTRACTS



### GRAMM O'THRONE

Affidah Morni  
affidah75@uitm.edu.my  
Aiza Johari  
aiza@sarawak.uitm.edu.my  
Siti Huzaimah Sahari  
huzaimahs@uitm.edu.my  
Thalany Kamri  
thalany@uitm.edu.my  
Mohd. Zaki Mohd. Fadil  
mzaki330@uitm.edu.my  
Universiti Teknologi MARA, Sarawak

Some second language learners may find grammar lessons unpleasant as learning grammar means understanding the rules of grammar, which can be daunting, boring and intimidating. Hence, Gramm O' Throne is created with the hope to clear these negative thoughts of learners about learning grammar by providing a fun and meaningful journey of grammar lesson through the game. The objectives of the game are to promote non-threatening experience in capturing lessons on parts of speech and other grammatical items through great interaction among players and also to identify the effectiveness of learning grammar through a board game like Gramm O' Throne. Gramm O' Throne is designed for beginners to intermediate level learners of English and is also superficially ideal to be played among family members. The structure of the questions is a mixture of easy to average levels. The novelty of the game is that it is based on a royal kingdom theme. The movers, the paths, sections and designs of the game depict the honour and nobility of the game, as the first to reach the destination will be throned as the Lord of Grammar. The colourful board game has great potential value of commercialization for the language teaching industry as the contents are relevant to the syllabus of pre-diploma, diploma and primary school education. It will be a great option for the lecturers and school teachers in teaching grammar meaningfully through a different context.

# LIID 2019

## ABSTRACTS



### **One Question a Day: To Improve Speaking Skills among Year 4 and 5 Pupils**

Caroline Sungkim  
ckaysung@gmail.com  
Mathilda Matthew  
mathildamath@yahoo.com  
SK Tinompok Liwan, Tambunan, Sabah

In English class, pupils' mother tongue and their background environment are the main reasons that they are unable to converse in English. This had been the issue encountered by teachers as pupils usually responded their English teachers' teachings in Malay. Much worse, they do not dare to ask questions in English and choose to be silent. Thus this paper was done as a way to improve their speaking skills. The needs to help pupils to be courageously confident asking questions in English is necessary. Evidently, pupils were only able to have not more than three English words in one question sentence. There were 10 pupils involved as respondents and they were the combined Class of Year 4 and 5 ( Sekolah Kurang Murid : Kelas Bercantum ) at SK Tinompok Liwan, Tambunan. Early observation showed that, even though the pupils have much interest in English, they are still unable to ask question in English spontaneously. Teachers implemented "One Question A Day: To improve speaking skills among year 4 and 5 pupils" as intervention, in-class and out-class Highly Immersive Programme (HIP) activities. With provided templates, each pupil must come up with one question a day based on the theme given and will be answered accordingly. Pupils seem to enjoy this activities as they can ask questions that they are curious about. Therefore, this improve their vocabulary and transform them from pupils that speak only in Malay to pupils that speak English.

# LIID 2019

## ABSTRACTS



### **Preservation through Innovation: Utilizing Semai Folklore in the Teaching of ESL**

Sharina Saad  
sharina854@uitm.edu.my  
Syazliyati Ibrahim  
syazliyati@uitm.edu.my  
Fathiyah Ahmad@Jali  
fathiyah@uitm.edu.my  
asrol@uitm.edu.my  
Abu Hanifa Bin Abu Hamidi  
abu@uitm.edu.my  
Universiti Teknologi MARA, Kedah

This project was initiated for three major purposes which are; firstly, to introduce Semai folktales to be among the selected stories in the literature components which have been introduced in a few English courses for the Diploma level students. The second objective is to educate the younger generation about the indigenous folktale. Thirdly is to preserve the cultural and heritage of the indigenous Semai through the teaching and learning of English Language. Other purposes are; educating the public as well as the younger generation and to encourage them to value the culture and belief of others and to practice the good values instilled in such stories. This project is also done to help the learners of English to learn the language in a fun, interactive and creative ways. Animated movies and colorful books were produced by a group of teachers and students as a class project after reading a book about the indigenous people in Malaysia. The learning process involved is writing the storyboard, video making, movie editing as well as audio editing. Throughout the process the students have learnt a lot about English language especially while doing the script writing and audio mixing. The project also has its educational purposes specifically in the teaching and learning of English language in fun, interactive and technology integrated way to add values to the previous Semai Reader's theatre project. As the ways to disseminate knowledge is vast, such edutainment project equipped with interactive language activities related to the animated movies they have watched is significant.

# LIID 2019

## ABSTRACTS



### **Si Tanggang: a Malaysian Folklore Board Game**

Rafidah Abd Karim  
feida16@uitm.edu.my  
Mohd Hafiz Bin Adam  
Nurul Farhani Binti Che Ghani  
Nor Nadia Binti Raslee  
Azurawati Binti Zaidi  
Universiti Teknologi MARA, Perak

Literature is important in everyday life because it connects individuals with larger truths and ideas in a society. The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews. Additionally, learning short story is important for many reasons, including its ability to provide pleasure to readers, to build experience, to describe the condition of the local community, to develop moral and cultural values, and to develop thinking skills. Nevertheless, teaching literature has revealed a huge number of difficulties for teachers. Some difficulties include the students' low level of proficiency in English, lack of visual aids used by teachers, lack of resources and limited materials. Therefore, our team has created a legendary Malaysian folklore board game to be used by students in understanding the short story and literary elements better. This board game which based on Kolb's experiential learning theory introduces a classical Malay Folklore which can instill moral values, develop thinking skills and interaction skills among students. The novelty of this innovated product is affordable to be used widely in the classroom or even at home. Besides, it is a low cost product and has a colourful graphic board with punishment and reward cards and visual literacy. Therefore, this innovated product is expected to have a good commercial value for young learners, students, educators, private and government sectors and to be marketable internationally as well as locally, specifically for ESL learners.



# LIID 2019

## ABSTRACTS



### **Mobile Learning Playbook for Language**

Mohammad Affiq Kamarul Azlan

affiq.ka@umk.edu.my

Alia Nadhirah Ahmad Kamal

alianadhirah@umk.edu.my

Ng Siew Foen

siewfoen@umk.edu.my

Alison Manion

alison.m@umk.edu.my

Universiti Malaysia Kelantan

Digital technology has increasingly engaged remarkable public attention and this has contributed to the formalisation of media use in teaching and learning. Studies have suggested guided usage of mobile devices in learning is necessary. This playbook suggests appropriate web applications that match with a particular language skills development: listening, speaking, reading, writing; and functions as a guide to assist in students' mobile learning. Current education system has to be tuned towards providing 21<sup>st</sup> century skills needed by the learners to survive namely collaboration, creativity, critical thinking and communication. In attaining the mentioned skills, there is no other way other than embracing mobile learning as through it, the incorporation of the skills is seen as possible. Mobile learning therefore, encourages learners' collaboration through various learning application available be it inside or outside classroom. Language learners can also use mobile learning platform to sharpen their creativity and critical thinking skills through myriad of reading materials and information that they can get at their fingertips. Finally, mobile learning irrefutably would enhance learners' communication skills through the usage of communication devices such as smartphones and tablets in language lessons. The mobile learning playbook provides guidance to language

# LIID 2019

## ABSTRACTS



### **The Effectiveness of E-Almunawwar as an Interactive Tool for Learning Arabic Language in Universiti Malaysia Kelantan**

Wan Ab Aziz Bin Wan Daud  
Universiti Malaysia Kelantan  
Mohammad Taufiq Abdul Ghani  
Universiti Pendidikan Sultan Idris  
Ahmad Abdul Rahman  
Universiti Malaysia Kelantan  
Ahmad Zaki Amiruddin  
Universiti Malaysia Kelantan

The advancement of technology has undoubtedly brought rapid changes and contributed to the rise to developments in many aspects of life, including in education. Consequently, the roles of educators and practitioners have undergone significant changes as teaching and learning tools, as well as educational materials become more diversified and learning takes place in a borderless world of shared resources. Exciting transformations in education that should be embraced and further explored, especially in language teaching and learning because language is an essential part of communication. Language has also become an important requirement for employment and a key success factor in life. This paper aims to explore the effectiveness of e-Al-Munawwar in the process of teaching & learning Arabic language proficiency by emphasising the use of cybergogical tools in learning process. To ensure the effective use of these tools, we have employed an appropriate instructional design. Sets of questionnaires on students' needs and perceptions were administrated to 196 students taking the elementary Arabic language course at Universiti Malaysia Kelantan (UMK). Descriptive quantitative analysis, through the use of IBM SPSS statistical software, was employed to analyse the data collected. The results show that there are positive responses over the adoption of

# LIID 2019

## ABSTRACTS



### **Creative-Words: Fun Word Creation Activity for Basic Learners of Lexicology**

Anealka Aziz Hussin  
Universiti Teknologi MARA, Shah Alam  
anealka@uitm.edu.my

Lexicology is a study of words and the meaning and use of the words. New students always find it very technical and complicated. This perception can be changed by having creative hands-on activities to enhance understanding of the concepts of Lexicology. One of the topics in Lexicology requires students to demonstrate their understanding of the concept of lexical relations, and to conduct a lexical analysis of a word. One of the ways to approach these lessons is by using Creative-Words activity. It is a word creation activity that enables the learners to display their understanding of the concepts and to demonstrate the skills to conduct a lexical analysis of the word. This approach is an improvisation of a real-life and hypothetical examples. The theories of constructivism and social learning are the fundamental of the activity, while the 4Cs skills (Communication, Creativity, Critical thinking and Collaboration) are the main pillars of the activity.

# LIID 2019

## ABSTRACTS



### **Material for Japanese Kanji Learners**

Yumie Murata  
Toyo University, Japan  
y-murata@toyo.jp

Learning to write Japanese script is extremely difficult for most non-native learners. The Japanese writing system comprises three types of characters: Hiragana, Katakana and Kanji. Other than 92 characters of Hiragana and Katakana syllabaries, learners need to master Kanji (Chinese characters), more than 1000 characters, for reaching university-entrance level requirements. To solve the problem above, the author is developing a set of materials for Kanji learners. As the method is very simple, this is applicable for all Japanese teachers. It comprises (1) displaying photos or illustrations which carry the meaning of Kanji and (2) uploading movies of Japanese volunteers writing Kanji in the air so that learners can track it with a finger. The character written in the air is shown as an animation to help learners to track it themselves. Although there are many online materials or applications for learning Kanji, they fail to provide help for (1) remembering the meaning of Kanji and (2) encouraging learners to write them repeatedly. This material will solve it and also provide good opportunities to match learners and volunteer tutors. It serves for both learning and teaching and encourages learners' consistent learning with fun. It also helps teachers to enhance cultural exchange at their institutions. Furthermore, it has the potential to be developed as a web-application. Since this is simple material, it will be suitable for free-distribution but not for commercialization.



# LIID 2019

## ABSTRACTS



### **Gamification of the Classroom Café Approach to Improve Group Dynamics and Develop Deeper Conversations**

Suchithra Sankaran Nair  
UiTM Shah Alam  
suchitra@uitm.edu.my

This study reports on the use of games as ice breakers to develop social presence and ameliorate initial inhibitions in a discussion setting, the Classroom Café, in a tertiary educational setting in Malaysia. Classroom Café(CC) is modelled on the World Café (WC) which is a novel interactive approach for hosting a collaborative group discussion. The key principle to convene WC successfully is the modelling of a 'café' setting. In line with the establishment of the café feel within a classroom, a board game was introduced to improve group dynamics and initiate conversation among the participants in the study. Simply, the gamification element via the board game was introduced within the CC context to encourage engagement among participants. The aim of this study is to evaluate the efficacy of gamifying the CC method to promote engagement and deep learning. At the heart of this project is the promotion of deep learning through reflection among students enrolled in a Global English course. This modified WC method was used to explore discussions on the nativization of the English language as a result of L1 contact in diverse cultural and geographical settings. To evaluate the efficacy of the CC method using the board game, the study compared two different WC settings: one CC setting using the board game (CCG) while the other setting was conducted without the game (CCWG). Results indicated the CCG setting promoted better group dynamics and deeper conversations. Participants indicated that the CCG setting reduced initial inhibitions and promoted open conversations. The utility of promoting games during CC sessions and recommendations for future research are outlined.

# LIID 2019

## ABSTRACTS



### **The Morpheme Hunters: A Language Game to Support the Learning of English Language Morphology**

Anealka Aziz Hussin  
anealka@uitm.edu.my  
Aisyah Raihana Abdul Razak  
Maszsyuhada Maszri  
Fatein Ameira Muhammad Chiew  
Universiti Teknologi MARA, Shah Alam

The Morpheme Hunters is a language game created for students of Linguistics and Lexicology learning Morphology. Morphology is a study of words, the formation and their relationship to other words in the English language. Topics like the lexical, functional, derivational and inflectional morphemes, and some basic lexical analysis skills are the focus of the game. The game requires players to collect morpheme points by solving questions set at various difficulty levels. The ability to differentiate and analyze sentences for the different types of morpheme has always been a challenge for the students. This game offers a fun way for students to practice the skills. Students are required to spin a wheel to determine the points for each question. Besides the points, there are also rewards and immunity charms on the wheel which can boost their position to be the top Morpheme Hunter. There is also a chance of getting a penalty or losing some points if they give a wrong answer to the questions. For every point they get, they will receive a token. Winner of the game will be the player who collects the highest number of tokens. This game can help students improve their understanding of the concept of morphology, increase their vocabulary, sharpen their analytic skills besides improving their creative thinking skills. Besides being used as a fun enhancement activity in the classroom, the game can also be played by anyone who likes to be challenged by the complexity of words.

# LIID 2019

## ABSTRACTS



### **Riddle Master: A Language Game to Promote Learners' Creativity and Critical Thinking Skills**

Anealka Aziz Hussin  
anealka@uitm.edu.my  
Siti Nasuha Ma'zin  
Nur Akma Md Nasir  
Ain Nuraini Nor Azam

Universiti Teknologi MARA, Shah Alam

Riddle Master is an enhancement game created for students of Linguistics and Lexicology. This activity focuses on the semantic aspect of a word. Semantics is a branch of linguistics that concerned with meaning. Knowledge on semantics can help students be better communicators, yet, many find it difficult to establish the connection between what is learned in the classroom and application of the knowledge outside the four walls. Riddle Master is an evidence of the application of the knowledge. It is a boardgame that requires players to solve riddles along their journey to become a Riddle Master. There are obstacles, rewards and penalties that will spark the sense of competitiveness within the players. The game focuses on one aspect of semantic, the lexical relations. In this game, players' ability to understand meaning of words in the form of riddles will be tested. Language instructors can use the game as an enhancement activity in the classroom. The game can help students improve their understanding of the concept of lexical relations, increase their vocabulary, sharpen their analytic skills besides improving their communication, collaborative and creative thinking skills. Besides being used as a fun enhancement activity in the classroom, the game can also be played by anyone who is intrigued by the complexities of riddles.

# LIID 2019

## ABSTRACTS



### Poem-Pick: Poetry Learning Application

Wan Ainaa Atiqah Mohd Ismadi

ainaa.fita@gmail.com

Nur Nafishah Azmi

Siti Zubaidah Raja Mhd Shahnuddin

Nelysa Nurshafira Mohd Roslan

Universiti Teknologi MARA, Shah Alam

Creative writing can be challenging, especially in poetry writing. To be able to write, one must master the art of understanding the layers of hidden messages of poems. In Creative Writing Programme of Faculty of Film, Theatre and Animation, the students are obliged to take Poetry and Lyrics Writing course. However, some new students especially those that does not have literature background, were not able to grasp what is poetry writing all about. Furthermore, the lack of reading habit among the students worsen the problem. Hence, the traditional methods of teaching poetry writing were altered to ensure that all students are able to understand and produce their own work of art. *Poem-Pick* is an application to help the students in understanding poems through a set of method called P.E.A (*Poem Exploration and Analyzation*). By digitalizing creative writing, the students will be able to explore and comprehend the meaning of a poem in more engaging and interesting medium. This application will help a lot of creative writing lecturers and can be used not only for university students, but also for aspiring writers out there.



# LIID 2019

## ABSTRACTS



### **iPeMIA Web: Web Interaktif Peribahasa Melayu, Inggeris dan Arab**

Rozaimah Rashidin  
rozai451@uitm.edu.my  
Siti Naziatul Haziqah Mohamad Nasir  
Muhamad Luqman Haqim Mohd Jalaluddin  
Siti Aeisha Joharry  
Muhamad Zaidi Zakaria  
Universiti Teknologi MARA, Shah Alam

Peribahasa ialah satu manifestasi budaya yang dicipta dan disampaikan secara kreatif. Peribahasa merujuk kepada ayat atau kelompok kata yang mempunyai susunan tetap dan mengandungi pengertian yang tertentu seperti bidalan, pepatah, perumpamaan dan simpulan bahasa. Peribahasa bersifat figuratif serta memiliki makna implisit yang sukar untuk difahami oleh pengguna bahasa. Kesukaran ini juga seiring dengan perubahan masa yang menyebabkan peribahasa sering dilupakan dan jarang digunakan sewaktu berkomunikasi. Projek *iPeMIA Web* bertujuan untuk membangunkan satu laman sesawang interaktif peribahasa Melayu, Inggeris dan Arab yang dikelompokkan berdasarkan makna peribahasa yang sepadan. Dengan berbantuan teknologi web *wix.com* dan metodologi e-pembelajaran, projek ini akan mereka bentuk laman sesawang yang bersifat interaktif, sesuai dengan golongan pengguna sasaran iaitu golongan pelajar pra-universiti, para pelajar pra-siswazah dan pelajar-pelajar asing yang berminat untuk mempelajari dan memahami peribahasa Melayu, Inggeris dan Arab secara serentak. Selain itu juga, Teori Kognitif dalam e-pembelajaran turut diaplikasikan dalam pembangunan ini. Projek *iPeMIA Web* merupakan satu inisiatif dalam melestarikan peribahasa melalui pendokumentasian secara atas talian. Projek ini juga satu usaha yang sejajar dengan hasrat kerajaan dalam memelihara dan memulihara nilai warisan dan budaya yang terkandung dalam peribahasa. Ia berpotensi untuk dikomersialkan menerusi laman sesawang untuk memastikan kelestarian peribahasa multilingua ini kepada pengguna bahasa pada masa akan datang.

# LIID 2019

## ABSTRACTS



### **Power up Instructional Game with Different Types of Immediate Feedback to Increase Learning**

Tuan Sarifah Aini

Universiti Teknologi MARA, Negeri Sembilan

[tsyaini@uitm.edu.my](mailto:tsyaini@uitm.edu.my)

Anealka Aziz Hussin

Universiti Teknologi MARA, Shah Alam

[anealka@uitm.edu.my](mailto:anealka@uitm.edu.my)

Ghazali Yusri

Universiti Teknologi MARA, Shah Alam

[ghazaliy@uitm.edu.my](mailto:ghazaliy@uitm.edu.my)

Teaching and learning grammar can be tedious for the instructor and students. The instructor may have limited time in class to focus more on providing feedback for grammar learning activities and the feedback provided may not be timely. As for students, they may need timely feedback to improve their learning and feedback given should be interesting as to engage students in learning. Thus, providing grammar practice in the form of instructional games may benefit both the instructor and students. Providing grammar instructional games can supplement in-class instruction as students can play instructional games outside the classroom. Thus, the instructor can use the class time for teaching other language components. Moreover, instructional games can provide various types of immediate feedback that are automated in the game design. Thus, the feedback given is timely since it is provided instantly after a learning task is completed in instructional games, and in a more fun way as the feedback can be presented in various ways. The instructional game focuses on providing three types of feedback namely corrective feedback, praise feedback and explanatory feedback. The types of feedback are specially designed by considering students' learning styles namely visual, auditory and kinaesthetic. Since the instructional game is designed and developed using Scratch 3.0 that support HTML5.0, it can be accessed through various devices such as computers, tablets and smartphones. Therefore, the instructional game can be embedded into any online platform learning purposes of specific students or general public.

# LIID 2019

## ABSTRACTS



### **Tutor Me; English for Academic Survival (UHB 10302) Mobile Learning Module for Tertiary-Level Students**

Nurizah  
Universiti Tun Hussein Onn  
nurizah1982@gmail.com

This research was done to develop English for Academic Survival mLearning module (Tutor Me) for self-directed learning. The mLearning module was constructed to complement English for Academic Survival (UHB 10302) course at Universiti Tun Hussein Onn Malaysia (UTHM). Besides lecture session, the course comprises tutorial sessions and independent study hours. An inclusive module is essential to be used during these sessions, as at present, there is no module being developed specifically for the course. The research objectives are to identify the needs for 'Tutor Me' for self-directed learning, to design and develop 'Tutor Me', and to evaluate 'Tutor Me' based on the users' viewpoints. The module was developed based on Sidek's Module Development Model (2001), Elias' Universal Instructional Design Principles in mLearning (2011), as well as a number of learning theories (Social-Constructivist Theory and Scaffolding Theory), and language learning theory (Interaction Hypothesis). To achieve the first objective of the study, through survey method, a needs analysis was conducted among the lecturers and students of UTHM. As to accomplish the second objectives, prior to designing the mLearning module, a set of questionnaires was distributed among a panel of experts in the field of Technology in Education and English for Academic Survival. Following that, the module was developed based on the feedback gained from the questionnaires. After the prototype of the mLearning module was developed, to validate the content, the panel of experts reviewed the mLearning module based on a set of checklist. To accomplish the third objective of this study, one UHB 10302 lecturers and 10 students who had used the mLearning module during the tutorial sessions and independent study hours were interviewed to gather their viewpoints on the mLearning module. Looking at the findings from the needs analysis, there was a need to develop the mLearning module because there was a need to expose the students on the benefit of mLearning itself. In addition, the findings suggested that operational platform should be made accessible via smartphones and laptops for self-directed learning. After reviewing the findings for the set of questionnaires answered by the panel of experts, the module was developed. Elements such as content, learning strategies, learning activities, media and assessments were incorporated in 'Tutor Me'. Following that, 'Tutor Me' underwent the process of content validity and reliability. As for the third objective of the study, based on the feedback obtained from the interview sessions conducted among one UHB 10302 lecturers and 10 students, as well as the post-reflective compositions among the students of UHB 10302, they were satisfied with the ability of 'Tutor Me' to be accessed for self-directed learning regardless of place and time. There was a minor issue on connectivity. However, they had managed to overcome this problem because they had subscribed to broadband service and mobile data. The implication of this study focuses on the development of the mLearning module for UHB 10302, the procedure to conduct a research on module design and development, as well as further suggestions for the Ministry of Higher Education, UTHM, the lecturers and students of UTHM, and the field of English language teaching (ELT).

# LIID 2019

## ABSTRACTS



### **The Wizard of mLearning in Formal Language Learning Classroom**

Yuen Yea Lo  
Universiti Malaya  
pva170080@siswa.um.edu.my

Mobile learning (mLearning) is critically needed in education but it is still at its infancy in Malaysia (Embi & Nordin, 2013; Song, Murphy & Farley, 2013). It is also acknowledged that adopting mLearning that suit the class size, subject matter and students' level is challenging particularly for university students in formal language learning classroom (Ellis & Goodyear, 2013). As a result, the potential to use mLearning to acquire fluency in language use and relay meaning has often been overlooked. Thus, this presentation details an attempt to delve into the future on how new technology-based approach such as mLearning could be incorporated and structured into mainstream education in augmenting conventional formal learning to aid language learners to achieve their learning goals practically using mobile technologies. Drawing on Puente's (2006) adapted SAMR model which consists of four stages: substitution, augmentation, modification and redefinition, we will share how the SAMR model could be applied practically in formal language learning classroom for courses such as English Literature among undergraduates in Malaysia. It is anticipated that using mLearning in aiding learners to achieve their learning goals could be implemented not only for such language learning courses among undergraduates, but it could also be customized for other areas of learning in the field of education.



# LIID 2019

## ABSTRACTS



### **Day & Sky Chart: Familiarizing Preschool Children with Days of the Week and Descriptions of Weathers**

Nadhirah Hazwa Binti Fadzul  
Keningau Vocational College, Sabah  
sirhaj87@gmail.com

Preschool children need to be able to identify days in a week and describe weathers in simple English language. However, some children still find it difficult to identify days in a week which makes it harder for them to determine the different days of the current week as of the current day, the day before and the day after. They also have difficulties in describing the different types of weathers. Thus, the goal of this innovative chart is to train children to identify days in a week and describe weathers. This will help them improve their perception of time and their ability in explaining their surroundings. This chart enables students to visualize the abstract concept of days properly and verbalize the state of the weather in correct words. This chart is effective in helping teachers illustrate these concepts and topics in a clear and concise manner to children at preschools, nurseries and sometimes lower primary school pupils.

# LIID 2019

## ABSTRACTS



### **Day & Sky Chart: D-Mat: Nurturing Children's Language & Literacy Development**

Veory Victorian  
Keningau Vocational College, Sabah  
sirhaj87@gmail.com

D-Mat is a board game that contains questions, prompts and information that are consistent with the six aspects of children's development: mathematical, scientific, aesthetic, linguistic, physical and spiritual growth. Preschool children need to be exposed to and trained on six aspects of development in order to attain healthy and holistic development including their literacy and language skills of the national language and most importantly, English language that needs to be emphasized at preschool education. Most children find learning English language difficult as the language appears foreign and unfamiliar to them since most of them come from diverse backgrounds with different native tongues. Thus, D-Mat aims to familiarize them with words and phrases of the language in a fun and engaging way so that they will become motivated and comfortable of using and learning it in a way that is less formal and mechanical. D-Mat is unique as it provides children meaningful learning experience in an indirect manner and it is consistent with the concept of play that preschool children are more interested at. This material will help teachers create an engaging and exciting activity for children to get involved actively while fostering their language skills as they communicate, collaborate and compete with each other within a comfortable environment.

# LIID 2019

## ABSTRACTS



### **Wonder Zone: Educational Outreach Project-Based Learning in English Language**

Nur Adilah Farhanah Binti Abdullah

sirhaj87@gmail.com

Alvira Dororis

kvkeningausabah@gmail.com

Keningau Vocational College, Sabah

This project explored the role of project-based learning in providing authentic learning experience for students from Early Childhood Education Programme of Keningau Vocational College. The goal of this innovative approach is to provide students a platform to put their skills into practice by linking their learning to the real world through an educational outreach. This approach attempts to overcome the prevalent issues on the lack of engagement and motivation displayed by students in classroom. School lessons are often confined only in the physical classroom and this may demotivate learners who need to experience the practical, relevant and meaningful activities. Wonder Zone enables students to practice their language skills while giving back to the community through school visits where they educate children on particular topics of their choice through engaging activities. This approach is the extension of the emerging project-based learning that goes beyond the classroom or school as it serves as a community program. It offers students the opportunity to carry out their plans in the real world and reflect from their experiences. The students were expected to design their own mini projects of a topic of their choice (e.g. health, sports, science, hygiene) and develop the activities and materials related to their mini project for a group of preselected children from a particular primary school. They were expected to practice four types of sentences when they interact with the children: declarative, interrogative, imperative and exclamation. The students finally carry out their mini projects during school visits to the preselected primary school in Keningau. The educational outreach known as “Wonder Zone” that serves as the platform for them to carry out the activities in the real world has been conducted in four primary schools in the area. The study involved three batches of 60 students from the early childhood education programme. They were interviewed after the implementation of the programme and the findings showed that the students became more confident in using English language. They also displayed increased level of competence and compassion which helped them to acquire soft skills too. This concept can be promoted through workshops and seminars and it can also become a social enterprise.

# LIID 2019

## ABSTRACTS



### Statement of Problem Template

Haidy Henry Dusim  
Universiti Teknologi MARA, Sabah  
Haidy302@uitm.edu.my

Writing a clear problem statement is important as it helps to set the direction of research. A clear problem statement helps the researcher to focus on the purpose of the study. However, writing a clear problem statement is a challenge to some researchers. As a result, many researchers are unclear on what they are studying and this affects the overall outcome of a research. Hence, this paper aims to develop a guideline on how to write a clear problem statement.



# LIID 2019

## ABSTRACTS



### Posterized It!

Najlaa' Nasuha binti Mohd Radin  
najla4935@uitm.edu.my  
Norhayati binti Husin  
Aileen Farida binti Mohd Adam  
Nooryuhanis binti Hashim  
Nur Athirah binti Mohamad Hatta  
Universiti Teknologi MARA, Terengganu

For some, doing presentation can be a tedious task. Normally, presentations will incorporate the usage of visual aids. The most popular visual aids used to show the content of the presentation among UiTM students are Microsoft Powerpoint and Prezi. However, students at present are not exposed to poster presentations like the ones commonly used during final year project presentations, conferences and competitions, for example Invention and Innovation Design (IID) competitions. Looking at this problem, Posterized has been designed with the purpose to expose poster presentation skills to all level as well as guide users in doing oral presentation effectively using poster. Posterized comes with an e-manual that aids presenters to enhance their poster presentation skills and vary their presentation medium. The current poster presentation guidelines focus mainly on scientific research based works which cannot be applied for general presentations. Thus the novelty of Posterized is to provide poster presentation guidelines for students at the secondary school and tertiary levels. Posterized is marketable since it is suitable for all levels and it is handy as it is in electronic format.

# LIID 2019

## ABSTRACTS



### **DST: Enhancing the 21st Century Skills Among ESL Learners**

Robekhah Harun  
robekhah@uitm.edu.my  
Zetty Harisha Harun  
harisha@uitm.edu.my  
nurulsaad@uitm.edu.my  
Universiti Teknologi MARA, Kedah

The use of short stories in language teaching and learning gives it a holistic approach. Short stories offer authentic reading materials which give the learners an opportunity to interact with the text emotionally and involve themselves personally. However, students of the 21<sup>st</sup> century or better known as the 'digital natives' tend to face difficulties when asked to read as they found the reading materials provided to be very dry and 'boring'. Thus, DST project was introduced to the students to ignite students interest and understanding of the reading materials. Findings from the research project revealed that students responded positively towards using DST as a tool to improve their reading experience. Simultaneously, they also indicated that they gained new knowledge/skills which is in line with the 21<sup>st</sup> Century Skills which are Cooperation, Communication, Creativity and Critical Thinking.

# LIID 2019

## ABSTRACTS



### **PiSa (Pintar Peribahasa)**

Nurul Huda Mohd Saad

Universiti Teknologi MARA, Melaka

Roksana Bibi Abdullah

National Institute of Education, Nanyang Technological University

roksana.abdullah@nie.edu.sg

Rafidah Abd Karim

Universiti Teknologi MARA, Perak

feida16@uitm.edu.my

Pintar Peribahasa (*PiSa*) ialah permainan kad yang mengkehendaki pemain menyuaipadankan setiap peribahasa dalam bahasa Inggeris (bahasa sumber) ke peribahasa dalam bahasa Melayu (bahasa sasaran). Peribahasa merupakan ungkapan yang secara halus menyampaikan nasihat, teguran, pengajaran, pandangan, maklumat dan petua atau panduan. Idea pelaksanaan permainan ini diperolehi berdasarkan peratusan yang rendah dalam kemahiran menterjemah peribahasa oleh pelajar yang mengambil mata pelajaran penterjemahan dari sebuah Institusi Pengajian Tinggi Awam (IPTA) di Melaka, Malaysia. Perbezaan budaya Inggeris-Melayu menyebabkan para penterjemah menghadapi pelbagai kesukaran dalam memahami makna sesuatu peribahasa. Hal ini kerana makna sesuatu peribahasa itu biasanya ditentukan oleh latar belakang budaya, pengalaman dan topologi kognitif pengguna atau penutur kedua-dua bahasa ini. Kad *PiSa* dicipta bagi meningkatkan pengetahuan menterjemah peribahasa. Telah wujud kamus dwibahasa yang menjurus kepada peribahasa tetapi penciptaan kad *PiSa* berupaya menjadikan aktiviti mendalami sesuatu terjemahan peribahasa itu lebih menarik dan relevan dengan keperluan semasa. *PiSa* merupakan kad yang menampilkan peribahasa bahasa Inggeris yang mempunyai padanan dengan peribahasa bahasa Melayu berserta takrifannya. Permainan kad dicipta pada akhir abad ke-14. Ia kerap muncul dalam variasi yang berbeza dengan mengubah cara permainan dan jenis kad. Kad *PiSa* mengetengahkan permainan kad yang berkonsepkan pendidikan dengan pendedahan kepada bidang penterjemahan, iaitu terjemahan peribahasa. Bagi memperkasakan amalan inovasi dalam pengajaran bahasa, kad *PiSa* merupakan alat bantu mengajar yang dapat menyokong keberkesanan dalam aktiviti pengajaran dan pembelajaran (PdP). Kad *PiSa* berpotensi dikomersialkan di pasaran tempatan dan global, sesuai untuk golongan pelajar, pendidik dan ahli profesional.

# LIID 2019

## ABSTRACTS



### Word QFC

Nur Athirah binti Mohamad Hatta  
tierahatta@uitm.edu.my  
Norhayati binti Husin  
Najlaa' Nasuha binti Mohd Radin  
Nurhafizah binti Ali  
Raja Mariam binti Raja Baniamin  
Universiti Teknologi MARA, Terengganu

Asking questions can be very challenging for some, especially ESL (English as a Second Language) learners. The major problem is due to the students' inability to ask questions properly using the correct questioning techniques. Moreover, the students are influenced by the structure of their first language (*Bahasa Malaysia*). Due to these challenges, Word QFC (Question Flash Cards) has been designed to meet 3 objectives which are 1) to encourage students to form impromptu questions, 2) to stimulate students to verbally practice the correct questioning techniques and 3) to stimulate students' promptness to answer the questions given. Normally in a game, the person who picks the card will be taking the main role in answering questions to give hints to their friends in order to guess the word on the card. However, Word QFC reverses the roles where the person who picks the card is the one asking questions. The impact of this is that it allows students to think critically within limited time. It also promotes two-way communication among the students which may also lower down their anxiety in using English. Word QFC is marketable since it is suitable for all levels and flexible to the instructors to use.



# LIID 2019

## ABSTRACTS



### **Iban Flash Card App**

Adeline Engkamat

Universiti Teknologi MARA, Sarawak

[adeline@uitm.edu.my](mailto:adeline@uitm.edu.my)

Valerie Chan Sue Lin Abdullah

Universiti Teknologi MARA, Sarawak

Maureen Neging

Universiti Teknologi MARA, Sarawak

Aldrin Manggas Douglas

Sekolah Kebangsaan Bulan Jeragam, Sebuyau, Sarawak

In Sarawak, the Iban language is the mother tongue of the Iban people, the largest of the Dayak ethnic population. The Iban language is one the subjects taught in primary schools and it is also included as an optional subject tested in the Malaysian public examinations for Form 3, Penilaian Menengah Rendah (PMR) and Form 5, Sijil Pelajaran Malaysia (SPM). Currently, Iban language teaching is solely based on the conventional way of chalk and talk. Current students have problems in Iban pronunciation especially with the correct intonation and also writing with the correct Iban word spelling. This Iban Flash Card App is developed to assist students in learning proper spelling and the Iban language syllables. This mobile application can be used as a teaching aid and it can be an effective tool to incorporate the use of technology in the classrooms, as outlined in the National Education Policy. In the current digital world, teaching and learning needs to be updated in terms of content and pedagogy to be at par with the current speed of changes. At present, there is no locally produced mobile application on learning the Iban Language that would facilitate the teaching and learning processes in schools. This mobile application would be useful in promoting the interest among school children and non-native speakers to learn the Iban language among other languages. It is an interactive and easy-to-use mobile application which incorporates pronunciation and spelling. Potential for commercialization is a definite as it is made for the ubiquitous mobile phone. This Iban Flash Card App can also be utilized for flexible self-learning, anywhere and anytime.

# LIID 2019

## ABSTRACTS



### **ARA (Audiobook Read Along): Reinvention of Malay Folklore Oral Storytelling**

Nur Nafishah Azmi  
fishahfita@gmail.com  
Siti Zubaidah Raja Mohd Shahnuddin  
Wan Ainaa Atiqah Mohd Ismadi  
Nora Edrina Sahharil  
Universiti Teknologi MARA, Shah Alam

In every culture, folklore plays a significant role. It has been passed down from one generation to other through word of mouth. In addition, the practice of oral storytelling in the Malay culture functions as a tool to entertain, to educate and to communicate. The concept of folklore storytelling is suitable for children because it is enjoyable. Folklores are filled with examples and lessons that are positive and constructive. It provides children with an environment to understand and learn about the aspects of life while having fun. This is possible when children understand the stories and also the messages, knowledge and wisdom that are embedded within these folklores. Folklore also functions as a kind of education as it involves elements of speaking and listening. Furthermore, the very act of listening to stories, with their ability to totally engross the listener, is itself an experience in concentration. When children become engrossed in a story, it is an experience of attention and focus, which in turn readily transfers to other learning experiences. However, children nowadays explore a technological environment and it is one of the best methods to help teaching old traditions to the early childhood effectively. On that note, literary materials for local Malaysian children should be in tune with a globalized environment thus making this study of folklore through ARA (Audiobook Read Along) as an effort to bridge the gap of storytelling into the twenty first century.

# LIID 2019

## ABSTRACTS



### **Monopoly Adjectives**

Jasvinder Kaur Kaur  
Open University  
sandhu4982@yahoo.com

Grammar constructs the basic founding blocks of a language. The English grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints [ Larsen-Freeman, 2001]. In another definition, grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey [ Thornbury, 1999 ]. According to Albert Bandura language learning comprises of four main aspects ; observation, retention, reproduction and motivation. According to Bandura [ 1989 ] students cannot learn a new skill if they do not pay close attention to the critical features modelled. Therefore by playing the board game, students are observing and also learning at the same time. Hence creating an oppourtunity for students to learn at an accelerated level and also enjoy the lesson at hand.

# LIID 2019

## ABSTRACTS



### **My Grammar-is-Easy(GiE) Note in Facilitating Language Learning**

Nor Ashikin Yusof  
kinyusof@uitm.edu.my  
Norkamruzita Saadon  
Noork0069@uitm.edu.my  
Universiti Teknologi MARA, Terengganu

Learning a language is a never-ending process, which requires a lot of efforts from the educators and the learners. The educators need to be creative and supportive to provide conducive environment so that the language learning can take place easily. As far as learning grammar is concerned, particularly in learning tenses, many learners have found that it is confusing and difficult to understand and remember. This confusion leads to frustration and failure in improving their accuracy in English language. Furthermore, learners in the digital era are inclined in using technology in their learning. Textbooks are not their favourite source of information. Instead, e-books and handy notes are the learners' preference. Therefore, the use of mind map in a handy note has been designed in order to assist learners to acquire grammar skills in an easy and fun way. This design, known as "My Grammar-is-Easy (GiE) Notes", is believed to help learners in secondary schools and universities to understand and remember tenses in an easy and fun way through the concept of Mind Map and its handy features could attract learners to refer to the notes conveniently. Furthermore, QR code is attached to the notes, which enables learners to read extensively on the tenses. Hence, this easy and fun "My GiE Notes" could be a good potential commercial product due to its Mind Map concept and attractive features which could cater the needs of technology-inclined learners.



# LIID 2019

## ABSTRACTS



### **SIR – Say It Right**

Sueb Ibrahim  
Universiti Teknologi MARA, Sarawak  
ebraiz@uitm.edu.my

SIR – SAY IT RIGHT is an interactive multimedia software which attempts to introduce learners to the world of phonetics. It is an interactive multimedia software which gives a new dimension to pronounce English words correctly through its interactive approach. Its two-fold objectives are to familiarize learners with the English phonetic system by introducing the 44 phonemes of the English language in the International Phonetic Alphabet (IPA), and to create awareness about the importance of correct pronunciation of English words. Unlike other interactive software available in the market, SIR's novelty lies in its specific focus on commonly mispronounced words in English and the phonological awareness the software introduces into the learner's cognition to facilitate comprehension and production. Phonological awareness which involves detecting, discriminating and manipulating the sound segment of spoken words while knowing that the smallest unit of sound can affect the meaning, is an integral component of pronunciation learning. It also denotes awareness of sound patterns and the ability to isolate one sound from the other. In the context of SAY IT RIGHT interactive software, learners will be engaged in various linguistic operations that make use of information about the sound structure of the language, that is, all the phonemic aspects associated with the system of pronunciation of English. The ability to perceive, detect, isolate and manipulate the sound structure of the English language underlies the learning principles of SIR interactive software. This innovative software promotes self-directed learning, provides immediate feedback, makes learning fun and interactive, as well as enables learners to do self-assessment. Hence, learners will find it easy to relate to and engage with the activities and exercises provided.

# LIID 2019

## ABSTRACTS



### **LEXEME GO! 2.0**

Azlan Abdul Rahman  
azlanar@uitm.edu.my

Suhardi Hamid  
suhardi@uitm.edu.my

Syahrini Shawalludin  
syahrini@uitm.edu.my

Adnan Aminuddin  
adnan708@uitm.edu.my  
Mohd Nor Azam Md Saleh

nor\_azam@uitm.edu.my  
Universiti Teknologi MARA, Kedah

Language learners are having difficulties in mastering the core element of language which is grammar. Grammar, ideally, has to be understood well by a language user in order to produce a complete and correct sentence. Hence, any language game that offers grammar as the core element will help a language user to learn grammar better and it would be best if the game could be implemented and played in a very fun way. Lexeme Go! 2.0 is a language-based game meant for learning via fun approach. This innovation is a language-based game which emphasizes the realm of 9 categories of parts of speech. Lexeme-Go! 2.0 asserts on the cognitive and psychomotor attributes of the participants and revving their physical endurance. Lexeme Go! 2.0 is a language-based game with hybrid elements of real-time physical endurance and online assessments and activities. Combination of these features embeds the traditional and contemporary ways in making the learning process more interactive and attractive. This Innovation will enhance an interactive and attractive communication electronically, it is operated with less manpower dependency and paper free.

# LIID 2019

## ABSTRACTS



### **Meeting Master Gavel Club: A Platform to Communicate in the Real World**

Joseph Alagiaraj Thambu Raj  
joe1@uitm.edu.my  
Christina Chin  
christina102@uitm.edu.my  
Aries Henry Joseph  
aries@uitm.edu.my  
Universiti Teknologi MARA, Sabah

Poor English competence among undergraduates has been one of the main issues confronting Malaysian employers. Hence, the realisation of the importance of having good communication skills to enhance graduate employability has prompted an initiative to adapt the Toastmasters International meetings in a university context. Mastering the English language will not make anyone less Malaysian, but will instead, give him or her a competitive edge to remedy any shortcomings in communication skills. This has brought about the inception of Meeting Master Gavel Club (MMGC) in UiTM Kota Kinabalu Campus in 2012. Thus, it has encouraged undergraduates from different faculties to take the opportunity to carry out meetings in the English Language. The objective of this innovation is to create a conducive environment to promote communication and leadership skills at meetings. In addition, three manuals were created for students to be used as a guide for the first three semesters in the university. The novelty of these manuals is that they can be used as a guide to assess one's performance and achievement in certain roles taken up by the individual concerned.

# LIID 2019

## ABSTRACTS



### **Match Me: A Game to Engage ESL Learners in Using Prepositions in Context**

Evelyn Sharminnie Vasuthavan  
evelyn029@uitm.edu.my  
Angeline Ranjethamoney Vijayarajoo  
Arutchelvi Kumaran  
Universiti Teknologi MARA, Negeri Sembilan

Grammar, especially prepositions, has been the most challenging aspect for ESL learners. Hence, the motivation to design a game to help learners understand prepositions better, in a fun and non-threatening manner. The game *Match Me* was designed to help learners to make correct choices in using prepositions in sentences. It also aids in teaching and learning prepositions in an enjoyable environment. The game will be a complementary tool for teachers and instructors in facilitating the teaching of prepositions. Besides that, this game can also be played outside classroom, for example, at home, workplace and other outdoor venues. Thus, this game, which has both educational and recreational benefits, has great potentials to be marketed.



# LIID 2019

## ABSTRACTS



### **On the Teaching Method of Chinese as a Second Language: A Case Study of UITM Sabah**

Zhang Xiaotong  
951761278@qq.com  
Universiti Teknologi MARA. Sabah

This paper takes how to improve the classroom teaching effect as the starting point to introduce the teaching means that teachers can effectively use in classroom teaching. According to the characteristics of Malaysian students learning Chinese and Chinese fluency acceptance and language use, class performance of Chinese, Chinese final exam situation analysis, teachers can properly in Chinese proficiency better students class design task type teaching, such as "shopping" and "looking for direction" real common theme task, to increase the students' Chinese is narrow, exercise students' ability of oral expression and eventually use Chinese communication ability; Teachers can choose suitable teaching methods, such as TPRS teaching method, TBL teaching method, task teaching method, situational teaching method, etc. When teaching basic language blocks in Chinese, teachers can adopt language block teaching method, including fixed collocation, formal communicative language, idiomatic language, framing language and general language blocks. Teachers can adopt situational teaching method when teaching spoken Chinese. In the teaching of oral Chinese as a foreign language, the setting of scenarios can be divided into three categories: intuitive scenarios, discursive scenarios and experiential scenarios. In the listening teaching, mainly let the students master the ability to listen and remember, after listening to imitate ability, retrieval and monitoring ability, discrimination and analysis ability, memory storage ability, associative guess ability, rapid reaction ability and summary ability of these 8 listening ability micro skills. Teachers should pay attention to the teaching strategies before, during and after listening. In writing teaching, we should pay attention to the use of control method, paragraph form method, communicative method and translation method. The teacher must master the skill when carrying on the classroom drill, may use the game way to promote the student to study, stimulates the study interest, increases the classroom participation the enthusiasm, the common game has: "swatted the fly", "the radish squats", "the word order" and so on. In a word, there is no definite method of teaching but there is method of teaching. In real classroom teaching, teachers should comprehensively apply various teaching methods and means, combine specific characteristics of students, and teach students in accordance with their aptitude, so as to promote students' learning of Chinese as a second language.

# LIID 2019

## ABSTRACTS



### **M-card, an Educational Game for the Learning of Mandarin as the Third Language among the Non-native Speakers**

Wee Sheau Ping  
weesheauping@uitm.edu.my

Liew Chin Ying  
cyliew@uitm.edu.my

Chan Ai Nyet  
ainyett@uitm.edu.my

Liew Yit Lian  
yillian@uitm.edu.my  
Universiti Teknologi MARA, Sarawak

Learning Mandarin as a third language (MTL) is generally considered a tough task. Learners are expected to be able to recognize, comprehend, write, and pronounce the Chinese characters. Among these, recognizing Chinese characters is the most challenging task as they are made up of a broad combination of strokes, making each character extremely unique. The typical teaching-learning strategies by traditional oral drills and writing of Chinese characters are commonly practiced, but this mundane rote learning often kills the interest in learners. There is a need to incorporate group activities in order to engage the learners in communication by using Mandarin, to utilize various teaching aids to entice them to be active participants, and to retain their interest in learning the language. Hence, M-card was innovated as an educational game card that comprises 60 Chinese-character cards for beginners of a MTL course, to be used as a manipulative for the teaching-and-learning sessions. The objectives of M-card are to enhance the learning experience of learners in recognizing the Chinese characters, practicing the Chinese phonetic system (*Hànyǔ Pīnyīn*), comprehending the Chinese characters, and forming Chinese meaningful words and phrases in the language. Evaluation on the effectiveness of M-card shows that it provides fun yet engaging and meaningful experiences to learners of MTL. The pre-post tests show encouraging improvements in identifying the Chinese characters with more than half of the learners obtaining full scores. Subsequently, the commercialization of M-card has taken off targeting particularly the beginners of MTL.

# LIID 2019

## ABSTRACTS



### **Elsa 360°-Videos: English Language Simulations Augmented with 360° Videos for Immersive, Interactive “Anytime, Anywhere” Learning**

Airil Haimi Mohd Adnan  
admin@uforia.edu.my  
Nurul Nadiyah Mustafa Kamal  
Muhamad Khairul Ahmad  
Muhammad Anwar Mohd Kamal  
Universiti Teknologi MARA, Perak

Many university educators still teach using ‘old-school’ methods and fail to use technological tools within the teaching and learning dyad. Having little technical know-how and being reluctant to spend time and money to learn technological skills, these educators will find it difficult to meet the high expectations of today’s learners. A case in point in learning technology adoption is virtual reality (VR). Today, educators can actually (read: easily) create immersive ‘real life VR’ contents using 360° cameras to deliver lessons anytime, anywhere. Our English Language Simulations Augmented with 360-degrees spherical videos or ELSA 360°-Videos is one such project, which also has commercial value as an e-Learning ‘product’ for English language teaching and learning at higher education level. Focusing on a degree course on English for Professional and Workplace Interactions, ELSA 360°-Videos help undergraduates to experience what it is like to be in a meeting room, to see how colleagues react to each other to share ideas and deal with issues, and to learn essential language skills to thrive in the workplace. The novelty value of ELSA 360°-Videos is they are unscripted and produced under actual test conditions; i.e., the simulations are authentic and real. The benefits of ELSA 360°-Videos are: Contents are uploaded onto YouTube and VeeR are openly accessible online; Learners can learn anytime, anywhere; Total immersion can be attained using smartphone-powered inexpensive VR goggles; Weaker learners have the autonomy to revise and learn at their own pace. The benefits of 360° videos in language learning content delivery far outweigh challenges in producing high-quality content, and difficulties in helping undergraduates adopt a positive mindset to engage with this technology.

# LIID 2019

## ABSTRACTS



### **Empowering Average Learners Language Skills through “Model United Nations”**

Flavia Suimin  
flavialajingah@gmail.com  
Lourdes Mary Batin  
Tina Leong Suet Ching  
Sekolah Menengah Kebangsaan Limbanak, Sabah

Model United Nations(MUN) is a simulation of the United Nations conference. MUN breaks the humdrum of teaching by introducing to the average students an exciting new way of learning the English language. Students assume roles as delegates and need to be knowledgeable about their country’s policy and political stand. Students are taught how to write a resolution on pertinent problems and amenable solutions through vast reading. Hence, the objective of this technique is to equip the average students with the capability to listen and understand by responding appropriately during lobbying and formal debates; to present resolutions by speaking for and defending them in debates; to read both intensively and extensively to acquire knowledge and facts about countries, organizations and current issues and also to formulate ideas logically in clear, written language. The current work incorporated the implementation of MUN module entitled “Happy Effective MUNers(HEM)”. This model contains five aspects; rules and regulations, easy peasy research, effective resolution, how to negotiate and debating tricks to treats. The module was carried out in phases according to the targeted group of students. The implementation of this module yielded positive outcome in students’ English language achievement. This was reflected in students’ English language test and examination marks. In conclusion, the usage of this module empowered students to have better confidence in speaking, increased their vocabulary and improved their writing skill. This module is applicable for high school and college students.



# LIID 2019

## ABSTRACTS



### **KIT DenT**

Dayang Norliah Binti Ali Omar  
Pejabat Pendidikan Daerah Papar, Sabah  
Dgnorliah22@gmail.com  
Rosnah binti Sibin  
Jaibah binti Taib  
Sekolah Kebangsaan Kawang Papar, Sabah

Kemahiran mendengar dan bertutur merupakan salah satu kemahiran bahasa yang mesti diajarkan kepada murid sama ada di sekolah rendah ataupun sekolah menengah. Hasil temu bual dan pemerhatian proses pengajaran dan pembelajaran di sekolah rendah, didapati guru mengalami kesukaran dalam menyediakan aktiviti yang membolehkan murid mendengar dan kemudiannya dapat bertutur tentang perkara yang didengar. Oleh yang demikian, saya telah menghasilkan Kit DenT (Dengar Tutur) yang sesuai dan mudah digunakan oleh guru bagi mengatasi masalah ini. Kajian ini telah dijalankan selama sebulan oleh tiga orang guru Bahasa Melayu di Sek. Keb. Kawang dan melibatkan murid-murid Tahun 1. Guru-guru yang terlibat telah menggunakan Kit DenT semasa sesi pengajaran dan pembelajaran bagi kemahiran mendengar dan bertutur. Kajian ini menggunakan kaedah kualitatif iaitu temu bual, pemerhatian dan analisis dokumen untuk mengumpul data. Impaknya, guru-guru dapat menjalankan aktiviti kemahiran mendengar dan bertutur sepanjang tempoh masa satu jam pdp dijalankan. Selain itu, guru-guru juga dapat mentaksir Tahap Penguasaan murid bagi kemahiran mendengar dan bertutur dengan mudah menggunakan Borang Pemarkahan yang disediakan. Implikasinya, murid-murid dapat berkomunikasi dengan lebih mendalam tentang isi pelajaran dengan menggunakan Kit DenT. Di samping itu, Tahap Penguasaan mereka bagi kemahiran bahasa mendengar dan bertutur telah meningkat dengan mendadak. Kit ini juga digunakan oleh guru bagi mengajar kemahiran bahasa yang lain iaitu kemahiran membaca dan menulis.

# My\_CASELT 2019

## ORGANISING COMMITTEE



### **PATRONS**

Yang Berhormat Datuk Dr Yusof Yacob  
Emeritus Professor Ir. Dr Mohd Azraai bin Kassim

### **ADVISORS**

Datuk Associate Professor Dr Haji Abdul Kadir Haji Rosline  
Associate Professor Dr Ahmad Mazli Muhammad  
Professor Dr Fauziah bt Noordin  
Yang Berhormat Puan Jenifer Lasimbang

### **CO-ADVISORS**

Associate Professor Jasman Hj Jaafar  
Associate Professor Dr Janudin bin Sardi  
Mohamad Nasaruddin bin Mahdzir

### **CHAIR**

Aries Henry Joseph

### **PROJECT MANAGER**

Delia L. Olaybal

### **TREASURER 1**

Roslida Ramlee

### **TREASURER 2**

Haji Samsuddin Bin Haji Mohd Amin

### **SECRETARY 1**

Norazrina Ag Ahmad

### **SECRETARY 2**

Jenna Desiree Robert

### **ASSISTANT SECRETARY**

Aneesah Madisin Abdullah

### **SECRETARIAT**

Marianne Estabella Fung (Head)  
Delia L. Olaybal  
Nadiah Dato' Thanthawi Jauhari  
Siti Ismah Sahed  
Dr Nancy Chihuh @ Noemi  
Mohamad Hasimi Abdullah  
Xu Wanhong (Jinan University, Guangzhou)  
Adeline Lo Pui Yee

# My\_CASELT 2019

## ORGANISING COMMITTEE



### CONFERENCE KITS AND CERTIFICATES

Bernadette Peter Lidadun (Head)  
Marianne Estabella Fung  
Zhang Xiaotong (Guangdong University of Foreign Studies)

### PUBLICITY AND PROMOTION

Dr Alice Wong Su Chu (Head)  
Salwa Othman  
Farhana binti Yaakub  
Mazuki Izani Ismail  
Chen Lihong (South China Normal University)

### ABSTRACTS/ PAPERS/ PROCEEDINGS

Dr Jocelyn Lee Yee Vun (Head)  
Associate Professor Christina Chin  
Dr Alice Wong Su Chu  
Associate Professor Dr Noor Hanim Rahmat  
Dr Nor Ahnis Othman

### TEXT/SPEECH

Associate Professor Christina Chin (Head)  
Kamarulzaman bin Ishak  
Habibun Nisa Mohamed Ajmal  
Choo Siow Chin

### PROGRAMME BOOK

Dr Nancy Chih @ Noemi (Head)  
Aida Ahmad Saipuddin  
Tammie Christy Saibin  
Jenna Desiree Robert  
Nurmizan bin Zakaria

### HOTEL, FOOD & BEVERAGE

Jenny Mosikon (Head)  
Silverina Annabelle Kibat  
Lindey Easter Apolonius  
Mohd Arsy Ardy bin Mohd Hardy  
Dr Spencer H. Mogindol

# My\_CASELT 2019

## ORGANISING COMMITTEE



### IT & MULTIMEDIA

Mazuki Izani Ismail (Head)  
Dr Alice Wong Su Chu  
Nurmizan bin Zakaria

### TECHNICAL

Joseph Alagiaraj (Head)  
Herman Baadu  
Muhammad Hisyam bin Awang  
Fredly bin Masri  
Mohd Syafiq Asyraf bin Jamar  
Mohd Som bin Yaman (ILD)  
Mohd Mazli bin Mohd Hamid (ILD)

### SPONSORSHIP

Octavia Willibrord (Head)  
Aries Henry Joseph  
Bernadette Peter Lidadun  
Dr Alice Wong Su Chu  
Associate Professor Rosdiana Haji Sukardi

### PROTOCOL

Associate Professor Roslan Mokhtar (Head)  
Suzie Wong @ Suzie Rahman  
Farhana binti Yaakub

### OPENING & CLOSING

Suzie Wong @ Suzie Rahman (Head)  
Associate Professor Roslan Mokhtar  
Octavia Willibrord

### LOGISTICS/ FLOOR PLAN

Lindey Easter Apolonius (Head)  
Jenny Mosikon



# My\_CASELT 2019 ORGANISING COMMITTEE



## EDITORS

### My\_CASELT

Professor Dr Normah Abdullah  
Associate Professor Dr Laura Christ Dass  
Associate Professor Dr Chai Moo Hung  
Dr Siti Aeisha Joharry  
Dr Angelina Subrayan Michael  
Dr Maizura Mohd Noor  
Dr Noraini Ahmad Basri  
Dr Aini Akmar Mohd Kasim  
Dr Elia Md Johar  
Dr Syamimi Turiman  
Dr Zaemah Abdul Kadir

## REVIEWERS

### My\_CASELT

Dr Jocelyn Lee Yee Vun (Head)  
Associate Professor Christina Chin  
Associate Professor Dr A. Nalini Arumugam  
Associate Professor Dr Loh Er Fu  
Dr Alice Wong Su Chu  
Dr Baljinder Singh  
Dr Sujatha Menon  
Dr Wan Nazihah Wan Mohamed  
Dr Nancy Chiu @ Noemi  
Joseph Alagiaraj  
Tuan Sarifah Aini Syed Ahmad  
Zuraidah Binti Sumery  
Haniza binti Sarijari  
Syazliiyati Ibrahim  
Masliza Mat Zali  
Juritah Misman

# My\_CASELT 2019 ORGANISING COMMITTEE



## REVIEWERS

### LIID

Dr Noor Ahnis Othman

Associate Professor Dr Noor Hanim Rahmat

Dr Mok Soon Sim

Dr Angelina Subrayan Michael

Professor Dr Normah Abdullah

### Liaison Officers

Adrianna Aziz

Cindy Johnny

Siti Hajar Md Shahar

# LIID 2019

## ORGANISING COMMITTEE



<b>ADVISOR</b>	Associate Professor Dr Janudin Sardi
<b>PROJECT MANAGER</b>	Fauziah Saadah Abdul Halim
<b>SECRETARY</b>	Nadiah Dato' Thanthawi Jauhari
<b>SECRETARIAT</b>	Nadiah Dato' Thanthawi Jauhari Siti Ismah Sahed
<b>PUBLICITY AND PROMOTION</b>	Salwa Othman
<b>ABSTRACTS/ PAPERS</b>	Nor Diyana binti Saupi Dr Nor Ahnis Othman Associate Professor Dr Noor Hanim Rahmat
<b>PROGRAMME BOOK</b>	Aida Ahmad Saipiuddin
<b>SPONSORSHIP</b>	Nor Azhar Mohd Taib

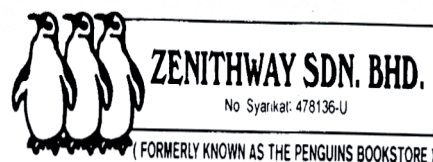
# HEARTFELT THANKS TO THE SPONSORS



Ministry of Tourism, Culture & Environment  
Sabah



ASAS NIKMAT SDN. BHD.





## NOTES

## NOTES

## NOTES

